

**HOSTELS AND ACADEMIC PERFORMANCE OF GIRLS IN  
COMMUNITY SECONDARY SCHOOLS IN TANZANIA: THE  
CASE OF IKUNGI DISTRICT, TANZANIA**

**By**

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**A dissertation Submitted in Partial Fulfillment of the Requirements for the Degree  
of Master of Arts in Education (MA-ED) of the Mzumbe University**

**2016**

### CERTIFICATION

We, the undersigned, certify that we have read and here by recommend for acceptance by Mzumbe University, a dissertation entitled: ***Hostels and Academic Performance of Girls in Community Secondary Schools in Tanzania: The case of Ikungi District, Tanzania*** in fulfillment of the requirements for award of the degree of Masters of Arts in Education of the Mzumbe University.

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## **DEDICATION**

I dedicate my dissertation to mighty God. By his grace, I was capable of conducting this research work successfully.

## **ABSTRACT**

The purpose of this study was to examine the contribution of girls' hostels to the academic performance of girls in community secondary schools in Ikungi district, Tanzania. A case study research design was employed in order to achieve the study objectives. The study was guided by human need and motivation and social climate theory. The study was dominated by social climate theory which states that the learning outcome is affected by the environment where studies take place. The study concluded that hostels have been improving girl students' academic performance in community secondary schools in Ikungi District through providing security to girls, reducing the distance to school, providing extra time for private studies, discussion and assignments. There has been significant improvement of girl's academic performance after construction of hostels in community secondary schools in Ikungi District. Socio-cultural problems, economic problems and difficulty learning environment have been affecting academic performance of girl students in community secondary schools in Ikungi District. The study recommends that first, the government should educate parents and community on the importance of education to girls. All cultural beliefs that hamper girls' education should be prohibited by the government and construct girls' hostels in all community secondary schools so as to protect them from different risks which affect their academic performance. Also, the government should equip its schools with all facilities such as laboratory apparatuses, water and electricity supply so as to improve girls' academic performance. Moreover, the government should establish a scholarship scheme to support girl students from poor families and parents should make a close follow up of their children academic progression. Parents also should support education for their girls, to make sure they have enough time at home for private studies and work on home assignments. Similar studies are suggested to be conducted to explore the contribution of hostels to the academic performance of girls in all public and private secondary schools in other districts, so as to have a wider understanding of the contribution of hostels to the academic performance of girls in Tanzania.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

|        |                                                            |
|--------|------------------------------------------------------------|
| AIDS   | Acquired Immune Deficiency Syndrome                        |
| COBET  | Completely Basic Education Training                        |
| CSEE   | Certificate of Secondary Education Examination             |
| DSEO   | District Secondary Education officer                       |
| EFA    | Education For All                                          |
| FAWE   | Forum for African Women Educationalists                    |
| FTNE   | Form Two National Examination                              |
| GSES   | Girls Secondary Education Support                          |
| HIV    | Human Immune deficiency Virus                              |
| MoEVT  | Ministry of Education and Vocational Training              |
| NGOs   | Non Government Organisations                               |
| NSGRP  | National Strategy for Growth and Reduction of Poverty      |
| SDGs   | Sustainable Development Goals                              |
| SEDP   | Secondary Education Development Plan                       |
| SES    | Socio-economic Status                                      |
| SPSS   | Statistical Package for Social Science                     |
| TDV    | Tanzania Development Vision                                |
| TGNP   | Tanzania Gender Network Programme                          |
| UNESCO | United Nations Education, Science and culture Organisation |
| UNICEF | United Nations International Children's Education Fund     |
| URT    | United Republic of Tanzania                                |
| WDEFA  | World Declaration on Education For All                     |
| WEC    | Ward Education Coordinator                                 |

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

There is a notion that if you educate women, you educate the entire society. Various efforts have been undertaken by individual countries, regions, even globally to educate girls. Efforts to improve girls' education have significantly increased in the previous two decades. In Africa, female education got more emphasis in 1990s after the Jomtien Conference in Thailand on Education for All (EFA). World leaders agreed to improve the quality of education for girls and women and remove obstacles which hinder their active participation. They had to make efforts to end gender inequalities within the educational system. This led to the establishment of organisations such as Forum for African Women Educationalists (FAWE), a Pan-African Non-governmental organisation (Kombo & Waiyaki, 2002). It was established in 1992 to support girls and women's education. It was to make sure girls have access to education, perform well and complete their studies so that gender inequalities in education are eradicated. This was to be done by supporting gender parity in education in Africa by fostering positive policies, practices and attitudes towards girls' education. Within the context of the international momentum of improving girls' education, Tanzania has made it a priority to raise students' enrollment and academic performance in schools at the secondary level, especially girl students by increasing and constructing community secondary schools with girls' hostels.

#### **1.2 Background of the Study**

Education is very important means by which the community passes its knowledge, experiences, skills, attitudes and values from one generation to another (Malese & Seifu, 2008). Education empowers individuals with ability to bring personal and social development. Education determines standard of living, welfare, and security of the people in the world of sciences and technology (Aggrawal, 1997). Education is a corestone of economic, political, social development and a most important means of improving the living standard of the people (Fagerlind & Saha, 1988). It improves the

capacity of production of communities and their political and economical institutions. It also assists to reduce poverty by lessening its effects on the population, the health and nutrition and by raising the values, efficiency and effectiveness of the workforce provided by the poor individuals (World Bank, 1991).

Various studies had revealed that education for women plays very crucial role in the socio-economic development of communities and country at large, for the reason that it has vital effects on the families in particular and the society at large education provided to men (Malese & Seifu, 2008). It has been observed with various notions that education for a boy, is education for a single person, but education for a girl is education for the entire society (Aggrawal, 2004). Thus, education for girls is crucial for development of any society in both developed and developing countries, and must be more emphasised not only on the justifying of social justice but also because it helps social transformation. The benefits of education for girls were well documented in the literature, thus there is more than enough studies that demonstrate that education raising the production and income of both men and women (World Bank, 1993).

Hans (2003) argues that education has more positive effects to women; educated women have healthier, fewer, and more educated children. As education improves mother's knowledge and use health practices, every additional year of schooling is anticipated to lower the mortality rate of children aged below 5 years by 10%. Moreover, educated women follow family planning, thus majority of them have fewer children whom can afford to send them to school (Malese & Seifu, 2008). This is the significance of education for the entire community. On the other hand, girls unlike boys, face many challenges that have effects on their education. The factors affecting girls education are rooted in the cultural, social and economic challenges of the society (UNICEF, 2003). Several factors affecting girls' education have been discussed by different literatures by various education stake holders, however the location of the school has been little discussed, though has great effects on girls' education. The long distance from home to school posed great worries to parents about girls' schooling, since many cases of raping

and early pregnancies have been reported to face girls who walk long distance to school. This is one of significant challenges, particularly in poor rural areas (UNESCO, 2003).

Security challenges girls' education, particularly in rural areas where girls have to walk on long distance to school, thus poor security to girls on their way to school, it is considered by parents to be a threat to their daughters (La Franiere, 2006). Also, the study by Franiere (2006) revealed that the distance from home to school should be considered when selecting the school for girl's education, the schools located in a far distance tend to lower the security to girl students. The study conducted by Sipahimanlani (1999) revealed that distance from home is an important factor for girls' school attendance in Pakistan; whereby female literacy rate increases in the areas where primary schools were more than one kilometre away from homes. This illustrates that when the distance from home to school decreases, there is an increase in girls' enrolment and academic performance, attendance and academic performance. Also, the study by World Bank (1993) conducted in Algeria makes the case clear. The study found that the rate of enrolment for girls was 84% when a school was located in less than 1 kilometer away from home. However, girls' enrolment has been dropping drastically to 25%, when the school was located more than 5 kilometres away from homes.

From 21st to 31st 2012, Tanzania Gender Network Programme (TGNP) followed up gender-related problems facing female citizens in rural areas in Iringa. There were many challenges mentioned however early pregnancy among girl students at Iwalanje community secondary school became prominent. The school is located very far from the students' homes. Students walk between 4 to 8 kilometers from their villages to school. In order to be close to school, several students hired rooms famously known to them as 'ghetto'. Living in such environment girls spend a lot of time to fetch water and firewood for cooking their meals, and other distracting issues instead of concentrating on studies (UNICEF, 2001). In these 'ghettos' a mixed of ordinary community secondary school members, boys and girls live together, which has lead girls to be influenced to

immoral behaviours. This has led them to failure in academics, face sexual abuse such as rape, early pregnancy, and threats of contracting HIV/AIDS and other Sexually Transmitted Infections.

The second event was also reported in one Swahili newspaper in the country. Grace Nzongo is a Form Two student at Chanzuru secondary school in Kilosa district, who revealed that despite her passion for education, there are a number of hindrances toward reaching her dream in education. Grace had to walk a total distance of 30 kilometers (15 kilometers each way) every day to and from school, which hindered her to concentrate on studies due to tiredness. She had to wake up at 5 am and reaches school at 9 am, finding the first period is over. This situation has continuously been affecting her academic performance (Nyirenda, 2012). Academicians argue to improve girls' education in developing countries, a number of strategies be designed, one of the best solutions for solving the challenges is the construction of the schools close to residential areas or establishing girls' hostels close or within the school premises (Malese & Seifu, 2008). These strategies will provide security to girls, and encourage parents to take their daughter to school, since the strategies will reduce the time spent by girls on walking the long distance to school (Tilak, 2003). The presence of the hostels have been improving girl's academic performance in Ethiopia, where by girls now have opportunities to attend classes every day and on time, thus they have enough time to participate in learning activities (Malese & Seifu, 2008). Also, the study by Nteko(2007) revealed that availability of hostels in public secondary schools in Sengerema District improved girls academic performance compred to the time when the schools had not have hostels.

### **1.3 Statement of the Problem**

In this globalisation world, education is considered as the first step for every human activity. It plays a very important role in the development of human resources and is linked with an individual's well-being and opportunities for better living standard (Battle & Lewis, 2002). It ensures that the acquired knowledge and skills enable individuals to increase their productivity and improve their quality of life. The increase of productivity leads towards new sources of income which enhance the economic growth of a country (Saxton, 2000). The quality of students' performance, particularly for girls remains the first priority for educators. It is meant for making changes at family, national and global levels. Educators have been interested in exploring various factors contributing effectively to the academic performance of girls. These factors are inside and outside school environments that affect girls' academic achievement. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004). The formal examination on the subject of the role of these demographic factors rooted back in the 17th century (Mann, 1985). Generally, these factors include age, gender, geographical belongingness, ethnicity, marital status, socio-economic status (SES), parents' education level, parental profession, language, income and religious affiliations. These are usually discussed under the umbrella of demography (Ballatine, 1993). In a broader context demography is referred to as a way to explore the nature and effects of demographic variables in the biological and social context. unluckily, defining and measuring the quality of education is not a easy issue and the difficulty of this process increases due to the changing values of quality attributes associated with the various stakeholders' viewpoint (Blevins, 2009).

Besides other factors that have an effect on girls' academic performance, socio-economic status is one of the mostly researched and debated factor among educational professionals that contribute towards the academic performance of girls. The most prevalent argument is that the socio-economic status of students affects the quality of their academic performance. Most of the experts argued that the low socio-economic status has the negative effects on the academic performance of students for the reason

that the basic needs of students remain unfulfilled and hence they do not have better academic performance (Adams, 1996). The low socio-economic status causes environmental deficiencies which result in low self-esteem of students (US Department of Education, 2003). The distance from home to school is another challenge associated girls' poor performance. Long distances make girls tired and get sleep for the most of the time particularly if they are undernourished. Long distance from home to school leads to irregular attendances, mainly those who are sick and when it rains. Lack of learning materials such as textbooks, poor teaching methods like teacher centred, laziness among girls, too much domestic activities and shortage of extra time for discussion with other students also are other factors that lead to poor performance of girls in community secondary schools. Thus, they are likely to perform less as well. The poor performance of girls in community secondary schools in Tanzania is a problem which needs examination and immediate solutions.

As a solution of these problems, various efforts have been undertaken by the government to improve girls' education, of which one is to construct hostels particularly for girls in every community secondary schools so as to ensure safety and security to girls, reduce distance to and from school, provides extra time on private studies and doing assignments, provides extra time on discussing with others, reduce time spent on household domestic chores (URT, 2010). The respondents argue on the absence of the hostels is the main cause of the girls' poor academic performance. In view of the fact that girls walk the long distance to school where they are exposed to early pregnancy and do not have enough time to work on their assignments due to domestic activities, also some of the girls when at home they involve in drugs abuse (Mwakalunde, 2013). The risks which encounter girls, who are day scholars have led to the need of constructing girls' hostels in every community secondary schools in Tanzania, so as to raise girls' academic performance in every public secondary school. With the aim of improving the academic performance of girls, Ikungi district council in collaboration with non-governmental organisations and community established six girls' hostels in in 2002.

Several studies were conducted on the importance of girls' hostels, for example the study by FAWE (2003), UNICEF (2001) and Nteko (2007), Komunte (2011) and Nteko (2007) which revealed that establishment of hostels would protect girls from pregnancies, sexual harassment and save their time that is wasted by doing domestic activities, instead of private studies. But there is no study conducted on the contribution of hostels in improving girls' academic performance in community secondary schools in Ikungi district. Therefore, this study aims to bridge the gap by examining the contribution of hostels to the academic performance of girls in community secondary schools in Tanzania, using Ikungi District as the case study.

#### **1.4 Research Questions**

The general question was: What is the contribution of hostels to the academic performance of girls in community secondary schools in Ikungi district, Singida region, Tanzania?

##### **1.4. 1 Specific Questions**

Specific questions were as follows:

- i. What are the problems faced by girl students in academic performance?
- ii. How do hostels improve the academic performance of girls in Ikungi district?
- iii. What is the academic performance of girls before and after the construction of hostels?
- iv. How has the presence of hostels in Ikungi district helped girls to achieve better in their academics?

#### **1.5. Research Objectives**

The main objective of this study was to explore the contribution of hostels to the academic performance of girls in community secondary schools at Ikungi District in Tanzania.

### **1.5.1 Specific Objectives**

More specifically, the objectives of this study were;

- i. To explore the problems faced by girl students in academic performance;
- ii. To explore how hostels improve academic performance of girl students;
- iii. To find out the girls' performance before and after construction of hostels;
- iv. To explore how the presence of hostels has contributed to the improvement of girls' academic performance in community secondary schools.

### **1.6 Scope of the Study**

The study focused on exploring the contribution of hostels to the academic performance of girls in community secondary schools in Ikungi district, Tanzania. The study involved three community secondary schools that had established girls' hostels in Ikungi District. It focused on evaluating the contribution of these hostels to the academic performance of girls in community secondary schools at Ikungi district. The study included both girls students who are living in and outside of hostels in order to compare their academic performance to see if those who are living in hostels they achieve better. Also, the study involved Secondary school teachers, Heads of schools, DSEO, WECs and Parents.

### **1.7 Significance of the Study**

So far no research has been conducted on hostels and academic performance of girls in community secondary schools in Ikungi District. Due to this fact, there are gaps of information about the contributions of hostels to the academic performance of girls in the Ikungi District. Therefore, this research was important for generating empirical information on the contributions of hostels in academic performance of girls in community secondary schools, Tanzania.

The findings of the study would give an understanding to the education stakeholders on the importance of hostels for the improvement of girls' academic performance in the public secondary schools in the rural communities. To academicians and policy makers this study, therefore, can give empirical information which can help them to design strategies that will improve the academic performance of girls students in these secondary schools. The findings may also give a basis for recommending some specific improvements in the education programs focused in the community secondary schools.

This study is also consistent with SDGs which insisting on inclusive education in the fourth goal. Also Tanzania Development Vision (TDV) 2025 which highlights, Tanzania is foreseen to be a nation whose citizens are embedded with a developmental attitude and competitive spirit, also be a nation with excellent education at all levels; a nation which producing quality educated people adequately prepared with the essential knowledge to solve the problems within the society, meet the problems of development and obtain competitive advantages in world wide. Moreover, the study is similar to National Strategy for Growth and Reduction of Poverty NSGRP Cluster II that insisting on equal access to primary and secondary education for both boys and girls.

### **1.8 Limitations of the Study**

The study was limited by reluctance of respondents to participate in the study. Numerous strategies were used to address this obstacle: first, the main objective of the study was elucidated to the people who were chosen to take part in the study with purpose on removing doubt of the intention of the study and motivate their participation. Second, the names of respondents were promised not to be used in the study. This assisted to disperse the trepidation on taking part in the study. Inadequate time and limited budget frustrated the researcher, but in addressing the problem, the study was confined to only three community secondary schools in Ikungi District.

### **1.9 Organisation of the Dissertation**

This dissertation is organised into five chapters. The first chapter presents an introduction, background of the problem, statement of the problem, research objectives, research questions, justification of the study, significance of the study and Limitations of the Study; The second chapter reviews theoretical literature, empirical literature and conceptual framework; The third chapter discusses the methodology of the study; The fourth chapter presents findings and discussion; The fifth chapter provides summary, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The aim of this chapter is to review related literature on the contribution of hostels to the academic performance of girls. The review is important in a view of the following: It helps the researcher to familiarise the theoretical debates and understanding with regard to the influence of hostels to the academic performance of girls, it helps to sharpen the research objectives and research questions, the methodology of the study including research design and approaches to data analysis. The review of literature is also essential in identifying the gaps in research. The chapter is divided into two major parts: Theoretical literature review and empirical literature review.

#### **2.2 Theoretical Literature**

This part includes the following sections: definition of key concepts, perspective and status of community secondary schools and their performance, factors that affecting girls' academic performance, education of girls' and Policy analysis internationally on girls' education and problems girls face in their schooling environment in relation to Tanzania policy on accommodation of girls in secondary schools to improve their performance.

##### **2.2.1 Definition of Key Concepts**

This part presents definition on key concepts on hostels and academic performance of girls in community secondary schools. It includes the definition of the hostel, community schools and academic performance.

##### ***Hostel***

Hostel is kind of residential care services which gives accommodation to the youth either at school or at work and who need situation for the planning of family get-together or preparing for autonomous living. In a few nations, the word hostel is particularly utilized for the convenience of understudy and voyagers. However, in India and

Pakistan, the hostel is accepted to be a position of living arrangement that a school, universities or colleges has, all hostels are directed by the lodging superintendents and other staff. The hostel for the most part comprises several students. Everyone of them makes a gathering of students. These students originate from various moral, social, land and practical foundation. Hostel is a place where students stay for pursuing their studies. Be that as it may, the idea of hostel is not just restricted to place of living arrangement; hostel is a human down to earth research facility. Along these lines hostel is not just a place for living it is a focal point of training. Students learn from their teachers or instructors, also from colleagues during hostel stay. It advances the comprehension of the educational programs through analytical dialogue among the students living in the hostels, and may add to character building as well. Students in hostel not just take in the hypothetical material they additionally figure out how to upgrade their own capacities and learn how to live independently (Mishra, 1994).

### ***Community Schools***

Community schools are schools which were built by the people or residents surrounding the school premises and are run by the government (URT, 2010b). A large number of community schools have more students compared to the available facilities or resources (Komunte, 2011).

### ***Academic Performance***

Robbins (1991) defined performance as a level at which human being or animal finishes a specific activity. It is a measure of the level of accomplishment for the given obligation. For instance, students who employ a lot of exertion in getting ready for a test or examination and make poor grades are said to have low performance (Siegfried & Fels, 2005).

#### **2.2.2. Secondary Education in Tanzania**

Secondary education includes instructing and learning of particular skills and knowledge to individuals for bring positive impact in his life for personal and social development.

The transfer of culture, knowledge and skills from one generation to another is one of the major goals of secondary education. This implies to draw out, facilitating the understanding of self-potential and dormant talents of an individual. It is a use of instructional method, a group of theoretical and applied research relevant to instructing and learning and draws on numerous fields (Komunte, 2011).

### ***Structure of Secondary Education in Tanzania***

According to Komunte (2011) secondary education in Tanzania has two levels. The first is Ordinary level of four years after primary education. The second is advanced level which is two years post Ordinary level. The levels follow a national curriculum and examinations. It is grouped between science and arts classes. It gets ready students for tertiary and higher education as well as a gateway into the labour market. In Tanzania by law, secondary education must be taught in English aside from Kiswahili class. For the majority of students, English is their foreign language. Despite the fact that Kiswahili is the national language, there are around 120 tribal languages talked in Tanzania. Particularly in rural areas, Kiswahili is typically the second language learned by youngsters. This has made the secondary school showing language entirely disputable, with those in favour of English language contending that English is fundamental for preparing students to compete in a worldwide economy, and those contradicted contending that educating in English medium causes gifted students to be abandoned and divert from students focusing on the subject matter (Komunte, 2011).

### ***Major Objectives of Secondary Education in Tanzania***

Tanzania's Ministry of Education and Vocational Training realise the follows as the objectives of the secondary education: to consolidate and widen the scope of basic ideas, knowledge, skills and principles attained and developed in the primary education level; to improve further development and appreciation the unity in the nation, identity and ethic, individual integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic obligations; to support the development of proficiency in linguistic capability and successful use of communication skills in

Kiswahili and in at least one foreign language; to give chances for getting of knowledge, skills, attitudes and understanding in a chosen fields of study; to get ready students for tertiary and higher education, vocational, technical and professional training; to inspire a sense and ability for self-study, self-confidence and self- development in new frontiers of science and technology, academic and occupational knowledge, and skills also to prepare the student to join the world of work (URT, 2010).

### ***Academic Performance of Community Secondary Schools in Tanzania***

The secondary schools in Tanzania increased in number from 1,083 in 2003 to 2,289 in 2006 (Sumra & Rajani, 2006). Tanzania has been experiencing tremendous development in education sector in the year 2000 - 2005. The efforts for improving education in Tanzania were sorely needed. However, the sector is still facing several challenges. Most of challenges resulted from increased number of pupils graduating primary education, this led to shortage of classrooms for accommodating the extra number of students enrolled to secondary education every year. For example, 99744 students were enrolled in 2003 and 243359 students were enrolled in 2006 (Arvidson & Nordstrom, 2006).

Increments in enrolments are matched by the improvement in school infrastructure. New classrooms have been assembled and new schools built as Komunte (2011) clarify, a sum of 28100 instructors have been hired and distributed to government schools somewhere between the year 2005 and 2008. Also, there is the increase of places for teacher students, both at degree and diploma level. Though there were 6282 diploma teacher students, in 2005, there were 14 088 such students in 2009. Additionally, there was one and only one university preparing instructors in 2005. The number expanded to more than 10 public and private colleges and universities offering education courses by 2009. However, teachers who are trained from these colleges on year basis is still lower than the needs. Another test is that numerous teacher-graduates don not report to rural schools when they are posted there (URT, 2010). The academic performance of community secondary schools in Tanzania is greatly low, despite the fact that the

curriculum and instructing focused towards this objective. Academic performance fluctuates enormously amongst urban and rural districts. Taken as the whole, a student in urban region is about twice as likely to pass the certificate secondary education examination (CSEE) (UNICEF, 2001).

Besides, URT (2010) report revealed that the number of school centres increased by 577 (29.96%) from 1926 in the year 2008 to 2503 in 2009. The quantity of territory school focuses has expanded by 575 (32.18%) from 1787 of 2008 to 2362 of 2009. The similar report shows that division I-IV pass rate of school candidates in 2009 (72.51%) decreased by (7.17%) compared with that of the year 2008 (79.68%). Moreover the report had shown that pass rate (Division I-IV) is higher for seminary schools (89.30%) trailed by government schools (82.16%), private schools (81.97%) and community schools come the last (67.67%) while the disappointment rate indicates group positioning higher (54.79%) trailed by non-government schools (18.03%). Government schools (17.84%) with the seminaries come the least (10.70%). Pass rate at Certificate for Secondary Education Examination of Division I – III is still under 40% following 5 years of Secondary Education Development Plan I. The plan was to raise the pass rate from 36% in 2004 to 70% in 2009. Since the academic performance of the girls is still lower than that of boys (URT, 2010).

### ***Academic Performance by Sex***

Universally, it is realised that because of cultural backgrounds female are highly affected when decisions are made about education. It is common to find boys are given first priority to get education compared to girls. The situation is more terrible in the rural areas because of low financial status of the majority households, the family can choose to take boys to school, but not the girls. From 1993-1996, the rate of boys scoring Grade A was between 0.1% to 1.8% and despite the fact that it is the poor grade, but it is still higher than that of girls which was in the range of 0.0% to 0.3%. If grade D and E are considered as failures, then 28.1% of boys and 38.0% of girls had failed in the Dar es Salaam region alone (UNICEF, 2001).

As per URT (2010), the normal pass rate of girls (division I-III) has dropped by 7.91% from 20.30% of 2008 to 12.39% of 2009. The general failure rate of girls has raised by 14.37% from 18.63% of 2008 to 33.00% of 2009. Besides, the information demonstrates that for the year 2009, the failure rate of girls (33.00%) is 9.60% higher than that of boys (23.40%). Girls' academic performance is probably be affected by cultural and customary convictions compared to boys, for instance, Torso (2006)'s study revealed that general poor academic performance for both boys and girls is a consequence of an extremely poor learning environment, yet the circumstance is more regrettable girls since they are more vulnerable. They are sexually pestered by both boys and men. As the adolescents, they have a tendency to stick to non-academic issues and abandon the studies, as a result, they fail their certificate secondary examination (CSEE). On top of that, girls are more involved in domestic activities on their arrival from school, they don't have adequate time to concentrate on private study, or take home assignments.

### **2.2.3 Challenges Facing Performance in Community Secondary Schools in Tanzania**

As revealed by Komunte (2011). Tanzania's education system facing a lot of problems resulted from inadequate of funds. Most schools have many students compared to the available facilities and resources. 50 students share 1 textbook. Secondary schools face great shortage of science laboratories and materials. The government has set standards for test books, class size, bathrooms and laboratories, but there is no any public school has ever met the standard. Also, there is great shortage of teachers, particularly in science subjects; the demand is very high in the schools located in rural areas. Teachers have poor compensation which discourage them from working hard, thus students have been performing poorly in both PSLE and CSEE. Regardless of all these the public opinion of education as the whole, the general feeling of training as an imperative method for advancement stays high and has kept on becoming throughout the years. The community has huge obligation in making, building, financing, and dealing with the school, enrolling and paying teachers, and getting school materials for community secondary schools. They vary from government schools in their subsidizing sources,

administration, administration structure, association, and, frequently, educational programs.

In different nations like Zambia, a community school is a community based owned, and managed, educational organisations that meet the fundamental education needs of students, who for various reasons can not enter government schools (Graundvaux-Miller & Karla, 2002). An advisory committee of community delegates oversees and sorts out these schools, which can be locally initiated. Community schools, target orphans, underprivileged students and girls. Community schools give educational opportunities for students from disadvantaged families (rural poor, ethnic minorities and girls) at a reasonable cost. They are situated inside groups that do not have simple access to government funded schools. Administration of the schools includes associations, groups, and government. Teachers are recruited, prepared, and upheld from the local areas. Schools utilize a locally important, child-focused curriculum and instructional methods while covering the essential knowledge and skills required by the formal education system so that fruitful students can proceed in government schools. Community schools frequently give education where families have no option (Komunte, 2011).

#### **2.2.4 Female Education**

Tanzanian government and non-government organisations have been undertaking several efforts to raise girls' academic performance in the last two decades. In 1990, the World Declaration on Education for All (WDEFA) stated that the most priority is to make sure that there is improvement and acessibility of the quality of education for girls and women, and to take away each obstacle that hamper their participation in schooling (Laura,2009). To accomplish the objectives, the government of Tanzania increased the number of secondary schools, whereby many girls have been enrolled into primary and secondary schools.

### **2.2.5 Girls' Education in Tanzania**

After independence in 1961, the education was prioritised to boys in a struggle to meet human capital demands of the new government. Women were discriminated from the right to education for quite long period of time, thus the enrolment gap of girls in schools increased compared to boys. However, today the rate of girls' enrolment in schools improved quite a lot, but the education for girls is still very poor regardless enrolment improvement (Nteko, 2007).

Tanzanian government established boys' boarding schools, and opened admission for girls from the community as day scholars. However, Tanzania innovation had introduced new challenges for some of these girls. For instance, some of the girls stay in distant places that force them to travel a long distance to and from school on daily basis to reach the school or home already too exhausted for involving in learning activities. Girls could often be late for the morning classes which are normally science or mathematics lessons, thus find it not easy to catch up for the reason that the syllabuses, especially mathematics, which is to be learned hierarchically, one concept is built onto the past one. This would be one of the reasons girl students, particularly in Secondary Schools have poor academic performance in the Certificate Secondary Education Examination (CSEE).

Moreover, Tanzania has a lot of day public secondary schools. Therefore, girl students from rural areas have to live with their relatives away from home in doubtful environment that is not favourable for learning. Some girls hire rooms in small towns to establish their accommodation for school, thus become to all sorts of harassment, leading to early pregnancies, HIV/AIDS infections and drug abuse, thus they experience poor academic performance and school drop out (UNICEF, 2001). The school environment provides another challenges for girl students. Whereas their fellow students (boys) stay in school compounds in a conducive environment for schooling, girls to leave the school compound soon after class hours, this deprive girls from a chance to do their take home assignments or conduct discussions with their fellow students. This difficult

environment disappointed the girls, some of them lagged behind academically work and were easily to drop out of school. The studies also have shown in Malawi that majority of the girl students who perform poorly academically are those who were traveling more than 10 kilometers each day to school. This is attributed to many reasons as Nteko (2007) explained that girls who walk on foot the long distance to and from school experience several risks, such as sexual harassment.

### ***Importance of Girl's Education***

Education for girls is recognized as the effective development asset for the reason that educating a girl would reduce the infant mortality rate in Tanzania, improving nutrition, economic status of families, and ensures quality education for the children, thus providing education to a girl means providing education to the future generation. The foundation of life in most African countries is in the hands of women due to the elementary roles they play in their families. They manage resources, such as water and fuel at family level (FAWE, 2003).

### ***Constraints to Girl's Education***

African girls become victims when their parents' ability to meet direct and indirect cost of education is poor. Boys are given the first preference and girls are just left home to await marriage. Opportunity cost of schooling is higher for girls than boys and in most cases girls are meant for housekeeping as the assistants of their mother for domestic matters rather than education. Parental perception of the value of education is influenced by the level of education and awareness of benefit of education. Traditional practices such as early marriages and initiation rites interfere more with the education of a girl more than a boy. To uneducated Africans, the school is seen as an external force that undermines cultural values. They believe that school education will change a girl to adapt European cultural values a fact that may force the girl to be married by the foreigner and hence the family to lose dowry. Cultural negative attitudes towards women as subordinates in the society influence decision making on investment in girls education.

A recent study revealed that girls from the disadvantaged families have minimal chance to be enrolled in school (World bank, 1995). Orphanhood affect girl's education compared to boys. Normally the girls have to leave the school compound as early as possible for taking care of their young brothers and sisters after demise of their father and mother (Kadzamira & Ndalama, 1997). It is common in the communities where HIV/AIDS has claimed many lives leaving many orphans behind. In Kagera region girls had to leave school early before completing their secondary education to take care of the family after death of their parents while boys progressing with the school (Nteko, 2007).

Cultural practices have been affecting girls' education in Tanzania; for example, early marriages have been revealed in many studies as one of obstacles to girl's school attendace (Sagaw & Thawe, 1991). Girls who attend day schools have been facing several problems compared to boys. Some girls walk long distance of more than 10 kilometers to schools, on their way to schools have been facing many temptations, such early sexual activeties for the purpose of getting pocket money for their lunch and purchasing of their personal care facilities, as a result some of them get pregnancy. Also, girls have been asigned domestic activeties such as cooking, fetching water and firewood; these domestic duties have been hindering girls from having enough time for private studies and take home assignments (FAWE 2003).

### ***Gender Equity in Education***

Population of women in Tanzania is 51%, however number of women studying in higher learning institutions is very low. The problem begins in primary education and becomes worse as women climb the ladder of education. The number of female students enrolled in higher learning institutions such as the Universities and colleges remained low for good number of years, for the reason that girl students are not performing well academically in the secondary education. The number of girls and boys enrolled in primary education is almost the same but a little number of girls complete secondary

and primary education, thus few girls get opportunity for studying in higher learning institutions (Nteko, 2007).

### **2.3 Factors Affecting Girls' Academic Performance**

Educational services are always not tangible and are not easy to measure for the reason that they result in the form of transforming life skills, knowledge and change of learner's behaviour (Tsinidou, Gerogiannis, & Fitsilis, 2010). Therefore, there are several factors that influence girls' academic performance; environment, socioEconomic status, social, cultural and individual characteristics of the girls play a vital role in their academic success (Michael, 1998).

#### ***Social Factors***

There are several social factors influencing girls' academic performance; lack of conducive study environment; inability of girls to master the English language, health problems and poor diet or nutrition are the barriers for girls to excel in academic performance. The mass fainting of girls is common among school girls in Tanzania, especially in secondary schools. Several time, the particular problem has been associated with witchcraft beliefs. Girls have been used for domestic work at home, therefore for many of parents, enrolling girls in school is an immediate loss labour around the house (Komunte, 2011).

The school personnel, members of the families and communities provide girls with help and support for the excellence of their academic performance. This help has been a crucial role for enabling the girl students to complete their primary and secondary education (Goddard, 2003). Besides the social structure, parents' participation in their child's education raises the rate of academic performance of their children (Furstenberg & Hughes, 1995). Parents' level of education matters in improving academic performance of their children, as Stuart (1981) argues that the parents' level of education influence academic performance of the children.

Both girls and boys need to be emphasised and encouraged about education, therefore educated parents have better opportunities for improving academic performance of their children compared to illiterate parents, since they can help their children with take home assignments and arrange the private study time table. The family size also affects the academic performance of children, when the family has small number of children, parents are able to make followup of their academic progress compared to the family with huge number of children (Torso, 2006).

Distance from home to school is another factor which affect girls' academic performance. Girls sometimes have to walk or travel long distance before they arrive at school. Most of community secondary schools are day schools. Most of students who travel long distance to school face difficulty in academic performance, since they arrive at school already exhausted, thus participate poorly in learning activities (Komunte, 2011).

### ***Socio-economic factors***

The effect of Social Economic Status as factor that influences girls' academic performance is still widespread at the individual level (Capraro, Capraro & Wiggins, 2000). The SES can be deliberately in a number of various ways; it is mainly calculated by looking at parental education, income, occupation, and facilities employed by individuals separately or collectively. Parental education and family's level have positive impacts on the student's academic performance (Caldas & Bankston, 1997). The students with high level of SES perform better than the middle level students and the middle level students perform better than the students with low level of SES (Garzon, 2006).

The achievement of students is negatively correlated with the low SES level of parents for the reason that it hinders the individual in getting access to the learning resources (Duke, 2000). Low SES level has an effect on the students' academic performance, dragging them down to a lower level (Sander, 2001). This effect is most noticeable at the

post-secondary level (Trusty, 2000). It was also revealed that the economically handicapped parents are not able to have adequate funds to incur the cost of education of their children at higher levels and consequently they do not work at their fullest potential (Rouse & Barrow, 2006). Krashen (2005) concluded that students whose parents are educated have better academic performance compared to those less or not educated parents. Educated parents can help their children with school assignments, arrange private study time table and purchasing for their children the required learning materials to supplant the shortage of books in school (Fantuzzo & Tighe, 2000).

### ***Learning Environment Factors***

Learning can occur anywhere, however the affirmative learning results generally sought by educational systems come about in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements. Physical learning environments or the places in which formal learning happens, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have effects on learning, an effect that is not easy to measure. A number of authors argue that empirical evidence is open to doubt as to whether the condition of school buildings is related to higher student achievement after considering student's background (Fuller, 1999).

A study Carron and Chau (1996) revealed that the quality of the learning environment was strongly correlated with students' academic performance in Hindi and mathematics. Also, the study by Willms (2000) found that in Latin America, 50,000 students in grades three and four studying while lacking classroom materials and had an inadequate library were significantly more likely to illustrate lower test scores and higher grade recurrence than those whose schools were well equipped. Moreover, the study by Pennycuik (1993) conducted in Botswana, Nigeria and Papua New Guinea found that peaceful and protected environments, especially for girls also had effects on their academic performance.

Several studies show that girls' achievement in education has not yet reached the level of boys', thus there is a need for more efforts to improve the learning environment for girls (Sutton *et al.*, 1999). When girls get access to school experience both direct physical intimidation and more subtle assaults on their confidence, self-esteem and identity (Pigozzi, 2000). The journey to school may be not safe, in view of the fact that a lot of girls face harassment and physical assaults. At school, teachers regularly ask girls to do maintenance work while boys are class studying.

The home surroundings also affects the academic performance of girls. Educated parents can provide such an environment that fits for the best for academic success of their children. The school authorities may provide counseling and guidance to parents for making positive environment at home for improving students' academic performance (Marzano, 2003). The academic performance of students greatly rely on the parental and governmental engagement in their learning activities to obtain the good academic performance (Barnard, 2004). Private secondary schools perform better than community and government schools for the reason that private schools better qualified teachers or instructors and have relatively better physical infrastructure and facilities (Komunte, 2011).

### ***Cultural Factors***

Culture is sum total ways of life. Therefore, cultural factors comprise all factors related to traditions, norms and believe of the society, For instance, cultural practices such as family chores, early marriages, female genital mutilation, traditional initiation ceremonies and traditional dances interfere with normal students routine at school as some of this practices cause truancy among students. Besides, they stay away from school for certain periods of time or terminate schooling totally (Komunte, 2011). Several cultural practices, negative perception and beliefs continue to hold back the education of children, particularly girls. Among these are early marriage among girls, girls' initiation rites and circumcision. In most rural societies, girls are observed and treated as mediocre to boys (Mbilyini *et al.*,1991). Cultural factors have negative effects

on girl students' academic performance as Torso (2006) articulates that, cultural practices in some communities require girls to involve in mutilation of sexual organs, thus majority of girls have failed to continue of school after initiation ceremonies. There are also cultural practices which obstruct boys' education. For instance, in pastoralist societies boys' do not get opportunity to education because have to take cattle to distant places for pasture on daily basis.

## **2.4 Education Policy Analysis**

Education policy analysis has been made by consulting international policy on girls' education and challenges girls face in their learning environment in relation to Tanzania policy on accommodation of girls in secondary schools.

### ***Girls' Education Policy at International Level***

During the Beijing Conference in 1995, gender inequality in overall school enrolment were a main agenda and yet the condition has not improved today in most of African countries. For instance, in Ethiopia, only 18.2% of girls are recruited for primary education and the percentage among the pastoralistic society is only 8%. Other enrolment figures for girls are 60% in Malawi, 50% in Madagascar, 17.6% in Angola, 49.3% in Kenya and 63.63% in Togo (this is in contrast to 79.76% for boys). In Mozambique, the recruitment rate for girls at primary level is 44% of the total enrolled population, 28% at the secondary level and 25% at the tertiary level (1999 figures). Tunisia, on the other hand, has attained the rate of 99% for both boys and girls. In general, difference increase at the higher levels of education (UNICEF, 2003).

### ***Positive Measures and Achievements***

Distance and physical separation have also contributed to low school recruitment, particularly for girls. Some countries have addressed this challenge by establishing community mobile schools, particularly in pastoralistic societies. Establishment of girls' hostels in some countries for girls who walk long distances to and from schools. Cafeteria or feeding programmes solved the problem of getting back to home for meals.

It also ensures that all children are guaranteed at least one balanced meal a day. Other countries, such as Algeria, provide children with transport to transfer them from home places to school. Other alternatives are boarding facilities and girls' hostels which provide girls with an environment that allows them to concentrate on their studies (UNICEF, 2003).

### ***Tanzania Government Policy on Girls' Education***

The long-term objectives of educations can be viewed in the National vision 2025, Tanzania assistance strategy and poverty reduction strategy. National vision aims at obtaining educated nation which shall competitively solve development challenges and high quality of life for every Tanzanian. Vision 2025 plans for the medium-term mission for the sector is quality provision at all levels, equitable access to basic, facility expansion and efficiency gains (Tanzania vision 2025). Poverty reduction strategies prioritize sector activities to reduce poverty at basic education, for example, target school children girls, Completely Basic Education Training (COBET), and Girls' Secondary School Education Support (GSES). Under the programme of GSES, the programme is running at expanding educational opportunity for girls and improving quality at secondary education level, particularly from poor households. The project has initially been targeting academically capable girls from poor households. Girls from poor households who perform very well in the primary school leaving examinations are qualified for this support (Nteko, 2007).

The poor participation of women in the education, especially in the case of enrolment at different levels may have been attributed by cultural preferences for educating male children, high drop-out rates due to early marriages and pregnancies and relatively poor performance of girls in the class and in the National examination. The Government has been taking the following measures to improve the situation:

- i. Primary School is universal and compulsory to all children aged on 7 years until they complete standard seven.

- ii. Government has established co- educational and girls' secondary schools shall be promoted and encouraged.
- iii. The Government should not deboard the existing girl' government boarding secondary schools.
- iv. Government should increase girl's government boarding secondary schools.
- v. Government should increase streams in the existing government secondary school in communities where girl's secondary education is severely adversely affected.
- vi. Government should establish special education financial support schemes for girls and women in education and training institutions.
- vii. Adult education programmes should be designed to encourage and promote the enrolment and attendance of women.
- viii. Education system school system should eliminate gender stereotyping through the curricula, textbooks and classrooms practices.
- ix. Government should encourage construction of hostel/boarding accommodation for girls in day secondary schools (MoEVT,1995).

## **2.5 Theories framing the Study**

Two theories guided the study namely social climate theory (Moos, 1974) and human needs and motivation theory (Maslow, 1943). Social climate theory was the dominant one. According to Moos (1974), the social climate theory states that the learning outcome is affected by the environment where studies take place. It is thought that the learning environment, in addition to aptitude, accounts for much of the consistent variability in student performance, leaving only a small portion to be determined by the teacher's actual instruction. The theory suggests that environments, like people, have unique personalities.

As it is possible to describe an individual's personality, so is it possible to describe and characterize environment. Two assumptions seem to be basic to Moos' approach. The first assumption is that the psychosocial qualities of environment (perceived climate) may be inferred from behavioral perceptions. Thus, Moos seems to be primarily

concerned with describing environments as perceived by the people in them. A second assumption is that the way one perceives his or her surroundings influences the way one behaves in that environment. Environments tend to shape potentials as well as facilitate or inhibit initiative and coping behavior (Moos, 1974). Therefore, to some extent Moos and social climate are concerned with promoting maximally effective human functioning (Moos, 1974). In order to characterize psychosocial qualities of environments Moos and his colleagues have developed a number of perceived climate scales that seem to measure four types of environments. Perceived climate scales used to measure treatment environments are the Ward Atmosphere Scale (Moos, 1976d) and the Community Oriented Programs Environment Scale (Moos, 1976a). Climate scales used to measure institutional environments are the Correctional Institutions Environment Scale (Moos, 1976b). Scales used to measure educational environments are the University Residence Environment Scale (Moos & Gerst, 1976) and the Classroom Environment Scale (Moos & Trickett, 1976). Finally, scales used to measure community environments are the Work Environment Scale (Moos & Insel, 1976), the Group Environment Scale (Moos & Humphrey, 1976) and the Family Environment Scale (Moos, 1976c). The research suggests that certain common dimensions tend to exist across the different kinds of environments explored.

The three dimensions that seem to be most common to social environments are the nature and intensity of personal relationships, personal growth and self enhancement influences, and system maintenance and change (Insel & Moos, 1974). The relationship dimensions measure the extent to which people are involved in the environment and the extent to which they support each other. The basic relationship sub-dimensions are involvement, affiliation, staff support, peer cohesion, and spontaneity. The personal development dimensions measure the potential in the environment for personal growth and the development of self-esteem. The sub-dimensions in this category are autonomy, practical orientation, competition, and intellectuality. The system maintenance and change dimensions measure the extent to which the environment is orderly, clear in its expectations, and responsive to change. The maintenance sub-dimensions are order and

organization, clarity, control, and innovation. These perceived climate dimensions are common to a number of different social environments. However, divergent settings are perceived differently thus creating considerable variability within the general dimensions (Insel & Moos, 1974).

An applied implication of this theory is that social climate provides support for individual stability by means of attitude, value, and behavioral reinforcement. The attitudes, values, and behaviors which motivate an individual to enter and interact in an environment may tend to be reinforced and even accentuated by the experiences in the environment. (Moos, 1974) states that members of a social type do tend to enter environments consistent with their personal orientation. Moreover, he explains that the group members chose to live together and interact with one another. These ideas support the tentative notion that consistent person-environment relationships may tend to stimulate interpersonal satisfaction as well as the maintenance, extension, and reinforcement of certain attitudes and behaviors. According to Moos the perceived environmental climate exerts a directional influence on behavior. For example, an environment favorable for the development of autonomy and tolerance may differ considerably from one favorable for the development of social conformity and self-control. The climate of environments in which people live and function influences their satisfaction, self esteem, and personal development (Insel & Moos, 1974).

Maslows' theory of human needs and motivation was also used to guide the study (Maslow, 1943). Maslow advanced a theory of human needs referred to as a hierarchy of needs. In his theory, he pointed out some needs; particularly physiological needs must be satisfied before higher needs can be felt and fulfilled, hence the use of the term hierarchy. Maslows' view of motivation is that physiological needs are strongest and demands satisfaction first before other needs. Once they are satisfied, they no longer motivate and the child can be motivated by next need in the hierarchy. Maslows' theory helps us to understand different types of needs of students or learners and how they motivate them, hence relevance to the study.

**Figure 2.1. Maslows' Hierarchy of Needs**



**Source:** McLeod (2014)

Maslow's hierarchy of needs is often portrayed in the shape of a pyramid, with the largest and most fundamental levels of needs at the bottom, and the need for self actualization at the top. The first four needs physiological needs, safety needs, love and belonging, self-esteem are called deficiency needs and their fulfillment greatly depends on other people. The uttermost-self-actualization is referred to as being need because its satisfaction is dependent on the individual himself. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire or focus motivation upon the secondary or higher level of needs (Maslow, 1943). For the most part, physiological needs are obvious. They are the literal requirements for human survival. If these requirements are not met, the human body simply cannot continue to

function. These include the most basic needs that are vital to survival, such as the need for water, air (oxygen), food, and sleep or rest. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy (Maslow, 1943).

After their physiological needs have been satisfied, people can work to meet their needs for safety and security. But the physiological needs must be met first. Safety is the feeling people get when they know no harm will befall them, physically, mentally, or emotionally. Security is the feeling people get when their fears and anxieties are low (Maslow, 1942). This can affect students in school. In the absence of physical safety due to war, natural disaster, or, in cases of family violence, childhood abuse, people re-experience post-traumatic disorder and trans-generational trauma transfer. In the absence of economic safety due to economic crisis and lack of work opportunities these safety needs manifest themselves. In such things as a preference for job security like teachers, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies and reasonable disability accommodations.

When the physiological needs, the needs for survival, safety and security have been met, an individual can be motivated to meet the needs represented at higher levels of the pyramid. The third level of the pyramid is needs associated with love and belonging. These needs are met through satisfactory relationships with family members, friends, peers, classmates, teachers, and other people with whom individuals interact. Satisfactory relationships imply acceptance by others. Having satisfied their physiological and security needs, people can venture out and seek relationships from which their need for love and belonging can be met. The need is especially strong in childhood and can over-ride the need for safety as witnessed in children who cling to abusive parents. Deficiencies with respect to this aspect of Maslow's hierarchy due to hospitalization, neglect. It can impact individual's ability to form and maintain emotionally significant relationships in general, such as Friendship, Intimacy and Family. Once individuals or learners have satisfactorily met their need for love and belonging, they can begin to develop positive feelings of self-worth and self-esteem, and

act to foster pride in their work or studies and in themselves as people. Before they can work toward self-esteem, however, they must feel safe, secure, and part of a group such as a class in school. In a study by Yamamoto et al. (1996), more than 1,700 children in grades 2 through 9 reported that the most stressful events in their lives were those that threatened their security and those that threatened to embarrass them, thereby challenging their developing sense of love and belonging. All humans have a need to be respected and to have self-esteem and self-respect. Esteem presents the normal human desire to be accepted and valued by others.

What a man can be, he must be (Maslow, 1976). This forms the basis of the perceived need for self-actualization. This level of need pertains to what a person's full potential is and realizing that potential. At the top of the pyramid is the need for self-actualization, which is a person's desire to become everything he or she is capable of becoming to realize and use his or her full potential, capacities, and talents. This need can be addressed only when the previous four have been satisfied. It is rarely met completely. Maslow (1976) estimated that less than 1% of adults achieve total self-actualization. In view of the importance of Maslow's theory of human needs and motivation (1943), the researcher examined it with regard to its application in school, classroom setting and home environment at large. The satisfaction of the physiological needs is a pre-requisite for satisfaction of all other higher needs. Therefore, the researcher establish the extent to which physiological needs are met concerning learners especially girls both at home and in school.

Girls' safety and security is very vital. Girls are generally fearful of being bullied by peers or older students or being chastised by teachers or parents or being subjected to severe humiliation and discipline by others. The school should ensure that girls are protected against those security threatening factors. Good school buildings at all levels of learning satisfy the safety needs of learners by protecting them against rain, wind and sun thus facilitating effective teaching and learning in order to improve their academic performance. There is also need to love, be loved and to belong. This implies the need to

have friends and family and being part of a group. It is crucial for teachers to establish good teacher-students relationship. There should also be good student-student relationship and good school-community relationship. These relationships promote teaching and learning for girls easier and achieve better. In the school and classroom set-up, the girls should be comfortable and also feel proud to belong to the school or class.

As concerns the esteem needs, girls should be helped to develop positive self-esteem concepts by treating them as individuals worthy of human dignity. They should be assigned class work that matches their intellectual ability since this boosts their self-esteem. Praises should be given to those who excel but those who do not excel should not be ridiculed but assisted or be given individual attention. For the self-actualization need, the girls should be assisted to develop their potentials fully and to find fulfillment in life. Girls should be assisted to struggle so much to achieve higher and to be recognized at district level, region level and nationwide for their academic performance. Therefore, this study going to use two theories; social climate and motivation theory to investigate and establish the extent to which all levels of these theories will fulfill the need of the study which is girls and how hostel influenced their academic performance.

## **2.6 Empirical Literature Review**

This section reviews a variety of other previous studies which are relevant to this study. This review is very significant as Tayie (2005) argues that it helps to provide more information on what results were found related to the study were generated related to the contribution of hostels on girls' academic performance.

Different studies by Forum for African Women Educationalists (2003) which were conducted in Tanzania revealed that hostels influence girls academic performance. They also revealed that poor performance of girls' students has been contributed by long distance to school. When the location of the school is in a far distance from the students homes or residential areas, girls have been facing the little chance for getting secondary education due to insecurity on the way to schools. A study by UNICEF (2001) in Botswana according to 1997 assessment revealed that hostels play a big role in

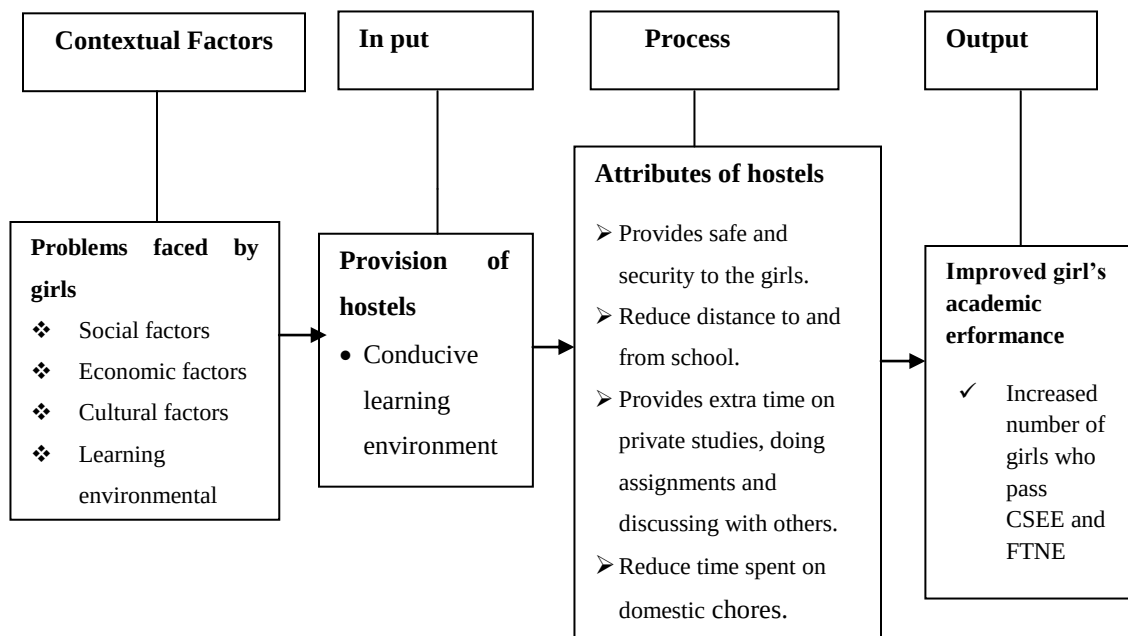
improving girls' academic performance, especially for girls who were living in remote areas. It asserted that hostels protected girls from being raped and from early pregnancy and HIV/AIDS. A study by New Vision (2006) in Nteko (2007) revealed that construction of hostels in secondary schools in Uganda, such as Kuruhe Girls' hostel in Kampala improved girls' academic performance. Also, the findings show that girls are vulnerable to sexual abuse when staying in villages or towns, but when they stay in hostels located in the school compound, they are protected against all evils, thus their academic performance keeps improving.

Melese and Seifu, (2008) conducted the study in Ethiopia to assess the success and challenge of girls' living quarters in southern Ethiopia. The study revealed that girl students who stayed in quarters were protected against risks they would meet along the way to and from school every day. Also, the findings show that the girls who live in the hostel have better academic performance compared to day scholars. Komunte (2011) conducted a study in Morogoro to explore socio-cultural factors affecting community secondary school students' academic performance in Mvomero District. Her study revealed that for students to perform well academically especially girls, Non-Government Organisations (NGOs) should assist the government to finance education in various community secondary school programmes such as building girls' hostels near schools in order to reduce distances used by students in walking to and from schools and improve their performance. The study also noted that parents should reduce the time used by students in performing household domestic chores and avail time for private studies and homework. Also Nteko (2007) conducted a study in Mwanza to assess the improvement of living conditions for secondary school girl students through the establishment of the hostel in Sengerema Township. He found that the presence of hostels for girls would have improved girls' academic performance if the Secondary Education Development Plan (SEDP) had built girls' hostels in public secondary schools.

## 2.7 Conceptual Framework

This part provides information on the conceptual framework from which the analysis of this research work was conducted. The main objective of the study was to explore the contribution of hostels on the academic performance of girls in community secondary schools at Ikungi District in Tanzania. The study formulated a framework that demonstrate relationship of independent and dependent variables basing on the suppositions obtained from the various previous studies which were reviewed. The framework presumes that social factors, economic factors, cultural factors and learning environmental factors affect the academic performance of girls, but the presence of hostels will improve girls' academic performance by providing the conducive learning environment. Since hostels will provide safety and security, reduce distance walked by girls to and from school, reduce time spent doing domestics activities and provides extra time for girls to engage in private studies and group work, thus improving girls' academic performance in Certificate Secondary Education Examination (CSEE) and Form Two National Examinations (FTNE).

**Figure 2.2: Conceptual Framework of the study**



Source: Author's Construct (2015)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the study approach, study design, study area, target population, sampling techniques, sample size and data collection methods. It also comprises reliability and validity of the study instruments as well as ethical consideration.

#### **3.2 Study Area**

This study was done in Ikungi District in Singida Region which is located in the central zone of Tanzania that involves Singida Region and Dodoma Region. Ikungi district is situated at 5.13° South latitude, 34.77° East longitude and 1540 meters elevation above the sea level. Ikungi district is characterized by the dominant tribe of Nyaturu and other migrant tribes such as Nyiramba from Iramba district, Barabeigi from Manyara, Nyamwezi from Tabora and Sukuma tribe from Shinyanga. Most people in this district are farmers, conducting agriculture and pastoralism activities. Ikungi district is sharing the common border with the Singida rural district and Singida Municipality in North, Manyoni district in South, Manyara region in East and in west share border with Tabora region. According to Ikungi District Secondary Education Officer, Ikungi district was established in 2012 with 272,959 population. The district has thirty community secondary schools with 552 teachers and 8076 students as a total. Among these schools government and community have established six girls' hostels as a means of improving the academic performance of girls. The study was conducted in Ikungi District by virtue of Ikungi District being one of the districts in Tanzania with girl students experiencing poor academic performance in CSEE and FTNE in 2013, 2014 and 2015.

#### **3.3 Research Design**

The study employed cross-sectional survey design. This was due to the fact that cross-sectional survey design allows the researcher to study different groups of respondents at one point in time (Kothari, 2004). Also, Wiersma (1995) argues that cross-sectional

survey design is concerned with the gathering of facts or obtaining relevant and exact information about the present status of phenomenon and whenever possible, the researcher concludes from the truth discovered.

### **3.4 Target Population**

Borgdan *et al.* (1996) describes target population as a set of subjects or people which a researcher wants to investigate. The targeted population of this study was Ward Education Coordinators (WECs), District Secondary Education Officer (DSEO), Heads of schools, Teachers, Parents and Girl students.

### **3.5 Sampling Techniques**

Sampling technique is the method used to draw sample size from the targeted population (Babbie, 1989). The research employed purposive and simple random sampling techniques.

#### **3.5.1 Purposive Sampling Technique**

Purposive sampling technique is the method used to select respondents into the study without providing every item of the population the equal chance of selection (Vijayalakshimi & Sivapragasam, 2008). Purposive sampling technique was used to select DSEO, WECs, Heads of schools and parents. The respondents were selected purposively by virtue of their positions, since DSEO, WECs and heads of schools have responsible for improving the quality of education at District, ward and school level. Also, parents were selected purposively because only parents with girl students who were performing better top five in a class were involved in the study. Lastly, the purposive sampling technique was used to select 3 selected community secondary schools which in previous years did not have hostels, but currently, they have hostels for girls.

#### **3.5.2 Simple Random Sampling Technique**

Simple random sampling technique is probability sampling technique whereby all members of the populations have equal chance to be selected for the study (Enon, 1998).

Simple random sampling technique was employed to select 60 girl students and 21 teachers. Simple random sampling technique was used to avoid selection bias, thus every girl and teacher in the 3 secondary schools had equal chance to be selected for the study. The sampling frame was obtained from the office of heads of three selected secondary schools. The researcher prepared the pieces of paper and then numbered to represent every girl student and teacher. To reduce the choice bias the numbered spieces of paper were shuffled systematically in a container and then one of the pieces of paper were taken haphazardly at a time. The procedure was reiterated till a needed sample of 60 girl students and 21 teachers were obtained.

### 3.6 Sample Size

The sample size for the study contained 100 respondents. The sample size of 100 respondents was deemed to be suitable for the study, since the researcher had an interest to do in-detailed examination of the study problem which could not be simply achieved with a huge sample of respondents. Prince (2005) describes that any sample size of 30 respondents and above is adequate for a study.

**Table 3.1: Composition of the Sample**

| Category of respondents | Sample/number | Percentage (%) |
|-------------------------|---------------|----------------|
| Girl Students           | 60            | 60             |
| Teachers                | 21            | 21             |
| DSEO                    | 1             | 1              |
| WECs                    | 3             | 3              |
| Heads of Schools        | 3             | 3              |
| Parents                 | 12            | 12             |
| Total                   | 100           | 100            |

Source: Field work (2015).

### 3.7 Methods of Data Collection and analysis

The principal methods used in collecting primary and secondary data for this study were questionnaires, in-depth interviews, focus group discussions and documentary review.

The rationale for choosing a multi-method data collection strategy was to increase the reliability and validity of the findings.

**Table 3.2: Summary Table of method of Data Collection and analysis**

| Specific question                                                                                       | Type of Data                                                | Sources of data                                           | Data collection methods                                 | Data processing techniques         | Data analysis techniques |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------|------------------------------------|--------------------------|
| 1.What are the problems faced by the girl students in academic performance?                             | Socio-economic, cultural and learning environment problems. | DSEO,WECs ,Heads of Schools, teachers, parents and girls  | Interviews, questionnaires and Focus Group Discussions  | Coding, editing and Transcription. | Content analysis         |
| 2.How do hostels improve academic performance of girls in Ikungi district?                              | Suggestions of measures to be taken                         | teachers, DSEO,WECs ,Heads of schools, parents and girls  | Questionnaires , Interviews and Focus Group Discussions | Coding, editing and Transcription. | Content analysis         |
| 3.What is the academic performance of girls before and after construction of hostels?                   | Results in CSEE and FTNE                                    | CSEE and FTNE 2008,2009,2013,2014 and 2015                | Documentary review                                      | Classification                     | Content analysis, t test |
| 4.How has the presence of hostels in Ikungi district helped girls to achieve better in their academics? | Mentioning or explaining the process of improvement         | DSEO, WECs, Head of schools, teachers, parents and girls. | Interviews, Questionnaires and Focus Group Discussions  | Coding and editing                 | Content analysis         |

Source: Author's construct (2015).

### 3.7.1 Questionnaires

Questionnaire method was employed to collect information from 21 teachers about the influence of hostels on the academic performance of girl students. The questionnaire

consisted of fact-oriented questions and questions about subjective experiences (Frankfort-Nachmias & Nachmias, 1992). Fact-oriented questions were used to elicit objective information on issues such as the interviewees' background (example age and level of education), while questions related to subjective experiences were used to gain information about the influence of hostels on improving the academic performance of the girl students. The questionnaire employed in the study were structured, meant to help the respondents answer the questions quickly and to help the researcher, do easy coding analysis of the answers. The questionnaires were in the English language. Every single questionnaire given to a respondent was filled in and collected as soon as it was completed. For this to be possible, it was necessary to make prior arrangements for respondents to have time and place to sit for half an hour or so to fill out the questionnaires. The data collection by questionnaire method was very successful and resulted in a return rate of 100% questionnaires from teachers.

### **3.7.2 Interviews**

This study employed unstructured interview method (Shuttleworth, 2008), to collect primary data from Heads of schools, DSEO, WECs and parents about the influence of hostels on girl students academic performance in community secondary schools. The interview questions were arranged to direct the two way track conversation between the interviewer and interviewee (see Appendix II). The interview method was selected for the reason that it was deemed to be a good method for getting detailed information about the study.

### **3.7.3 Documentary Review**

In this study, CSEE and FTNE results were used as sources of secondary data (Curry *et al*, 2009) on girl students' academic performance before and after the construction of hostels.

### **3.7. 4 Focus Group Discussions (FGDs)**

Along with questionnaires and interviews, six focus groups were included: two from each of the three community secondary schools. These focus groups were used as

supplementary data sources to the qualitative element. The focus group component was also a means for triangulating the qualitative data obtained from the in-depth interviews. In this study, the focus group of girl students consisted of 10 girls (Chrzanowska, 2002). Group size of 10 girl students for each of six focus group discussions was very convenient in terms of providing room for every member to participate and interact (Chrzanowska, 2002). In addition, data including feelings, perceptions and general comments were easily captured during the FGDs (Kvale, 1996). In the present study, members of each of six focus groups were familiar with each other since they were all from the same community secondary school (Kitzinger & Barbour, 1999). This offered an excellent opportunity to get people to talk freely. If one member struggled to remember a certain point or event, another member could provide the information. There was also what I call 'self-moderation' or 'checks and balances' of group members' ideas or points. For example, when a member provided 'wrong' arguments she was corrected or informed by fellow members.

### **3.8 Reliability and Validity of Research Instruments**

Reliability and Validity are two significant facets in research work which were well thought-out in this study. Validity is the quality which the instruments used in research work are correct, genuine, factual, meaningful and exact (Nyenzi, 2010) and reliability is the consistency or steadiness of results which an instrument provides when employed repeatedly in the examination (Saunders, 2000). These two facets are imperative in research work as they have immense influence on the nature of the findings. The instruments for this research work were tested for reliability and validity to establish whether or if they need to be improved. The pilot study of three individuals or respondents was conducted to ascertain reliability and validity of the study, later the pilot study, the researcher modified a number of interview and questionnaire questions to make sure that the accurateness and consistency of the research instrument.

### **3.9 Data Analysis Plan**

Data analysis means the computation of particular measures along with the probing for patterns of the existing relationship amongst group of data (Kothari, 2004). Data analysis had engaged a number of relevant operations which were carried out with the rationale of providing as summary of the collected and organised information in such away that provided answers to each of the study questions. Descriptive statistics were applied to analyse the demographic data of the respondents. Content analysis technique was employed to analyse qualitative data, while t-tests were conducted to determine the relationship between girl students' academic performance and construction of hostels in Ikungi District.

### **3.10 Ethical Considerations**

It is very significant to cleave to ethical standards, to give assurance of protecting rights of respondents, therefore the research results are correct and accurate. Ethical standards were considered and observed in the early stages of planning on how study would be conducted; respondents had participated voluntarily; it was not mandatory for heads of schools, teachers, parents, girl students District Secondary Education officer and Ward Education Coordinators to take part in the study. Also, the respondents were provided with information about the main objective of the research work, previous to participating in the study. The research questions were carefully constructed and asked in a way that evaded psychological damage to the respondents. Moreover, the researcher obtained research clearance from Mzumbe University, and got permit for research after a request from Ikungi District Council.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents demographic characteristics of the respondents and the findings of the study according to research objectives. The purpose of the study was to explore the contribution of hostels on the academic performance of girls in community secondary schools in Ikungi District, Tanzania. The study found that hostels contribute to the improvement of girls' academic performance in community secondary schools in Ikungi district. Hostels have been providing security to girls against raping and bad sexual behaviours which would hamper their academic performance. Also, hostels reduced the distance that has been walked by girls to school every day before the construction of the hostels, since girls now live in school surroundings; have enough time to study on their own, conducting group discussion and do their take home assignments. The chapter consists of respondents' demographic characteristics ; problems faced by girl students in academic performance; girls' performance before and after the construction of hostels; how hostels improve the academic performance of girl students and the link between the presence of hostels and academic performance of girls in community secondary schools.

#### **4.2 Demographic Characteristics of the Respondents.**

This section presents the demographic characteristics of the respondents which include sex, age and level of education, duration and marital status.

##### ***Respondents by Sex***

The results in Table 4.1 show that 76 (76%) respondents were male, while 24 (24%) respondents were female. The results suggest that the majority of the respondents were female. Since, the study purpose was to explore the contribution of hostels on the academic performance of girls, therefore more female respondents were involved in the study. This implies that the study explored adequate information from the girl students about the contribution of hostels on their academic performance in the community secondary schools in Ikungi district.

**Table 4.1: Respondents by Sex**

| Sex    | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 24        | 24         |
| Female | 76        | 76         |
| Total  | 100       | 100        |

Source: Field work (2016)

### ***Respondents by Age***

The age of the respondents was categorised into seven groups: 10-15, 16-20, 21-25, 26-36, 31-35, 36-40, 41 and above. The results in Table 4.2 show that 26 (26%) respondents were aged between 10-15 years, 34 (34%) respondents aged between 16-20 years, 3 (3%) respondents aged between 21-25 years, 13 (13%) respondents aged between 26-30 years, 2 (2%) respondents aged between 31-35 years, 6 (6%) respondents aged between 36-40 years, and 16 (16%) respondents aged 41 years and above.

**Table 4.2: Respondents by Age**

| Age group    | Frequency | Percentage |
|--------------|-----------|------------|
| 10 – 15      | 26        | 26         |
| 16 – 20      | 34        | 34         |
| 21 – 25      | 3         | 3          |
| 26 – 30      | 13        | 13         |
| 31 – 35      | 2         | 2          |
| 36 -40       | 6         | 6          |
| 41 and above | 16        | 16         |
| Total        | 100       | 100        |

Source:Field work (2016)

### ***Respondents by Educational Level***

Table 4.3 shows that 15 (15%) respondents attained primary education, 63 (63%) respondents attained secondary education, 2 (2%) respondents attained a diploma of education, 18 (18%) respondents had the bachelor's degree, and 2 (2%) respondents had masters' degree level. The results suggest that the respondents were well educated. It

implies that the respondents were capable of adequately answering the research questions about the contributions of hostels on the academic performance of girls in community secondary schools.

**Table 4.3: Respondents by Education Level**

| Education Level     | Frequency | Percentage |
|---------------------|-----------|------------|
| Primary education   | 12        | 12         |
| Secondary education | 63        | 63         |
| Diploma             | 5         | 5          |
| Bachelor's degree   | 18        | 18         |
| Master's degree     | 2         | 2          |
| Total               | 100       | 100        |

Source: Field work (2016)

### **4.3 The Findings by objectives**

This section presents and discusses the research findings, according to the specific objectives presented in Chapter One. The first objective was to explore the problems faced by girl students in academic performance. The second objective was to explore how hostels improve the academic performance of girl students. The third objective was to find out the girls' performance before and after the construction of hostels and the last one was to explore the presence of hostels has contributed to the improvement of girls' academic performance in community secondary schools in Ikungi district.

#### **4.3.1 Problems Faced by Girl Students in Academic Performance**

The first objective of the study was to examine problems facing girl students in academic performance. Data were collected through interviews with the DSEO, WECs, Heads of Schools and parents, FGDs with girl students and questionnaires administered to teachers. Interviews results with DSEO, WECs, heads of schools and parents showed that 17 (89%) interviewees revealed that social-cultural, the learning environment and economic problems had affected the academic performance of girl students in community secondary schools in Ikungi District. While 2 (11%) argued that family

problems such as divorce and conflict between parents have been mostly affecting girls academic performance. For example, when the DSEO, WECs, Heads of Schools and parents were asked about the problems facing girl students, they replied as follows:

*Long distance from home to school usually affects much girl students performance. Students reach to school while they are very tired that they fail even to listen carefully to their teachers in the class. Also, early marriage and pregnancy prevent girls from finishing school in most of the community secondary schools in Ikungi District... these problems have become common to the day scholar girls. Hostels have helped a lot to solve this problem for those who are staying in the hostels but those who are day scholars still face these problems (Head of School1).*

*Day scholar girls perform household work at home, such as do dishes, fetching water, and cooking food, reinforce gender stereotypes and taking girls' time away from learning. Most of the students come from poor families, thus parents are regularly unable to meet other school costs. This poses a big problem on the retention of girls in school since girls normally work as house maids to supplement household income, thus girls exposed to school drop out (DSEO).*

*Most of our girls in my school are from poor families, thus they fail to have necessary personal care facilities, particularly during their menstruation, thus some of them miss classes... Moreover, some girls, particularly day scholars have been unable to cope with the situation of poverty in their families, thus involve in sexual behaviour which exposed them to the risk of pregnancy and STDs, as a consequence some of them faced school drop out (Head of School2).*

*Some parents have the perception that educating girls is throwing away time and money because they will ultimately be married off and their education would consequently only benefit their husbands and the families they get married to. Thus, girls' education in community secondary schools in Ikungi District has been supported reluctantly by some parents. This has been affecting the academic performance of day scholar girls since some of them do not get transport fare in a number of days, pocket money for breakfast (WEC1).*

*Girls who stay home face a lot of problems on the way to school, my neighbour's daughter was raped by a gang of men on the way to school, also girls do lot of work at home, I am not saying we hate them, we love*

*them but the situation facing them to help us with domestic work, this affects their academic performance (Parent3).*

As for findings from Focus Group Discussions, they showed that girl students dropped out from school because of early marriage while others were expelled from school because of becoming pregnant after asked about the problems facing them in academic performance. They also showed that before the construction of hostels, girls were overworked by domestic duties to the extent that some days they missed classes. Also, in some of the terms, they used to report late to school because parents had no money to pay school fees on time.

Moreover, Table 4.4 presents responses from teachers about problems facing girl students in academic performance among alternatives. It shows that 21 (100%) respondents agreed economic and learning environment problems affect the academic performance of girl students in community secondary schools in Ikungi District. It also shows that 20 (95.2%) respondents agreed that social-cultural problems affect the academic performance of girl students in community secondary schools in Ikungi District.

**Table 4.4: Teachers' Responses on Problems Affecting Girl Students' academic Performance**

| S/N | Statement                                                                                                                                                                                                 | Response |      |    |     |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|----|-----|
|     |                                                                                                                                                                                                           | Yes      | %    | No | %   |
| 1.  | Socio-cultural problems affect academic performance of girl students in community secondary schools (distance, domestics activities, early pregnancy, early marriage and Preference for boys' education). | 20       | 95.2 | 01 | 4.8 |
| 2.  | Economic problems affect academic performance of girl students in community secondary schools                                                                                                             | 21       | 100  | 00 | 00  |
| 3.  | Learning environment affects academic performance of girl students in community secondary schools (water and electricity availability, security).                                                         | 21       | 100  | 00 | 00  |

Source: Field work (2016)

These findings suggest that socio-cultural, learning environment and economic problems have been affecting the academic performance of girl students in community secondary schools in Ikungi District. This is consistent with findings by Atayi (2008) who observed that in Africa parents in rural areas are more concerned about the role for girls at home, they believe that girls do not need education since they are supposed to take care of the children, and later will be married to other families, therefore educating girls entailing to benefit other families. The study by Falkingham and Baschieri (2006) observed that due to cultural beliefs in Tajikistan many girls have been allowed attend only religious classes which provide relevant skills for future married life as skilled wives. Thus, neglected to acquire circular education.

The study findings imply that direct and indirect schooling costs are important factors for the education of the girl students in community secondary schools in Ikungi District. Schooling costs such as transport fare are a central reason for early dropout of day scholar girls from schools. Schooling costs are sometimes linked to the gender of the children as parents unwilling to provide transport fare and pocket money for their daughters. For instance, Brown and Park (2002) investigated that in rural China, parents' incapability to incur school cost was the reason for the truancy, poor academic performance and drop-out of girls. Hunter and May (2002) found that schooling cost was among the causes for the 30 % dropout rate of girls before secondary school graduation in South Africa. From the families' viewpoints, Shovan and Susmita (2012) observed that in poor families in India, the costs of schooling for girls are likely to be higher compared to the boys, while they have little benefits in the future, in view of the fact that they will be married to other families, thus a number of parents become less willing to spend on girls' education. Lloyd *et al.* (2000) also found that in Kenya, schooling costs increase the likelihood of dropping out and low academic performance for girls but not for boys.

The findings of the study suggest that domestic activities and distance to and from school affect much girls' academic performance in community secondary schools in

Ikungi District. The distance from home to school and domestic activities are problems associated with community secondary school girls' poor performance. Long distances and domestic activities make children tired and are sleeping for the most of the time especially if they are undernourished. Long distance from home to school leads to irregular attendances particularly those who are sick and when it rains. Considering these ideas a study conducted by Sipahimanlani (1999) in Pakistan found that illiteracy among girl pupils increased by 33% when girls reside 1 kilometer away from school. This confirmed that when the distance to school decrease, girls' academic performance, attendance and enrolment increases

Also, the study by World Bank (1993) found that in Algeria the recruitment rate of girls into schools was 84% when the location of school less than 1 kilometer away from home. Nonetheless, enrollment of girls fell dramatically to 25% as the schools location were more than 5 kilometers away from home. It was obviously seen from these study findings that school distance is the corestone challenge on academic performance of girls. Also the results of the study UNESCO (2003) in Nepal, Vietnam and India revealed that when girls stay in hostels are free from domestic work, thus have adequate time for studying, for this reason their academic performance improved.

The study findings also suggest that inadequate sanitation facilities, water and electricity in community secondary schools and houses that girls students in Ikungi District have been massively affecting girls' academic performance because some girls would have been truants due to lack of privacy and inadequate toilets and hygienic facilities such as water during their menstrual period. Lizettee (2000) observed that though the shortage of facilities and poor hygiene affect both girls and boys, sanitation in schools has a strong negative effects on girls' academic performance. Parents expect safe and separate sanitation for their daughters in schools. In fact, especially for girls entering adulthood, they need to have separate and adequate facilities for their menstruation time in school; without proper facilities, it would discourage them from being in school and consequently they become truants which affect their academic performance. Birdsall

(2005) argue that girls' privacy issue in schools is primary factor which forces girls to dodge classes, thus, affecting their academic performance. UNICEF (2009) argued that separate clean toilets connected with water supply should be made accessible for boys and girls when designing the facilities of a school so as girls become comfortable when they are in school environments. UNICEF (2006) observed that in Africa, the shortage of basic sanitation is the cause decreasing enrolment or truancy of girls in secondary schools, but girls spend more time in schools when sanitation facilities are adequate. UNICEF (2009) gave further observation that if the toilets are shared by girls and boys or are closely located in schools girls may become truants and drop out of school for the reason that boys tend to harass girls sexually.

#### **4.3.2 How Hostels Improve Academic Performance of Girl Students**

The second objective of the study was to explore how hostels increase the academic performance of girls in the community secondary schools in Ikungi District. Data were collected through interviews with the DSEO, WECs, Heads of Schools and Parents, FGDs with girl students and questionnaires administered to teachers. Interview results showed that 18 (95%) respondents found that hostels have improved the academic performance of girls by providing security to girls against sexual assault and serving their time that was wasted on walking the long distance from home to school. Hostels also reduced time spent on doing domestic activities at home. While 1(5%) of respondents argued that hostels has little contribution to girls' academic performance, since there are girls who are day scholars yet do perform well in their exams. When the DSEO, WECs, Heads of Schools and parents were asked about how hostels improve academic performance of girl students, they replied as follows:

*One of the major reasons for the good performance of the girls staying in hostels is security. They are safe compared to those who are living outside the hostels. The girls are secured against rape and sexual behaviour, in consequence, they concentrate on studies. This helps them to study peacefully with the conducive environment. Try to have a look at those girls who live outside the school surroundings, they cannot really*

*manage to concentrate on their studies for 100% with all those pitfalls (Head of School 1).*

*The performance of girl students improved, compared to the time they were staying at home, and walk long distances every day to school. The presence of hostels in some of the secondary schools in Ikungi District has served girls' time, which was wasted on the roads every day, thus they have now enough time to do their assignments and study on their own, also they start the classes on time (DSEO).*

*The government should build girls' hostels in all community secondary schools, girls who study in schools without hostels have a lot of problems, they do not have time to review what they studied in school, all the time are busy with domestic work. I am lucky that my girl is now in the hostel, at least she can concentrate on her studies at 100%, since she can do her homework on time, and have enough time for doing private studies (Parent 4).*

Results from focus group discussions suggested that hostels have helped girl students to perform better in their examinations. Hostels also helped them to settle their minds since they provided them with security, they no longer have to spend most of their time doing domestic activities nor walking the long distance to and from school.

Table 4.5 presents the teachers' responses on how hostels have improved girls' performance. It shows that 17 (90%) respondents agreed that hostel improved girls' academic performance by providing girl students with security while 4 (10%) disagreed. It also shows that 19 (81%) respondents agreed that hostels improved girls' academic performance by saving girl students from walking the long distance to and from school every day while 2 (19%) disagreed. Table 4.5 also shows that 15 (71%) respondents agreed that hostels improved girls' academic performance by providing girl students with extra time for private studies, discussion and doing their home assignments on time while 6 (29%) disagreed.

**Table 4.5: Teachers’ Response on How the Presence of Hostels has improved Girl Students’ Academic Performance**

| S/<br>N | Statement                                                                                                                                 | Response |    |    |    | total     |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------|----------|----|----|----|-----------|
|         |                                                                                                                                           | Yes      | %  | No | %  |           |
| 1.      | Hostel improves girls’ academic performance through reducing long distance walked by girls from home to school.                           | 19       | 90 | 2  | 10 | 21 (100%) |
| 2.      | Hostel improves girls’ academic performance through providing security to girls.                                                          | 17       | 81 | 4  | 19 | 21 (100%) |
| 3.      | Hostel improves girls’ academic performance through providing girls with extra time for private studies, discussion and home assignments. | 15       | 71 | 6  | 29 | 21 (100%) |

Source: Field work (2016)

These findings suggest that hostels have improved academic performance of girls by providing security to girls against sexual assault, providing girl students with extra time for private studies, discussion, doing their home assignments on time and serving their time that was wasted on walking long distance from home to school and involving in domestic activities at home. These findings are consistent with the findings by Davis (2001) and La Franiere ( 2006) which pointed out that school hostels have been significant protection for girls from being at risk of being raped, early pregnancy and marriage. These findings are also consistent with Juneja (2001), Colclough *et al* (2000), Nekatibeb (2002), Ainsworth *et al* (2005) and Babyegeya (2002) who revealed that long distance walked by girls to school affect their academic performance; girls tend to drop out due to sexual harassment along the way to schools, and wastage of time on the long distance which hinder girls’ interest in education. Ainsworth *et al.* (2005) found that the likelihood of attending secondary school for girls decreasing with the long distance compared to the nearer secondary schools. Nekatibeb (2002) argued that the long distance to school is the foremost obstacle to girls' education in many countries in Africa. The study by Babyegeya (2002) revealed that girl students who live outside of

hostels sometimes miss the classes, do not have enough time to do their home work, and are vulnerable to sexual violences, thus girl students should stay in hostel for them to have enough time to concentrate on studies and continue with higher education.

The findings imply that the girls in hostels are now able to follow school timetable and have ample time for private studies compared to when they were staying home as day school girls, since before construction of hostels, girls were not capable of reaching at school on time, particularly, when classes start early in the morning. Also, girls now are protected from the danger of being raped and humiliated on their way back to their homes. The hostels might have served girls' time that was wasted in domestic responsibilities like cooking, cleanliness, fetching water, at the time they supposed to be in school or on private studies; unlike boys, girls perform different family activities which consume time for studies. Therefore, hostels contributed to the improvement of girls' academic performance in community secondary school in Ikungi District.

#### **4.3.3 Girls' Performance before and after Construction of Hostels**

The third objective of the study was to examine girl students' academic performance before and after the construction of hostels in community secondary schools in Ikungi District. Data were gathered by reviewing girl students' performance of FTNE and CSEE in 2008 and 2009 before the construction of the hostels and in 2013, 2014 and 2015 after the construction of the hostels. After the in-depth review of the FTNE and CSEE before and after construction of hostels, this study came out with the following findings; Table 4.6 shows that the girl students in Sepuka Secondary School who sat for FTNE in 2008, and their results in term of grade average were as follows: A=0 (00%) and B=0 (00%), C=15 (19%), D=24 (30.4) and F=40 (50.6%). While FTNE results in 2009 were as follows: A=0 (00%) and B=0 (00%), C=5 (11.1%), D=37 (82.2) and F=3 (6.7%).

**Table 4.6: Performance of Girls Students in Form Two National Examination (FTNE) in 2008 and 2009 before the Construction of Hostel in Sepuka Secondary School.**

| Year | Girl Students<br>Sat for FTNE | Performance<br>(Grade Average) | Frequency | Percentage |
|------|-------------------------------|--------------------------------|-----------|------------|
| 2008 | 79                            | A                              | 0         | 0          |
|      |                               | B                              | 0         | 0          |
|      |                               | C                              | 15        | 19         |
|      |                               | D                              | 24        | 30.4       |
|      |                               | F                              | 40        | 50.6       |
| 2009 | 45                            | A                              | 0         | 0          |
|      |                               | B                              | 0         | 0          |
|      |                               | C                              | 05        | 11.1       |
|      |                               | D                              | 37        | 82.2       |
|      |                               | F                              | 03        | 6.7        |

Source: Field work (2016)

The results in Table 4.6 suggest that girl's academic performance in Form Two National Examinations before the construction of hostels in Sepuka Secondary School in 2009 and 2008 was poor.

Table 4.7 shows the FTNE results in Sepuka Secondary School for 2013, 2014 and 2015. In 2013: 1(2.3%) hostel scholar (grls) attained 'A' grade, while 0 (00%) day scholars (grls) attained 'A' grade. Also, 14 (31.8%) hostel scholars (grls) attained 'B' grade while 1(3.4%) day scholars (grls) attained 'B' grade. In 2014: 4 (22.2%) hostel scholars (girls) attained Distinction, while 4 (25%) day scholars (girls) attained Distinction. Also, 5 (27.8%) hostel scholars (girls) attained Merit, while 1(6.3%) day scholar (girl) attained Merit. In the year 2015: 5 (33.3%) hostel scholars (girls) attained Distinction, while 2 (6.7%) day scholars (girls) attained Distinction. Also, 5 (33.3%) hostel scholars (girls) attained Merit, while 4 (13.3%) day scholars (girls) attained Merit.

**Table 4.7: Performance of Girls Students in Form Two National Examination (FTNE) in 2013, 2014 and 2015 After the Construction of the Hostel in Sepuka Secondary School**

| Year | Girl Students Sat for FTNE |              | Performance (Average Grade) | Frequency       |              |
|------|----------------------------|--------------|-----------------------------|-----------------|--------------|
|      | Hostel Scholars            | Day Scholars |                             | Hostel Scholars | Day Scholars |
| 2013 | 44                         | 29           | A                           | 1 (2.3 %)       | 0 (00%)      |
|      |                            |              | B                           | 14 (31.8%)      | 1 (3.4%)     |
|      |                            |              | C                           | 17 (38.6%)      | 9 (31.1%)    |
|      |                            |              | D                           | 5 (11.4%)       | 15 (51.7%)   |
|      |                            |              | F                           | 7 (15.9%)       | 4 (13.8%)    |
| 2014 | 18                         | 16           | Distinction                 | 4 (22.2%)       | 4 (25%)      |
|      |                            |              | Merit                       | 5 (27.8%)       | 1 (6.3%)     |
|      |                            |              | Credit                      | 5 (27.8%)       | 1 (6.3%)     |
|      |                            |              | Pass                        | 4 (22.2%)       | 9 (56.2%)    |
|      |                            |              | Fail                        | 0 (00%)         | 1 (6.3%)     |
| 2015 | 15                         | 30           | Distinction                 | 5 (33.3%)       | 2 (6.7%)     |
|      |                            |              | Merit                       | 5 (33.3%)       | 4 (13.3%)    |
|      |                            |              | Credit                      | 4 (26.7%)       | 13 (43.3%)   |
|      |                            |              | Pass                        | 1 (6.7%)        | 11 (36.7%)   |
|      |                            |              | Fail                        | 0 (00%)         | 0 (00%)      |

Source: Field work (2016)

The results in Table 4.7 suggest that girls students who stay in a hostel in Sebuka Secondary School had better academic performance in Form Two National Examinations (FTNE) in 2013, 2014 and 2015 after the construction of the hostels than their fellow day scholars (girls).

Moreover, Table 4.8 shows that girl students in Isuna Secondary School had the following CSEE results in 2009 when the hostel was not yet constructed: 0 (00%) girl students attained Division I- III, 14 (40%) girl students attained Division IV and 21 (60%) girl students attained Division 0.

**Table 4.8: Performance of Girls Students in Certificate Secondary Education Examination (CSEE) in 2009 before the Construction of Hostel in Isuna Secondary School**

| Year | Girl Students Sat for CSEE | Performance (Division) | Frequency | Percentage |
|------|----------------------------|------------------------|-----------|------------|
| 2009 | 35                         | I                      | 0         | 0          |
|      |                            | II                     | 0         | 0          |
|      |                            | III                    | 0         | 0          |
|      |                            | IV                     | 14        | 40         |
|      |                            | 0                      | 21        | 60         |

Source: Field work (2016)

The results in Table 4.8 suggest that girl students in Isuna Secondary school had poor academic performance in Certification Secondary Education Examinations (CSEE) before the construction of the hostel.

Furthermore, the results in Table 4.9 show that in 2015 CSEE results at Isuna Secondary School were as follows: 4 (11.4%) girl students who stayed in hostel attained Division I, while 0 (00%) day scholars (girls) attained Division I. Also, 11 (31.4%) girl students who stayed in hostel attained Division II, while 1 (4.3%) day scholar girl students attained Division II. Additionally, 6 (17.2%) girl students who stayed in hostel attained Division III, while 2 (8.7%) day scholars (girls) attained Division III. Furthermore, 11 (31.4%) girl students who stayed in hostel attained Division IV, while 18 (78.3%) day scholars (girls) attained division IV. Lastly, 3 (8.6%) girl students who stayed in hostel attained Division 0, while 2 (8.7%) day scholars (girls) attained Division 0.

**Table 4.9: Performance of Girls Students in Certificate Secondary Education Examination (CSEE) in 2014 and 2015 After the Construction of Hostel in Isuna Secondary School**

| Year | Girl Students CSEE | Sat For      | Performance (Division) | Frequency       |              | Percentage      |              |
|------|--------------------|--------------|------------------------|-----------------|--------------|-----------------|--------------|
|      | Hostel Scholars    | Day Scholars |                        | Hostel Scholars | Day Scholars | Hostel Scholars | Day Scholars |
| 2015 | 35                 | 23           | I                      | 4               | 0            | 11.4            | 0            |
|      |                    |              | II                     | 11              | 1            | 31.4            | 4.3          |
|      |                    |              | III                    | 6               | 2            | 17.2            | 8.7          |
|      |                    |              | IV                     | 11              | 18           | 31.4            | 78.3         |
|      |                    |              | 0                      | 3               | 2            | 8.6             | 8.7          |
| 2014 | 17                 | 13           | Distinction            | 0               | 0            | 0               | 0            |
|      |                    |              | Merit                  | 2               | 1            | 11.8            | 7.7          |
|      |                    |              | Credit                 | 4               | 1            | 23.5            | 7.7          |
|      |                    |              | Pass                   | 8               | 7            | 47.1            | 53.8         |
|      |                    |              | Fail                   | 3               | 4            | 17.6            | 30.8         |

Source: Field work (2016)

The results in Table 4.9 suggest that girls students who stayed in a hostel in Isuna Secondary School had better academic performance in CSEE results of the year 2014 and 2015 after the construction of the hostel than their fellow day scholars (girls).

Lastly, the summary of T-test results in Table 4.10 shows that there was a significant difference in girl students' academic performance in 2009 and 2013 Form Two National Examinations (FTNE) in Ikungi Secondary School in which the significant value was less than .05 ( $.000 < .05$ ).

**Table 4.10: Summary of T-test Results for the Significance Difference of Girl Students' Academic Performance before and after Construction of Hostel in 2009 and 2013 FTNE at Ikungi Secondary School**

| PERFORMANCE                 | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |                                           |         |
|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|---------|
|                             | F                                       | Sig. | T                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |
| Equal variances Assumed     | 60.553                                  | .000 | -14.104                      | 87     | .000            | -.82222         | .05830                | -.93809                                   | -.70635 |
| Equal variances not assumed |                                         |      | -14.265                      | 44.000 | .000            | -.82222         | .05764                | -.93838                                   | -.70606 |

Source: Field work (2016)

The results in Table 4.10 suggest that there was improvement of academic performance of girl students in Ikungi Secondary school as confirmed by summary of T-test that shows there is a significant difference of girl students' academic Performance before and after construction of hostel in 2009 and 2013 FTNE.

The findings in the three secondary schools suggest that there has been the significant improvement of girl's academic performance in Form Two National Examinations and Certificate Secondary Education Examinations after the construction of hostels in community secondary schools in Ikungi District. The findings in Table 4.6 and Table 4.8 show that girl students had poor academic performance in the year 2008 and 2009 in both FTNE and CSEE results when the hostels were not constructed in Sepuka and Isuna Secondary Schools. This finding concurred with the findings of Oloo (2003) conducted in Migori District, Kenya who revealed that many day secondary school girl students perform poorly in Kenya Certificate of Secondary Education Examination compared to their boarding counterparts.

On the other hand, Table 4.7 and Table 4.9 show that the girl students' academic performance in Sepuka and Isuna Secondary Schools improved in the year 2013, 2014 and 2015 in both FTNE and CSEE results since the establishment of hostels in the particular schools. Also, T-test results show that there is a significant difference in girl students' academic performance before and after the construction of hostels in 2009 and 2013 Form Two National Examinations (FTNE). The findings are similar to the findings by Nteko (2007) who revealed that girls in Uganda who were subjected to possible abuse when staying in villages or towns but with accommodation at the school their academic performance improved.

The findings imply that girls' academic performance was improved by the presence of hostels in community secondary schools in Ikungi District. This was because girl students in hostels have enough time to do their homework on time and cooperate with their fellows in studying, even attending classes on time. Girl students staying in the hostel do not have any fear of sexual harassment, such as rape on their way back home or to school, as a consequence, they have a settled mind and concentrate on the studies unlikely their fellow day scholars (girls). This is consistent with the studies by UNESCO (2003), Malese and Seifu, (2008) and Nteko (2007) which revealed that the presence of the hostels have been helpful to the girl students, whereby most of them have achieved better academic performance.

#### **4.3.4 The Presence of Hostel and Academic Performance of Girls in Community Secondary Schools**

The fourth objective of this study aimed to find out if hostels were assistance for improving academic performance of girls . Data were collected through interviews with the DSEO, WECs, Heads of Schools and parents, FGDs with girl students and questionnaires administered to teachers. Interview results showed that 15 (79%) respondents said that improvement of girls' academic performance in community secondary schools in Ikungi District was the result of the presence of hostels. While (4) 21% respondents argued that presence of enough learning materials and teachers

improved academic performance of girls. For instance, one of the heads of schools had the following to say:

*Since we built this hostel, girls have been doing better in their National Examinations compared to the previous years. Their performance was poor, but now the majority of them have good academic performance. Currently, they are performing well in their final examination and a good number of them has been joining the high school for further studies (Heads of School 3).*

Additionally, WECs, DSEO and Parents had the following to comment:

*Despite the fact that the academic performance of the students depends on many factors, but the presence of the hostels has influenced girls to improve their academic performance in their examinations since their performance in CSEE changed when started staying in the hostels (WEC3).*

*At the beginning, only a few numbers of parents agreed for their children to stay in the hostels, but now they are responding very positively since they have seen the difference in academic performance between girls staying in hostels and those who are still walking a long distance from home to school. Every parent is now demanding for a chance of their student to stay in hostels (DSEO).*

*Establishment of the girls' hostel in my children's school has played a great role to improve girls' academic performance, the girls had been facing difficulties at the time they were staying home. During the last year, two of my neighbour's children were selected to join high school. I believe that my children will do better in their national examination next year. All these are the impacts of the presence of the hostel and it really encourage us a lot to bring our girls to school now (Parent 5).*

Findings from focus group discussions suggested that hostels have been a help for girls to raise their academic performance from poor results to better results in CSEE in community secondary schools in Ikungi District.

Table 4.11 shows that 18 (86 %) respondents agreed that the presence of hostels in community secondary schools in Ikungi District helping to improve the academic performance of girl students while 3(14%) disagreed.

**Table 4. 11: Teachers’ Response in the Presence of Hostels and Improvement of Girl Students’ Academic Performance in Community Secondary Schools in Ikungi District**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes      | 18        | 86         |
| No       | 3         | 14         |
| Total    | 21        | 100        |

Source: Field work (2016)

These findings suggest that hostels have been helping girls to raise their academic performance in community secondary schools in Ikungi District. These findings concur with the findings of a study by UNESCO (2003), and the Educational Resources and Development Centre (2011) in Nepal on the effectiveness of the girls’ scholarship programme. The Educational Resources and Development Centre (2011) found that the provision of stipends and hostel facility raised girls’ school attendance. The study also suggested that the girl students from marginalised and from areas with low human development index should be provided scholarships, including free board in school hostels. UNESCO (2003) found that girls’ hostels improved their academic performance in Nepal. This was for the reason that girls from the villages or remote regions where they could not access secondary education were able to access secondary education by staying in hostels found in urban secondary schools.

The findings of the present study are also similar to those by Malese and Seifu (2008), Nteko (2007) and Evans (2006) which revealed that the presence of the hostels have been helpful to the girl students, whereby most of them have achieved better academic performance. Evans (2006) argued that lack of hostels affects negatively girls’ academic performance. These findings imply that in order to improve girls’ academic performance, there is a need for the schools to have hostels to accommodate female students. Hostels allow girl students to have enough time to do their home work, and to have the opportunity to conduct group discussion of different subjects, thereby, bringing

students closer to learning activities all the time. Thus, their academic performance improves.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

The study focused on exploring the contribution of hostels on improving girls' academic performance in the community secondary schools in Ikungi District, Tanzania. Specifically, the study explored the problems faced by girl students in academic performance, how girls' academic performance would be improved by the presence of hostels, the academic performance of girls before and after the construction of hostels and the presence of hostels and academic performance of girls in Community Secondary Schools. The cross-sectional survey design was used in the study. Documentary review, questionnaires, focus group discussions and interview methods were used to collect information from the study.

#### **5.2 Conclusions**

Based on the findings for every research objective, the study concluded the following; Hostels improved girls' academic performance in Community Secondary Schools in Ikungi District. Hostels have been providing security to girls against raping and bad sexual behaviours which would hamper their academic performance. Also, hostels reduced the distance that has been walked by girls to school every day before the construction of the hostels, since girls now live in school surroundings; have enough time to study on their own, conducting group discussion and do their take home assignments. There has been the significant improvement of girl's academic performance after the construction of hostels in community secondary schools in Ikungi District. For instance, girls' academic performance in Isuna secondary school improved from none of the girl students who attained Division (I-III) in 2009 to 21 students who attained Division (I-III) in 2015.

Socio-cultural, learning environment and economic problems have been affecting girls' academic performance in community secondary schools in Ikungi District. Parents in Ikungi District have been believing that girls's education is wastage of resources for the

reason that they will finally be married. Thus their education would only benefit the other families. Also, schooling costs hampering girl students from getting education in community secondary schools in Ikungi District; schooling costs such as transport fare were reasons behind poor performance and school dropout, particularly day scholar girls as their parents sometimes do not have enough funds to support their education.

### **5.3 Recommendations**

Based on the findings of the study and the conclusion, the study recommends the following:

#### **i. To the government**

The government should construct girls' hostels in all community secondary schools so as to protect girl students from different risks, such as sexual assaults which affect their academic performance. Also, the government should establish a scholarship scheme to support girl students from poor families. The government should educate parents and the community on the importance of education to girls, and all cultural believes that hamper girls' education should be prohibited by the government.

#### **ii. To the community**

The community surrounding community secondary schools in Ikungi District should establish community police for protecting day scholar girls from sexual assault on their way to school. Also, the community should raise funds for supporting education for girls from poor families, such funds will help to pay transport fare for girls, thus save them from walking the long distance. Moreover, the community should start a movement against cultural believes which restrain girls' rights to education. Furthermore, the community should identify parents who refuse to send their daughters to school and file charges upon them so as to be a lesson to other parents with the similar perception that girls do not have rights to education.

**iii. To the parents**

Parents should make a close follow up on their daughters' academic progress; should support education for their girls with all school needs, supervising their take home assignments by setting strict rules on homework and watching television; this would help to improve the performance of their children, particularly girls in school.

**5.4 Area for Further Study**

Similar study is suggested to be conducted to explore the contribution of hostels to the academic performance of girls in all public and private secondary schools in other districts, so as to have a wider understanding of the contribution of hostels to the academic performance of girls in Tanzania.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR TEACHERS

I am a student at Mzumbe University pursuing MA-Education. I am doing a research study as a compulsory part of my programme. The purpose of the research is to explore the contribution of hostels to the academic performance of girls in community secondary schools in Ikungi District, Tanzania. Thus, I would be very grateful if you would spare some few minutes to fill in this questionnaire. The information that you provide will be treated confidential for academic purpose only and your identity will not be exposed.

#### A: Demographic Characteristics

\*Please tick where is appropriate.

1. What is your Sex?
  - a. Male ( )
  - b. Female ( )
2. What is your Age?
  - a. 10-15 ( )
  - b. 16-20 ( )
  - c. 21-25 ( )
  - d. 26-30 ( )
  - e. 31-35 ( )
  - f. 36-40 ( )
  - g. 41 and above ( )
3. What is your Level of education ?
  - a. Primary ( )
  - b. Certificate ( )
  - c. Diploma ( )
  - d. Bachelor's degree ( )

- e. Master's degree ( )
- f. PhD ( )

**B: Problems Faced by Girl Students in Academic Performances**

4. Below are the statements indicating your perception towards the problems facing girl students in Academic performance. (Please tick where is appropriate)

| S/N  | Statement                                                                                           | Response |    |
|------|-----------------------------------------------------------------------------------------------------|----------|----|
|      |                                                                                                     | Yes      | No |
| i.   | Socio-cultural problems affect academic performance of girl students in community secondary schools |          |    |
| ii.  | Economic problems affect academic performance of girl students in community secondary schools       |          |    |
| iii. | Learning environment affects academic performance of girl students in community secondary schools   |          |    |

**C: The Presence of Hostel improvement of Girl Students' Academic Performance in Community Secondary Schools in Ikungi District.**

5. Below are the statements indicating your perception on how hostel can improve the academic performance of girls. (Please tick where is appropriate)

| S/N | Statement                                                                                                                                                           | Response |    |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----|
|     |                                                                                                                                                                     | Yes      | No |
| i.  | Hostel improves girls' academic performance through reducing long distance walked by girls from home to school and time spent on doing domestics activities at home |          |    |
| ii. | Hostel improves girls' academic performance through                                                                                                                 |          |    |

|             |                                                                                                                                           |  |  |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|             | providing security to girls                                                                                                               |  |  |
| <b>iii.</b> | Hostel improves girls' academic performance through providing girls with extra time for private studies, discussion and home assignments. |  |  |

**D: The Presence of Hostel and Academic Performance of Girls in Community Secondary Schools**

6. Does the presence of hostels improve girl students' academic performance?
- a. Yes ( )
- b. No ( )

\*Thanks for your cooperation

## **APPENDIX II; INTERVIEW GUIDE FOR DSEO**

1. What is the level of your education?
2. What are the problems faced by girls?
3. How do hostels improve academic performance of girls in your district?
4. Do hostels help girls to achieve better in their academics?

### **APPENDIX III: INTERVIEW GUIDE FOR WECs**

1. What is the level of your education?
2. What are the problems faced by girls?
3. How do hostels improve academic performance of girls in your ward?
4. Do hostels help girls to achieve better in their academics?

#### **APPENDIX IV: INTERVIEW GUIDE FOR HEADS OF SCHOOLS**

1. What is the level of your education?
2. What are the problems faced by girls?
3. How do hostels improve academic performance of girls in your school?
4. Do hostels help girls to achieve better in their academics?

## **APPENDIX V: FOCUS GROUP DISCUSSION GUIDE FOR GIRL STUDENTS**

1. How old are you? In which class are you? What problems do you face as girls which affect your academic performance?
2. How do hostels improve your academic performance?
3. Do hostels help you to achieve better in your academics?

## **APPENDIX VI; INTERVIEW GUIDE FOR PARENTS**

1. What is the level of your education?
2. What are the problems faced by girls?
3. How do hostels improve academic performance of girls in your district?
4. Do hostels help girls to achieve better in their academics?

Translated in Kiswahili language

## **APPENDIX VII; INTERVIEW TOOLS**

1. Pens
2. Note book
3. Tape recoder
4. Smart phone
5. Interview guides