

**EXPERIENCES OF SECONDARY SCHOOL FEMALE
STUDENTS HELP-SEEKING IN LEARNING MATHEMATICS
IN TANZANIA: A CASE OF TWO PUBLIC SECONDARY
SCHOOLS IN MOROGORO MUNICIPALITY**

By

Dennis B. Kasimila

**A Dissertation Submitted in Partial/ Fulfillment of the Requirements for Award
of the Degree of Master of Arts in Education (MAED) of the
Mzumbe University**

2020

CERTIFICATION

We the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled **“Experience of secondary school female students help-seeking in learning mathematics in Tanzania, the case of two public secondary schools in Morogoro Municipality”** in partial fulfillment of the requirements for the award of the degree of Masters of Arts in Education of the Mzumbe University.

.....

Athanas Ngalawa, PhD

Supervisor

.....

Internal Examiner

Accepted for the Board of Faculty of Social Sciences

.....
DEAN, FACULTY OF SOCIAL SCIENCES

DECLARATION AND COPYRIGHT

I, Dennis Bernard Kasimila, hereby declare that this dissertation is my original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award. All citations, references and borrowed ideas have been fully acknowledged.

Signature.....

Date.....

©2020

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

ACKNOWLEDGEMENTS

First and foremost, I thank the Almighty God for enabling me in all ways to achieve this stage of completion of my dissertation. I also wish to express my sincere thanks to people who individually or collectively assisted me academically, morally and materially toward the completion of this study

My sincere thanks go to my supervisor, Dr Athanas Ngalawa for his excellent supervision and devotion to this study that has indeed inspired my academic journey. It is his scholarly guidance, support, encouragement, directions, comments and constructive criticism that have made this dissertation materialized. Indeed it has been such an honourable journey to work with him.

Furthermore, my sincere gratitude goes to the Morogoro Municipal council officials for permitting me to conduct such research. I thank them for their cooperation, commitment and devoting their time during the data collection process. I also wish special thanks to my family, parents, friends and relatives for their moral and material support during my study.

Indeed, space is limited here to thank everybody, but I value and appreciate the contribution made by each and everybody in this study. May the Almighty God bless them abundantly.

DEDICATIONS

I dedicate this research work to my lovely sisters, Lilian Bernard Kasimila, and Pamela Bernard Kasimila and my young brother Julius Bernard Kasimila, My children; Raphael Dennis Kasimila, Bernard Kasimila, Martin Kasimila, Alvin Kasimila, Mary Kasimila, Daniel Shemu Jairo, Daines Shemu Jairo and my sister in law Aikande Kasimila who offered their unconditional support to my study journey from the first day I joined the postgraduate study programme at Mzumbe University to the accomplishment of the dissertation writing. I appreciate your support, tolerance, and love during my absence. May God bless you abundantly.

ABBREVIATIONS

ACT	-	American College Test
CSEE	-	Certificate of Secondary Education Examination
DSEO	-	District Secondary Education Officer
EGM	-	Economics, Geography and Mathematics
HoS	-	Head of Schools.
ICT	-	Information and Communication Technology
PCM	-	Physics, Chemistry and Mathematics
PGM	-	Physics, Geography and Mathematics
PhD	-	Doctor of Philosophy
SAMs	-	School Academic Masters/Mistresses
SMT	-	Science, Mathematics and Technology
SPSS	-	Statistical Package for Social Science
SSA	-	Sub - Saharan African
MHEA	-	Ministry of Higher Education Afghanistan

ABSTRACT

The study explored the experiences of secondary school female students in seeking help in learning mathematics in Tanzania. Specifically, the study intended to: determine the mechanisms adopted by female secondary school students in help-seeking for learning mathematics in the selected schools, determine incidences lived by the secondary school female students in the course of seeking help from other people for learning mathematics, assess the effects of a help-seeking strategy of learning mathematics among female secondary school students, analyze the best ways of using a help-seeking strategy for learning mathematics to secondary school female students. The study employed a mixed research approach including both qualitative and quantitative aspects. Morogoro Municipal Council was used as a case study; whereby, about 41 respondents were involved in a sample that was selected through purposive and simple random sampling. Data were generated through questionnaires, interview and field observation from the key informants and analyzed by using content analysis (thematic analysis) as well as a descriptive statistical method by using statistical packages for social sciences (SPSS) version 20

The findings revealed that female students used mechanisms like tuition; seek help from teachers and male students as well as using tuition classes as a strategy for seeking help in learning mathematics. The experiences that secondary school female students pass through include sexual harassment or unwelcome sexual advances in return for help, and pay for money and favouritism. Besides, others are rejected something which deny them the opportunity to learn the subject, a situation which contributes much to their poor performance in mathematics. With such experiences, female students lack motivation in learning some subjects like mathematics. It was suggested that female students should be more firm, confident and participatory in classes for them to learn perfectly in learning mathematics.

The study recommends that effective learning of Mathematics to female secondary school students should involve a collaborative effort. There is a need to establish Mathematics clubs, remedial classes and changing the perceptions of people and students in the learning of Mathematics to female students.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION AND COPYRIGHT	ii
ACKNOWLEDGEMENTS	iii
DEDICATIONS	iv
ABBREVIATIONS	v
ABSTRACT	vi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER ONE	1
OVERVIEW OF THE STUDY	1
1.1 Introduction	1
1.2 Background to the Problem.....	1
1.3 Statement of the Problem	3
1.4 Objectives of the Study	4
1.4.1 Main objective.....	4
1.4.2 Specific objectives	4
1.5 Research questions	5
1.6 Scope of the study	5
1.7 Significance of the Study	5
1.8 Research limitations	6
1.9 Organization of the Dissertation	7
1.10 Chapter summary	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Theoretical review.....	8
2.2.1 Constructivist Learning Theory	8
2.3 Empirical review from early studies	10
2.3.1. Studies done by different authors on seeking help in Learning Mathematics by	

female students around the World.....	10
2.3.2 Studies done by different authors on seeking help in Mathematics by female students in Tanzania	12
2.4 Research gap	15
2.5 Conceptual framework of the study	15
CHAPTER THREE	17
RESEARCH METHODOLOGY	17
3.1 Introduction	17
3.2 Research approach	17
3.3 Research design.....	17
3.4 The study area	18
3.5 Population of the study.	20
3.6 Sample size and sampling technique.....	20
3.6.1 Sample size.....	20
3.6.2 Sampling techniques	21
3.6.2.1 Purposive sampling	21
3.6.2.2 Simple random sampling technique.....	21
3.6.2.3 Stratified simple random sampling technique.....	22
3.7.1. Face to Face Interview	22
3.7.2. Questionnaire	23
3.7.3 Direct personal observation	24
3.9 Data analysis and processing.	24
3.10 Ethical consideration in data collection	25
CHAPTER FOUR.....	26
PRESENTATION OF FINDINGS	26
4.1 Introduction	26
4.2 Demographical Information	26
4.2.1 Profile of participants by sex and age.	26
4.2.2 Level of formal education of participants	27
4.2.4 Position of participants.....	27
4.4.1 The mechanism adopted by female secondary school students in help-seeking	

for learning mathematics	28
4.4.1.1 Perception of District Secondary Education Officer about the mechanism adopted by female students in help-seeking as a strategy in learning Mathematics	29
4.4.1.2 Perceptions of Heads of schools on the mechanisms adopted by female students for help-seeking as a strategy in learning mathematics.....	30
4.2.1.3 Academic teachers’ perceptions of mechanisms adopted by female students for help-seeking in learning mathematics	31
4.2.1.4 Mathematics teacher’s perception of mechanisms adopted by female students for help-seeking strategy in learning Mathematics.	32
4.2.1.5 Perceptions of Secondary school female students on the mechanism adopted for help-seeking as a strategy in mathematics learning.....	33
4.3 The incidences lived by the secondary school female students in the course of help-seeking from other people in learning mathematics.....	34
4.3.1 Head of schools perceptions of the incidences experienced by secondary school female students in learning mathematics.....	34
4.3.2 Academic teachers’ perceptions of the incidences experienced by female students in learning mathematics.....	35
4.3.3 Mathematics subject teachers’ perceptions of incidences experienced by female students.	36
4.3.4 The Incidences Lived by Female students in the course of help-seeking in learning Mathematic	37
4.3.5 District Secondary Educational Officer perceptions of incidences experienced by female students.	39
4.4 The effects of help-seeking strategy in learning mathematics among female secondary school students.....	39
4.4.1 Female students’ attitudes on the effects of help-seeking strategy in learning mathematics	40
4.4.2 Mathematics teachers’ attitudes on the effects of help-seeking strategy in learning mathematics	41
4.4.3 Academic teachers’ attitudes on the effects of help-seeking strategy in learning	

mathematics.....	42
4.5 The summary of the chapter.....	42
CHAPTER FIVE.....	43
DISCUSSION OF FINDINGS	43
5.1 Introduction.....	43
5.1.1 Demographical information of participants	43
5.1.2 Participants’ categories by sex and age.....	43
5.1.3 Level of education of the participants.....	43
5.1.4 Position of participants in Morogoro Municipal Council	44
5.2 The mechanisms adopted by female secondary school students in help-seeking in learning mathematics	44
5.2.1 District Secondary Education Officer (DSEO) perceptions on mechanisms adopted by female students use help-seeking.....	45
5.2.2 Heads’ of schools perceptions on the mechanisms adopted by female students in using help-seeking strategy.	45
5.2.3 Academic teacher’s perceptions on mechanisms adopted by female students in using help-seeking strategy.....	46
5.2.4 Mathematics teacher’s perceptions on mechanisms adopted by female students in using help-seeking strategy.	46
5.2.5 Female students’ perceptions of mechanisms adopted by female students in using help-seeking strategy.....	46
5.3 The incidences experienced by female students in the course of help-seeking in learning mathematics	47
5.3.1 District Secondary Education Officer (DSEO) perceptions on incidences experienced by female students in the course of help-seeking in learning mathematics	47
5.3.2 Heads of schools perceptions on incidences experienced by female students in the course of help-seeking in learning mathematics.....	48
5.3.3 Academic teachers’ perceptions of incidences lived by female students in the course of help-seeking in learning mathematics.....	48
5.3.4 Mathematics subject teachers’ perceptions of incidences experienced by female	

students in the course of help-seeking in learning mathematics.....	48
5.3.5 Female students’ perceptions of incidences lived by female students in the course of help-seeking.	49
5.4 The attitudes of effects of help-seeking strategy to the female students in learning mathematics	49
5.4.1 Female students’ attitudes on the effects of a help-seeking strategy of learning mathematics	50
5.4.2 Mathematics teachers’ attitudes on the effects of a help-seeking strategy of learning mathematics	50
5.4.3 District Secondary Education Officer (DSEO) attitudes on effects of help-seeking strategy in learning mathematics	50
5.4.4 Academic teachers’ attitudes on effects of help-seeking strategy in learning mathematics	51
5.4.5 Heads’ of schools attitudes on effects of help-seeking strategy in learning mathematics	51
5.7 Chapter summary	51
CHARTER SIX	52
SUMMARY, CONCLUSION AND RECOMMENDATIONS	52
6.1 Introduction.....	52
6.2 The summary of findings	52
6.3 Conclusion	54
6.4 Recommendations	54
6.4 Area for further research	54
REFERENCES	56
APPENDICES	62

LIST OF TABLES

Table 3.1: Distribution of sample size	20
Table 3.2: Summary of Sample size and sampling techniques	22
Table 3.3: Interview guides distribution	23
Table 3.4: Questionnaires distribution	23
Table 4.1: Demographical information of participants	28

LIST OF FIGURES

Figure 2.1 Experiences of female secondary school student framework.....	16
Figure 3.1: A map of Morogoro municipal council	19
Figure 4.1 Mechanisms adopted by students using help-seeking as a strategy in learning mathematics.....	29
Figure 4.2 The incidences experienced by female secondary school students in learning mathematics.....	37
Figure 4.3 Effects of help-seeking strategy in learning mathematics for female students.....	40

LIST OF APPENDICES

Appendix I: Questionnaires And Interview Guideline For Participants	62
Informant’s Consent	62
Appendix II: Interview Guideline for District Secondary Education Officer	63
Appendix III: Interview Guideline for Head of the Schools	64
Appendix IV: Interview Guide for Academic Teachers	66
Appendix V: Interview Guide for Mathematics Teachers	68
Appendix VI: Questionnaire Guideline for Secondary School Female Students	70

CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 Introduction

This chapter introduces the study conducted to explore about experiences that female students in secondary schools undergo when seeking help from other persons in learning mathematics subject. The study involved teachers, female and male students and other education officials as participants in the courses of undertaking the study. The purpose was to unveil the experiences which might be contributing to a barrier for girls to learn mathematics to provide workable solutions that might contribute to improving the performance of girls in mathematics subject. The chapter includes a background of the study, statement of the problem, general and specific objectives of the study, research questions, significance of the study, the scope of the study, limitations of the study, and the chapter summary.

1.2 Background to the Problem

Different literature attempted to analyse the relationship between gender and academic performance in mathematics and other subjects. In some places like North India, studies pointed that boys performed better than girls in mathematics (Fennema, 1996; Kaiser-Messmer, 1994; Muthukrishna, 2010), whereas, other studies showed the supremacy of girls performance in mathematics over boys in schools (Arnot, David & Weiner 1999; Hydea & Mertz, 2009). In the U.S.A., Hydea and Mertz (2009) revealed that girls have reached parity with boys in mathematics performance, including a high school where a gap existed in earlier decades. It was affirmed that girls are doing better than boys even for tasks that require complex problem-solving. In Sub-Saharan African (SSA) countries, women continue to lag behind men in education in general, and specifically in some subjects such as science, mathematics and technology education (Masanja, 2010). Moreover, it was observed that education stereotyping continues, with women and girls tending to undertake study programmes related to the so-called “women’s” occupations such as nursing, secretarial jobs and social work which generally has little application of mathematics compared to programmes in engineering, physics and the so-called “hard sciences”

dominated by men and boys (Masanja, 2010). In Tanzania education curriculum, mathematics is a core subject that every student is studying at both primary and ordinary secondary education (ETP, 1995). Despite being the core and compulsory subject, student's performance in Mathematics in Tanzania had been low for some years in Certificate of Secondary Education Examinations (CSEE) (Kita, 2004, Mlozi, Kago & Nyamba, 2013, URT, 2008 and SEDP, 2004).

The trend of performance in the Certificate of Secondary Education Examination (CSEE) specifically in Mathematics subject has continued to be worse for girls in public secondary schools (NECTA, 2016). In Morogoro municipality, the area of study has shown a particular drop-down in performance from 68.33% in 2014 to 67.53% in 2015. In 2017, 385,767 students sat for the Certificate of Secondary Education Examination (CSEE) of whom 287,713 candidates (equivalent to 75 per cent) passed the exam. Out of 287,713 who passed the exam, 143,728 (equivalent to 49.9 per cent) were girls while 143,885 (equivalent to 50 percent) were boys (NECTA, 2018). This shows that poor performance in mathematics subject increased in Tanzania between 2015 and 2018.

The importance of Mathematics as a subject cannot be overstated. Mathematics is crucial for building a solid foundation for different disciplines of development such as engineering, business and finance, actuarial sciences, agriculture and so forth. Their industrialisation process could be boosted competency in Mathematics. Arguing on the same vein, Anderton and Chivers (2016), and McNaught and Hoyne (2011) asserted that Mathematical skills and knowledge are essential for University courses in health sciences. Also, Mathematics subject provides students with a range of valuable skills including interpretation, reasoning, problem solving and analytical skills which can be applied broadly across various courses. Nations need qualified mathematicians in different subjects related to mathematics such as medicines, engineering, agriculture and nurses. Mathematical skills are also useful for students to peruse different quantitative disciplines like economics, research, evaluations and monitoring as well as statistics (Anderson, Benjamin, & Fuss 1994; Durden & Ellis 1995; Ely and Hittle 1990; Johnson and Kuennen 2004). Ballard and Johnson (2004)

argued that mastery of very basic mathematics concepts covered in remedial or developmental mathematics courses is positively and significantly related to student success in economics, pharmacology, and finance.

Failure to improve on the performance of students in mathematics among other subjects would result in great risk on social, scientific and economic development of the nation. The country could fall short of a qualified individual in fields related to medicine, geology, engineering, pharmacy, accounts, agriculture and other science-oriented professions (MoHE, 2011). Female students are particularly spotted to be negatively affected by poor performance in mathematics in secondary education. Studies reported that girls are poorly represented in different scientific fields of studies, such that only 5% of girls study engineering, 11% of girls pursue geology (MoHE, 2011).

Underscoring the importance of studying mathematics for female students, meanwhile, their observed performances are poor; there is a need for a study to uncover their experiences in learning mathematics in secondary schools. It is on such antidote that the study intended to explore the experience of female students in the course of searching for assistance to learn mathematics. Essentially the study seeks to get in touch with what limits girls students from effective learning of mathematics. It was expected that girls themselves would propose strategies which could be used to improve their performance in mathematics subject so that the nation gets a balanced number of professionals in terms of gender for national development.

1.3 Statement of the Problem

Mathematics is one among the essential subjects that form a foundation of scientific excellence among scholars. It is expected that students should be able to be good at mathematics to venture different fields of science. While performances in some major subjects like mathematics for students especially females is of tantamount importance, their performance was recorded to be poor.

Several studies have assessed students' academic performance in English, mathematics, and other science subjects (Johnson & Kuennen 2004). There is little literature that studies the learning experience of female students. Cognizant of the alerting situation of the poor performance of students in mathematics subject, the study evokes its problem on how female students manage the learning challenge in the mathematics subject in schools. Existing studies on gender and students performance have limited focus on girl's experiences in their learning strategies, such as the strategy of seeking help from other people. This study aimed at exploring the experiences and effects of girls seeking help in learning mathematics in secondary schools using two selected public secondary schools in Morogoro Municipal Council.

1.4 Objectives of the Study

1.4.1 Main objective

To explore the experiences of female students seeking help from other people as a strategy of learning mathematics in public secondary schools in Morogoro Municipal Council.

1.4.2 Specific objectives

- i. To determine the mechanisms adopted by female secondary school students in help-seeking for learning mathematics in selected schools.
- ii. To determine incidences experienced by the secondary school female students in the course of seeking help from other people for learning mathematics.
- iii. To assess the effects of a help-seeking strategy of learning mathematics among female secondary school students.
- iv. To analyse the best ways of using a help-seeking strategy for learning mathematics to secondary school female students.

1.5 Research questions

- i. What mechanisms are adopted by female secondary school students to get help in learning mathematics?
- ii. What memorable incidences do female secondary schools students face when seeking help from other people in learning mathematics?
- iii. What are the effects of seeking help strategy on female secondary school students in learning mathematics?
- iv. How best should female students in secondary schools learn Mathematics?

1.6 Scope of the study

The study focused on the experiences of secondary school female students when seeking help from other people in learning mathematics. The research was conducted in Morogoro Municipal Council, more specifically in the selected public secondary schools. The study was limited to female secondary school students from form II, III and IV, mathematics teachers, academic teachers and heads of schools of the two selected schools, and the District Secondary Education Officer (DSEO) were involved as respondents. Contextually the study determines the mechanisms adopted by female secondary school students in help-seeking for learning mathematics in the selected schools. Also, the study determines incidences experienced by the secondary school female students in the course of seeking help from other people for learning mathematics. The study assesses the effects of a help-seeking strategy of learning mathematics among female secondary school students and analyse the best ways of using a help-seeking strategy for learning mathematics to secondary school female students.

1.7 Significance of the Study

The study explored how experiences of female students in the secondary schools may be looked at by potential stakeholders for the good of our female students in particular and the country at large. It is expected that the findings of the study would make the government, policymakers, curriculum planners, schools administrators and the community, in general, become aware on the experiences encountered by female

students in academic performance, especially in learning mathematics. Students on the other hand would be informed of the best strategies that can help female students learn their academic performance in mathematics subject.

This study provides information for mathematics teachers, academic teachers and head of the schools to plan for better ways on how help-seeking strategy for female secondary school students in Morogoro Municipal Council may be practised.

Finally, the study will provide information to education officers and teachers with more specific help-seeking strategies to resolve negative experiences of secondary school female students in learning mathematics in Morogoro Municipal Council in Tanzania

1.8 Research limitations

This study encountered certain challenges that were further addressed by the researcher in order not to affect the rigorousness of the study.

The study suffered from ecological validity due to a limited number of schools involved in data collection. The two selected public secondary schools were opted due to time factor and financial limitations. The study employed several documentary reviews to overcome impending problems. The first limitation of this study was on the poor financial capacity of the researcher which was addressed by involving only two public secondary schools in Morogoro Municipal Council.

The second limitation was a low number of mathematics teachers where some of them were difficult to be reached because at the time of data collection, they were undertaking further studies in universities and other educational institutions. To address this, the researcher took advantage of a qualitative approach which traditionally does not require many respondents. Thus the study involved four mathematics teachers.

The third limitation was in the interview session where some of the respondents rejected to be interviewed, so the researcher had to use much time convincing the respondents to accept the interview. Nevertheless, the respondents agreed and

consented to take part in the study. Some respondents were not confident enough to accept being recorded in the interview meeting, so the researcher had to use much of his time writing down the conversation. Despite these limitations, the researcher managed to collect sufficient and reliable data for this research study.

1.9 Organization of the Dissertation

This study is comprised of six chapters. The first chapter introduces the study and it comprises of the background to the problem, statement of the problem, research objectives and questions, scope, significance and limitations of the study. The second chapter involves the theoretical and empirical literature reviews. Chapter three presents the research methodology that incorporates research design, methods of data collection, sampling techniques and data analysis methods. Chapter four elaborates presentation of the findings, and lastly, the sixth chapter provides the summary, conclusion and recommendations.

1.10 Chapter summary

The chapter presents the background information of the study, the statement of the problem, research objectives, research questions, scope and significance of the study as well as limitations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviewed relevant existing literature concerning the performance of female students in mathematics subject in secondary schools. The first part is comprised of the review of theoretical literature, followed by the empirical review and the conceptual framework.

2.2 Theoretical review

The theoretical literature review sought to expound on meanings and understanding of key concepts used in the study. Likewise, the theory of the study was discussed to provide a conceptual understanding of the study.

2.2.1 Constructivist Learning Theory

The study was informed by constructivism theory of learning. Some of the main proponents of the theory are Jean Piaget 1896-1980, Lev Vygotsky 1886-1934, John Dewey 1859-1952. The constructivists assumed that learners construct knowledge for themselves. Each learner individually and cooperatively constructs meaning as he/she learns. They also believe that human beings are capable of constructing knowledge by using mental or cognitive structures which they are born with. They emphasize also the role of culture and language in developing students thinking and how teachers and peers assist learners in developing new ideas and skills. Learners increase knowledge when there is expert help.

Thus, learners ought to have social interaction with parents, teachers, peer and other competent members of the society. In short, they emphasize the active role of learners in making meaning out of their experiences. The constructivism theory has three major assumptions. The first assumption is that learning is a constructive process and actively learners construct their knowledge and understanding. Second, learning is influenced by the prior knowledge that means learners may view, perceive and interpret issues within their social interaction, background, beliefs and attitudes. The third assumption is that learning takes place when experts help learners to

increase knowledge, that means learners increase knowledge through seeking help by experts in different skills.

Piaget (1977), was a Swiss psychologist, and a founder of constructivist theory with the main ideas on child development. His theory emphasises that cognitive development and epistemological view are collectively known as genetic epistemology. His experiments involve presenting a succession problem for his own three children to solve. Through the experiments made, he comes up with ideas and views of a theory of learning known as cognitive constructivism. In his theory, Piaget emphasises that, human beings are capable of constructing knowledge by using a cognitive or mental structure which they are born with.

Lev Vygotsky (1886 -1934), a Russian psychologist and sociologist was the main contributor to the constructivist theory. He believed and emphasized that children learn within the social setting. He did not agree on much significance to the stage of development at which a child might be as Piaget did; instead, he believed that learning takes place in a social setting (Phillips, 1997). He emphasized that, learning takes place in the cultural environment/context and engages social interaction, hence social constructivism.

Furthermore, Dewey (1938) an American psychologist, philosopher and educational was a contributor to the constructivist theory. He emphasized that, learning takes place through practice. Learners learn by doing and practice what we learn in society. Learners would engage in real-world practical class in which they would demonstrate their knowledge through creativity and collaboration. The learner should be offered with chances to think for themselves and express their thoughts.

The three major assumptions of constructivism theory formed the base for its practicality in the study. The suitability of constructivism theory in this study is derived from the fact that active students learning is met if there is a positive learning relationship between learners themselves because they spend more time in learning themselves and little time with their teachers. In that regard, learners themselves could assist each other more effectively and achieve high performance in any subject.

Learners who are female students experience differently in the course of seeking help for learning mathematics. The strategy provided a need for the female students to get out of their inner self and adapt to the context to which the surrounding community became the source of knowledge.

2.3 Empirical review from early studies

Empirical literature review refers to the analysis of studies put in documented sources whose conclusions have been drawn from the primary sources. In other words, empirical literature entails books, journals, newspapers as well as research reports or dissertations. This part enables the current research work to find its pace and add what is missing in the body of knowledge. Several studies related to the research topic, have been critically analyzed. The analyzed studies are ranked from the global context to the local level.

2.3.1. Studies done by different authors on seeking help in Learning Mathematics by female students around the World

Several studies have been done in different nations concerning students' performance in mathematics subject.

Mansory (2010) conducted a study in Afghanistan concerning mathematics subject performance and revealed that those children who got support from their parents in learning mathematics at home, had better achievements than others. The findings of the study are in line with the current study that students can learn better through help-seeking from other people in learning mathematics.

Watt (2007) revealed that educators wish to see parents spend more time with their children and allow them to ask questions, improve their interest and ability to mathematics participation like encouraging them to do some related activities such as puzzles, and problem-solving games because through these activities, children especially girls will raise their interests in learning mathematics.

Karabenick and Newman (2006) conducted a study and found that help-seeking is an integral part of cooperative learning in small groups; planning and consistent activity learning can only be meaningful if all participants are active. Gray (1996) conducted

a study on the influence of parental support on learners' achievements. The study revealed that parental support has a direct influence on learners' achievements. He further reported that in the United States of America (USA), those students who had better achievements in mathematics subject had close and regular parental support in mathematics activities without any gender bias. The researcher recommends that the study was conducted out of African context with different socio-economic learner's strategy in learning mathematics.

Sujatha, (2006) reported that a large percentage of students, particularly from government schools, mentioned that they could not understand classroom teaching so they had to go for tuition. This situation is reported to occur because of the poor handling of these important subjects in schools. Factors such as overcrowded classrooms, lack of subject specialists, teachers teaching more than one subject, loss of school working days, authorized and unauthorized teacher absenteeism, not completing the syllabus in time, and inadequate school inspections in government schools culminated to poor female performance in mathematics.

Mulemwa (1999) did a study on scientific, technical and vocational education of girls in Africa. The study found that opportunities for shared learning and discussion would support girls' learning. Moreover, inquiry-based learning could also improve girls' engagement in learning mathematics related courses. The study intended to draw experience faced by female students using seeking help from other people in learning mathematics.

Another comparative study was done by Fennema (1996) whose results found that comparative group activities are more effective for female students because it helped them to solve mathematics problems together and better than they may be able to solve them independently. Slavin and Karaweit (1981) conducted a study on mathematics subject and found that in groups, students got the opportunity to learn complicated concepts easily as they share ideas with others. They further revealed that, through cooperative groups, female students raise confidence in learning mathematics and reduce anxiety. They also revealed that students would experience an atmosphere of peace, tranquillity with no anxiety and fear in such an environment.

2.3.2 Studies done by different authors on seeking help in Mathematics by female students in Tanzania

Several studies have been done in Tanzania concerning students' performances in mathematics subject. Those studies were analyzed and are presented in this section so that the current study finds its lacuna.

Mungure (2016) used a qualitative research approach with a case study research design to conduct a study on preparation and organization of teaching practice exercise to prospective science and mathematics teachers. The study found that the preparation and organization of teaching practice exercise were not effective to improve the teaching profession of prospective science and mathematics teachers. The situation was revealed because the student teachers were not oriented practically to the teaching tools and towards proper teaching skills. The study is in line with the current one, the previous study was conducted in the preparation and organization of teaching exercise to prospective science and mathematics teachers and not preparing female students to excel in mathematics.

Michael (2015) conducted a study on the factors leading to poor performance in mathematics subject in Tanzanian schools. The study found that teaching and learning mathematics subject is facing a lot of challenges including poor teaching environment, mathematics department in schools are not well managed, inadequate self-practice and students poor background in mathematics. From the reviewed studies concerning mathematics subject performance among female students, it is argued that still, female students perform low in mathematics as compared to male students. That being the case, there is a need of finding out the best ways through which male students can boost girls' performance to realize equality in science and mathematics performances between boys and girls for joint national development. This study intended to focus on seeking help from other people as a strategy in learning mathematics by female secondary school students.

Michael (2015) conducted a study on the factors leading to poor performance in mathematics subject in Tanzanian schools. From the reviewed studies concerning mathematics subject performance among female students, it is argued that still, female students perform low in mathematics as compared to male students. That being the cases, there is a need of finding out the best ways through which male students can boost girls' performance to realize equality in science and mathematics performances between boys and girls for joint national development. From the studies I have reviewed to the best of my knowledge, I did not come across a study which focuses on seeking help from other people as a strategy in learning mathematics by female secondary school students.

Nombo, et al., (2014) conducted a study on the trends and factors for poor performance in mathematics and science subjects with a gender perspective. Through this study, it is found that there was lower girls' performance in both subjects with some few unique cases. Moreover, the situation is reported to be caused by several factors including a lack of female teachers' role model and lack of appropriate school environment for girls. The study was examining the trend and factors for poor performance in mathematics and science subject. The researcher tried to examine Mathematics as a specific subject where secondary school female students seek help from other people as a strategy in learning it.

Nombo, et al., (2014) conducted a study on the trends and factors for poor performance in mathematics and science subjects with a gender perspective. Through this study, it is found that there was lower girls' performance in both subjects with some few unique cases. Moreover, the situation is reported to be caused by several factors including a lack of female teachers' role model and lack of appropriate school environment for girls. The study was examining the trend and factors for poor performance in mathematics and science subject. Another study was done by Zilimu (2014) through multiple case studies on the exploration of the gender gap in Tanzanian mathematical classrooms. The study found that there is a mathematics gender gap in Tanzanian secondary schools favouring male students.

Nyamba, et al., (2012) conducted a study on students' preferences on a science subject. The study findings revealed that the common reasons for students' preferences and poor performances on science subjects at ordinary level included age of learners, sex, ignorance, shortage of learning materials, gender bias by subject teachers and lack of guidance to students on the future importance of science. From the basis of the study findings, learners especially girls who lag behind boys in science and mathematics subject should be provided with close and regular guidance and counselling on the future potentialities of science subjects.

Masanja (2010) conducted a study and found that in education, statistics in Sub-Saharan Africa countries including Tanzania show that women continue to punch behind men in education in general and specifically in science, mathematics and technology education. Moreover, education stereotyping continues with women and girls tending to study programs related to so-called "women's" occupations such as nursing, secretarial jobs and social work. Programs related to mathematics like engineering and the so-called "hard sciences" continue to be dominated by men and boys. A researcher viewed that, the study shows the limitation for female students in learning mathematics subject as well as gender stereotyping persists that means female students tend to study courses that are related to what is thought to be the women work. It is essential to understand the effects and this is the gap that the present study intends to cover through its first objective.

Masanja (2010) conducted a study and found that in education, statistics in Sub-Saharan Africa countries including Tanzania show that women continue to punch behind men in education in general and specifically in science, mathematics and technology education. Moreover, education stereotyping continues with women and girls tending to study programs related to so-called "women's" occupations such as nursing, secretarial jobs and social work. Programs related to mathematics like engineering and the so-called "hard sciences" continue to be dominated by men and boys.

Malmberg and Sumra (2001) conducted a study using both qualitative and quantitative research design on socio-cultural factors and Tanzanian students' achievements and school experience. The study findings showed that high achieving students in mathematics experienced classroom atmospheres more positively and felt less social anxiety than low achievers. Furthermore, the educational level of the parents was not correlated with their children's achievements.

2.4 Research gap

Several studies have been conducted in Tanzania and outside the country concerning students' performances in mathematics subject and experiences that female students went through in learning mathematics. While the previous studies provided a crucial contribution to different factors for the poor performance of students in particular female students, little has been said about the experience of female learners at the secondary level of education. The study hence intended to fill in the knowledge gap on what female students pass through when seeking help from other people in learning mathematics. Besides, most of the studies were conducted in other regions like Dar Es Salaam, Pwani, Mbeya and Arusha, while some cover the country scope, the present study intended to learn the experience of female students in Morogoro region in particular in Morogoro Municipality.

2.5 Conceptual framework of the study

It tries to show the relationship between variables on the experiences faced by secondary school female students and use seeking help from other people as a strategy in learning mathematics, in Morogoro Municipal Council (experiences faced by secondary school female students versus other people). Basing on this study, the experiences faced by secondary school female students include love and sexual affairs, money as payment, few female students being favoured, and some of female and others being denied or rejected to learn mathematics. The experiences of female secondary school students come from seeking help from the private mathematics teachers, class mathematics teachers, friends, parents/guardians, fellow students in group discussions as well as tuition centres.

Independent Variables

Dependent Variable

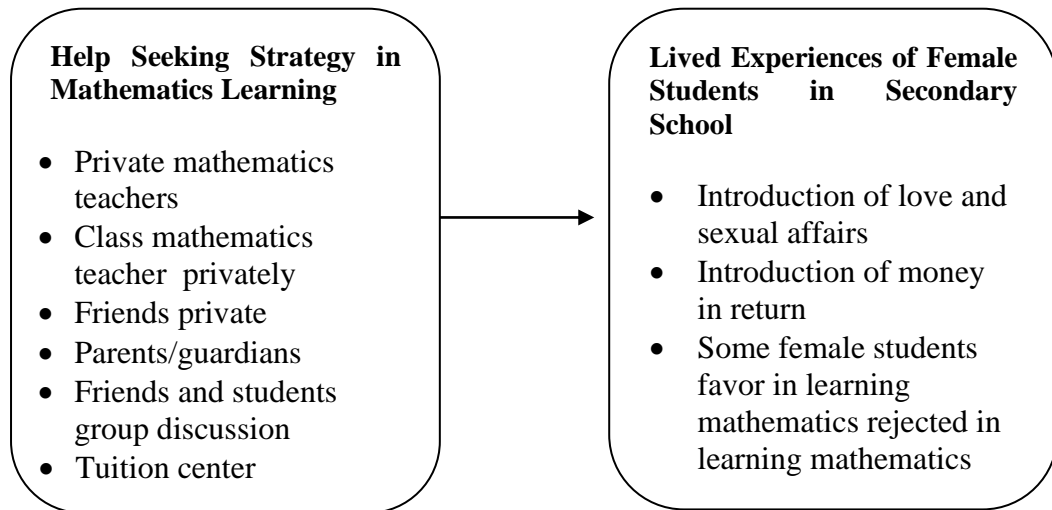


Figure 2.1 Experiences of female secondary school student framework

Source: Researcher own constructs (2019)

The framework was constructed basing on “constructivist’s theory” arguments that learning is a constructive and active process where learners construct their knowledge, skills and understanding. It is influenced by prior knowledge, perceptions, interests, expectations and should be related to the real-life in the environment. Therefore, the independent variables are considered by the researcher as factors which might affect the academic performance of secondary school female students in mathematics.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This research study was set to explore the experience of secondary school female students when seeking help in learning mathematics. This chapter presents and discusses the methodology applied in conducting the research study. Consistent subdivisions included are research approach, research design, area of study, target population, sample size and sampling techniques, data collection techniques, data analysis, validity and reliability of instruments as well as ethical consideration of the research.

3.2 Research approach

The study used a mixed research approach to facilitate the actualization of data collection and analysis. The study sought for a mixed approach since it needs to gather qualitative and some quantitative data. The qualitative approach provided a possibility to get depth understanding and interpretation of the experiences which face secondary school female students in learning Mathematics. In the same vein, a quantitative approach was needed to complement qualitative data by attaining some numerical data

3.3 Research design

According to Kothari (2016), A research design refers to the research arrangement including stages such the collection and analysis of data while deciding on what, where, when, how much and, by what means. With this kind of design, the researcher focuses on the small case whether it is a person, a group of people, an institution or a geographical area (Ary et al, 2010). The research design which guided this research study is a case study design, a design that empowers depth examining a few cases to give a snapshot of the circumstance that was analyzed in detail. It also helps in sampling a population of interest and then used the information obtained to generalize the findings.

3.4 The study area

The study was conducted in Morogoro Municipality in Morogoro region. According to the National Examination Council of Tanzania (NECTA) Certificate of Secondary Education Examination Results (CSEE) reports of 2015, 2016 and 2017 named the Municipality among the list of districts in Tanzania whereby boys performed well than girls in mathematics examination even though they were all treated equally in terms of teaching and learning facilities in public secondary schools (NECTA, 2015, 2016 and 2017). Having a low performance in mathematics examination might be the results of girls' attitude towards seeking help in learning mathematics from teachers, parents, guardians, male students and other academic facilitators. Moreover, the researcher chose Morogoro as the study area due to the reason that, the study on the experience of secondary school female students seeking help in learning mathematics was rarely conducted in Morogoro Municipality and this makes the study to be unique.

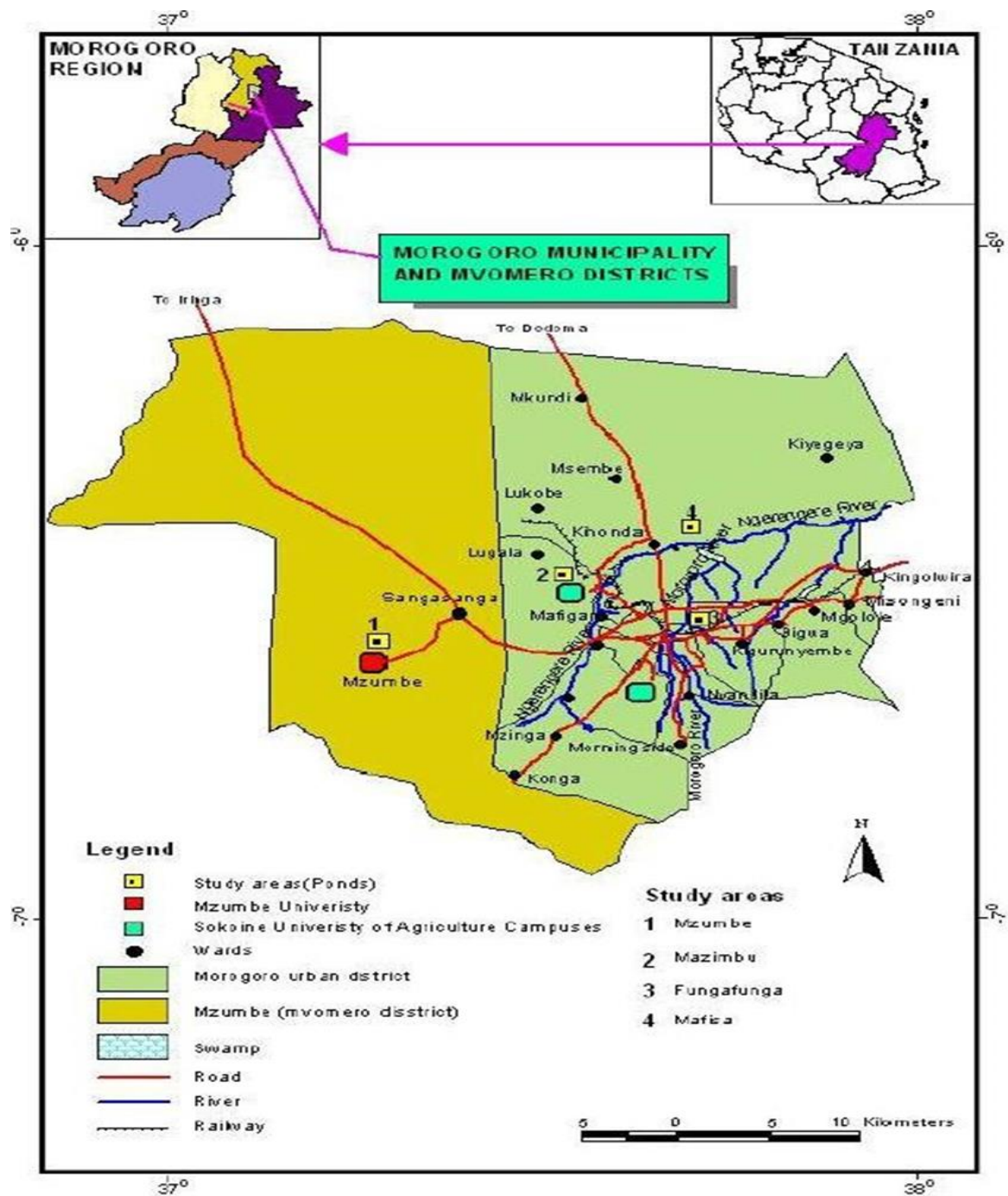


Figure 3.1: A Map of Morogoro Municipal Council

Source: Morogoro Municipal Council, 2019

3.5 Population of the study.

The population targeted in this research study included all education stakeholders. It involved mathematics and academic teachers, students, heads of schools and education officers. Each segment of the population provided profound and valuable information about the experiences faced by female students when seeking help from other people in learning mathematics subject. The head of the school is the one who administers and control female students in their school. Academic and mathematics teachers were involved in the study because they teach advice and guide students in learning. District Secondary Education Officer was involved in this study because he represents the Municipality in education matters and is the one who administers and control public and private secondary schools in their Municipality.

3.6 Sample size and sampling technique

3.6.1 Sample size

Sample size is defined by Bailey (2007) to refer to the number of representative respondents selected for the study from the research population. Participants who were involved in this research study were 41. Amongst them, there were 30 female students, 6 mathematics teachers, 2 academic teachers, 2 head of schools and 1, District Secondary Education Officers are shown in table 3.1

Table 3.1 Distribution of sample size

Participants	Number	Per cent
District Secondary Education Officer	01	2.4
Head masters/mistresses (01 from each school x2)	02	4.9
School Academic masters/mistresses (01 from each school x2)	02	4.9
Mathematic teachers (02 from each school x2)	06	14.6
Female students, form two, three, and four (5 students from each class; made a total of 30 students from each school) 15 female students x 2schools =	30	73.2
Total	41	100

Source: Researcher, 2019

3.6.2 Sampling techniques

Participants in this study were selected by using three types of sampling techniques; it included the purposive sampling, simple random sampling and stratified random sampling techniques.

3.6.2.1 Purposive sampling

The purposive sampling has been selected because it provides a room for the researcher to deal with cases that are rich with the required information related to the objectives of the study. In this research study, purposive sampling was used to select the mathematics teachers, school academic teachers and heads of the schools. There was only one District Secondary Education Officer in Morogoro Municipal Council, who administers monitors and supervises education matters. He was important for this study because of his position and profession as a teacher then he was expected to give reliable information for the research study. Heads of schools were leaders of the schools, who administer, coordinate, guide and supervise teacher's service in implementing teaching and learning as well as ensuring discipline in the schools. Academic teachers have mandated to plan, to organize and supervise the implementation of a curriculum for teaching and learning process in mathematics. They look for the challenges facing students in academic and solve them. Mathematic teachers were selected through purposive sampling because of their profession and positions. They implement a curriculum for teaching and learning mathematics to students in the schools during and after classes.

3.6.2.2 Simple random sampling technique

Simple random sampling was employed in the selection of secondary schools. The researcher applied simple random sampling procedure by writing the names of 23 secondary schools in a piece of papers, the papers were mixed up and later picked up randomly to obtain the two public schools which were later used in this study.

3.6.2.3 Stratified simple random sampling technique

Stratified random sampling was employed in the selection of female students. Singh (2007) pointed out that; stratified random sampling involves dividing the population into mutually exclusive exhaustive subgroup or strata and then taking a simple random in each subgroup. Stratified random sampling procedures involved female students who were categorized into their groups of respective classes thus, form II, III and IV. Then writing “Yes” and “No” in small pieces of paper and they were shuffled. The small pieces of papers were then picked randomly by female students and those female students who pick the small pieces of paper written “Yes” were selected as participants in the study. The class of sample and sampling techniques adopted by the researcher as it is seen in table 3.2 below:

Table 3.2 Summary of Sample size and sampling techniques

Participants	Number	Percentage	Sampling technique
District Secondary Education Officer	01	2.4	Purposeful
Head masters/mistresses	02	4.9	Purposeful
Academic teachers	02	4.9	Purposeful
Mathematic teachers	06	14.6	Purposeful
Female students	30	73.2	Stratified simple random
Total	41	100	

Sources: Researcher, 2019.

3.7.1. Face to Face Interview

This involved the use of oral questionnaires in the subject or interviews provided the needed information orally and face to face interaction (Kothari, 2016). The interview aimed at accumulating participants’ attitudes, experiences, opinions and interpretations on some phenomena. This method helped a researcher to get in-depth information from participants because it allowed the researcher to ask supplementary questions to the participants. The study used face to face interviews and researcher prepares an interview guide. The interview was used to District Secondary Education Officer, 2 head of schools (one from each school), 2 academic teachers (one from each school) and 6 Mathematics teachers (3 from each school) as shown in table 3.2. The interview was conducted in the interaction between the interviewer and interviewees.

Table 3.3: Interview guides distribution

Name of school	Number and Type of Interviews						
	Students classes			Mathematics Teacher	Academic Teacher	Head of School	DSE O
	For m II	For m III	Form IV				
Secondary school A	-	-	-	3	1	1	
Secondary school B	-	-	-	3	1	1	
Total	-	-	-	6	2	2	1 11

Source: Researcher, 2019

3.7.2. Questionnaire

Ary et al (2010) assert that it is not always practical to obtain data using only an interview format-in these cases questionnaires are used. A questionnaire is a list of written down items which the respondents individually respond in writing (Bailey, 2007). The open-ended and closed-ended questions were used to extract information from the key informants. This was based on the fact that there was a need for understanding the feelings, attitudes, beliefs, perceptions and reasoning of the respondents concerning the matter in discussion. The researcher prepared questionnaires guideline in the papers and questionnaires were distributed to 30 female students (15 from each school and 5 from each class) to give room to express their feelings, views and ideas freely, without suspense and fear. Also, a researcher used questionnaires because they avoid biases and favouritism that might have resulted from personal characteristics of the interviewer. The distribution of the questionnaire to the participants is shown on table 3:3 below:

Table 3.4: Questionnaires distribution

Name of school	Number and type of participants							
	Students classes			Mathematics teacher	Academic teacher	Head of school	DEO	TOTAL
	Form II	Form III	Form IV					
Secondary A	5	5	5	-	-	-	-	10
Secondary B	5	5	5	-	-	-	-	10
Total	10	10	10	-	-	-	-	30

Source: Researcher, 2019

3.7.3 Direct personal observation

According to Ndunguru (2007), direct observation is the circumstance of being around an ongoing setting and recording facts as they are observed, listened or experienced. The personal observation was used in this research study through listened to views, feelings, attitudes and perceptions of the respondents. The researcher observed the respondents' views, feelings, attitudes and perceptions relating to the data for the research topic.

3.9 Data analysis and processing.

According to Kothari (2016), data analysis is a process that implies editing, coding, classification and tabulation of the collected data. It involves a systematic process of working with data, organizing and examining them to make measurement and evaluation. As Elo and Kyngas (2007) argue that, content analysis is suitable in analysing written, verbal or visual communication messages. The study used a mixed research approach to facilitate data collection and analysis. The study sought for mixed-methods approach since it needs to gather qualitative and some quantitative data. Qualitative data were analysed and interpreted through thematic analysis whereby specific objectives and questions have features of a qualitative approach. Data obtained from the respondents through questionnaires were also analyzed through thematic analysis (i.e analysis of the main themes found in the research study). The data collected through interview were analysed and interpreted through content analysis. The data were transcribed, organized by coding, categorizing and abstraction. These data were incorporated in the report to support quantitative data by attaining some numerical data and to elicit attitudes and perceptions of respondents. On the other hand, the researcher analysed data by using the Statistical Package for Social Science (SPSS) version 20 and Microsoft Excel. The SPSS was used for coding and computing the percentages of the data from the respondents and Microsoft Excel was also useful in many ways such as finding the total number of respondents.

3.10 Ethical consideration in data collection

The term ethics may be defined as the study which deals with what is good or what is bad, or it can be defined as a branch of philosophy dealing with what is morally good. According to Bailey (2007), the term ethics in research studies deals with how the respondents ought to act towards each other and pronounced judgments of values about actions and develop rule to guide ethics choices. This research considered ethical issues; the research permits were provided by Mzumbe University through the Directorate of Research, Publication and Postgraduate Studies (DRPS) under the major supervisor (Mzumbe University, 2010). Latterly, Morogoro Municipal Council Officers through the Municipal Executive Director and the District Secondary Education Officer (DSEO) advised and provided a permit again to the researcher to visit the study areas (schools A and B). Head of schools A and B met with the researcher for oral information. Heads of schools A and B met with teachers and female students for oral information and allowed them to help a researcher to conduct the research study.

Questionnaires were distributed to respondents. The respondents were informed on the benefits of providing relevant information to the research study before they started responding to the questionnaire/ interview and they were assured of confidentiality. Respondents were also allowed to ask any question related to the study. The respondents were free to choose any language even both English and Kiswahili. Students were to use Kiswahili in writing as far as the topic is concerned. Respondents were required to be free and give out their views relating to the research study and to ensure anonymity. No one was forced to write his or her name.

They were informed that information collected was not to be revealed to anybody or any authority except for the study purpose only.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents and analyses data collected from the field study and highlights the important findings. The chapter explores the experiences facing secondary school female students when seeking help from other people in learning mathematics in Morogoro Municipality and it is organized in congruence with the study's research questions. Before data presentation, the background of the participants is presented here which consists of sex, education level and their working experience.

4.2 Demographical Information

4.2.1 Profile of participants by sex and age.

The social scientists and other demographers have special attention in the age structure of people, not only as it is an essential measure of the population growth, but also as an instrument that helps to understand the relationship within the group of the community and the way various activities are undertaken. Age structure has vast implications for the management of resources and administrative functions while sex influences the prioritization of the various activities in the society (Warioba, 2008). As fundamental, sex and age were taken into consideration during the study and participants who were included in this study were both matured and grown-up. Table 4.1 below shows the frequency and percentage of the sex and age of participants in this study.

Table 4.1 below illustrates that 07 participants were male which was 17.1% of the total participants and 34 participants were female which was 82.9% of the total participants. Based on Table 4.1, the majority of participants 34(82.9%) who were interviewed were female compared to male 07(17.1%). The aim was to identify the number of the female as opposed to male based on the research study. Regarding the age, Table 4.1 indicates that most of the participants were aged between 10 and 19 which is equivalent to 30(73.2%). These were secondary school female students' active group in socio – problem within the country. This can also be an advantage to

the Morogoro Municipal Council as it helps to know the experiences and effects of secondary school female students who seek help from other people as a strategy in learning Mathematics.

4.2.2 Level of formal education of participants

In this study, the total number of participants was 41 based on their level of formal education. There was 1 (2.4%) participant with master's degree, 8(19.5%) participants with undergraduate degrees, 8(19.5%) participants with diploma 2(4.9) and 10(24.4%) participants with form four, 10(24.9%) form three and 10(24.4%) form two. The majority of participants were in secondary education level who contributed much on research findings based on their level of formal education. Table 4.1 below shows the frequency and percentage of the level of formal education of participants in this study.

4.2.4 Position of participants

The results of the findings presented on Table 4.1 shows that only 1(2.4%) participant was a District Secondary Education Officer (DSEO), 2(4.9%) were headmasters/mistresses, 2(4.9%) were academic teachers, 6(14.6%) were Mathematic teachers and 30 participants (73.2%) were students. Table 4.1 shows the distribution of the position of the participants and the majority of participants who responded through questionnaire and interviews were students.

Table 4.1 Demographical information of participants

Participants		Frequency	Per cent
Sex	Male	07	17.1
	Female	34	82.9
	Total	41	100.0
Age	00 – 09	00	0
	10 – 19	30	73.2
	20 – 29	02	4.9
	30 -39	05	12.2
	40 – 49	03	7.3
	50 – 59	01	2.5
	Total	41	100
Education levels	PhD	0	0
	Master Degree	01	2.4
	Undergraduate Degree	08	19.5
	Diploma	02	4.9
	Form Four	10	24.4
	Form Three	10	24.4
	Form Two	10	24.4
	Total	41	100
Positions	DSEO	1	2.4
	Heads of schools	2	4.9
	Academic Teachers	2	4.9
	Mathematics Teachers	6	14.6
	Female Students	30	73.2
	Total	41	100

Source: Field Research, 2019.

4.4.1 The mechanism adopted by female secondary school students in help-seeking for learning mathematics

The respondents through questionnaires and those through interviews were asked to tell the mechanisms adopted by female secondary school students in help-seeking for learning mathematics as a strategy. The information collected from the field study shows that 27(65.9%) of the respondents mentioned that there were very slight extent and 14 (34.1%) commented that there were large extent mechanisms. The study reveals that there was a very low level of female students in secondary schools that use help-seeking from other people as a strategy in learning Mathematics. Figure 4.1

presents the extent of secondary school female students in the use of help-seeking from other people as a strategy in learning Mathematics.

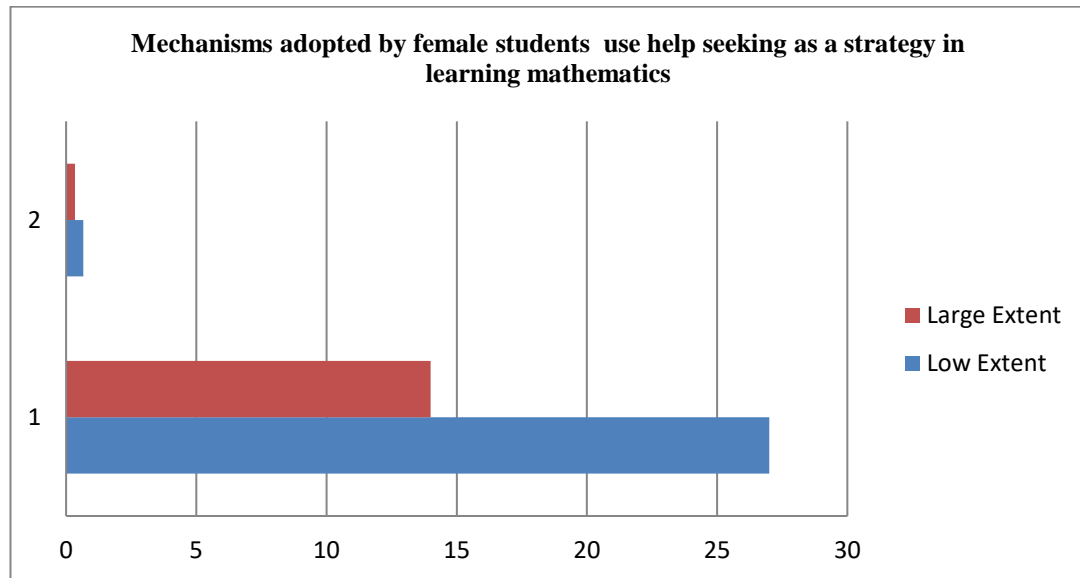


Figure 4.1 shows mechanisms adopted by students use help-seeking as a strategy in learning mathematics

Source: Field Data 2019

The perceptions, attitudes and interpretations on the mechanisms adopted by female students use help-seeking from other people as a strategy in learning the mathematic subject in schools ‘A’ and ‘B’ were observed from the District Secondary Educational Officer, head of schools, academic teachers, Mathematics teachers, female students as well as district education officer. Each respondent’s group has been elicited in a sub-section.

4.4.1.1 Perception of District Secondary Education Officer about the mechanism adopted by female students in help-seeking as a strategy in learning Mathematics

The District Secondary Educational Officer pointed out that to a large extent female students used help-seeking as a strategy in learning Mathematics. They got help from tuition canter, Mathematics teachers in private time, friends, parents and students group discussion whenever they could not understand some Mathematics concepts

presented during the classroom session. The following is the quotation that reveals the District Secondary Education Officer's (DSEO'S) experiences:

'..... Yes! Female secondary school students use to a large extent higher a help-seeking as a strategy in learning Mathematics subject. The help was for instance offered in tuition centres, and from parents and friends who could help in mathematical concepts and calculations'

(Interview with DSEO (Secondary section, 19th April 2019)

4.4.1.2 Perceptions of Heads of schools on the mechanisms adopted by female students for help-seeking as a strategy in learning mathematics

Heads of schools had different perceptions of the mechanisms adopted by female secondary school students when using help-seeking from other people as a strategy in learning Mathematics subject. One of the heads of the school said that female students are highly using seeking help strategy in learning mathematics, whereas another head of school had an opposite view. That is, most of secondary school female students use help-seeking as a strategy for improving their performance in mathematics subject especially in their National examinations. For instance, they could obtain help from tuition centres, friends during private times, mathematics teachers during a private time, students' group discussions and parents/guardians. One of the heads of school was quoted saying the following;

'... in this school, there is a large number of secondary school female students who use help-seeking as a strategy in learning mathematics from tuition centres, mathematics teacher privately, friends or relatives who know mathematics discipline and calculations. This helps the female students to understand well the subject, especially if one did not get it well during the class session'.

(Interview with the headmaster of school A, 18th April 2019)

On the other hand, one of the heads of school who showed little mechanisms adopted as the rate for female students help-seeking from other people as a strategy in learning the mathematics subject from other people. Most of the female students in secondary schools have little effort in seeking help from tuition centres, student's group discussions, and mathematics teachers and friends privately. For instance, the education policy of 2015 Education and Training emphasizes the teaching and

learning process through participatory, this policy encourages female students to seek help from other people as a strategy in learning mathematics subject. In the following quotations, some of the heads of schools said the following;

‘I’m the head of this school female students in this school have a low tendency of help-seeking as a strategy from their mathematics teachers privately, friends, a private mathematics teacher in tuition centres and parents in their way of learning mathematics effectively’.

(Interview with the headmistress of school B, 18th April 2019)

Also, the headmaster of a school who perceived it negatively which means low mechanisms on help-seeking as a strategy in learning mathematics argued that many female students have low effort in seeking help as a strategy for learning mathematics subject from other people and relative who know about mathematics discipline and calculations.

‘.....secondary school female students have low effort to use seeking help as a strategy in learning mathematics subject from mathematics teacher privately, fiends, tuitions and other relatives who know mathematics discipline and calculations....’

Following these perceptions, the mechanisms adopted for secondary school female students to use help-seeking from other people as a strategy in learning a mathematic subject is perceived both as large and low effort. But even those who point it out as the large one still have some kinds of positivity to the use of help-seeking strategy in learning mathematics for secondary school female students from other people who know mathematics discipline and calculations, and those who point out as the low extent for secondary school students use seeking help use as a strategy in learning mathematics.

4.2.1.3 Academic teachers’ perceptions of mechanisms adopted by female students for help-seeking in learning mathematics

An academic teacher is responsible for the provision of effective teaching and learning strategies and experiences for female secondary school students. Through the interview done to those academicians, most of them argued that it was too low mechanisms adopted that female students use help-seeking from mathematics

teachers privately, friends, and parents who know this subject. Some students could not seek any help from their teachers or other people. The following quotation elicits one of the academic teachers from school A.

'I have been in this position at this school for almost six years now; female students from this school help seek very little from teachers and their friends. Most of them are not motivated to do that, they lack intrinsic motivation

(Interview with an academic teacher from school A, 23rd April 2019)

Another academic teacher from school B during the interview said that there was a very low mechanism adopted for female students to use help-seeking as a strategy in learning mathematics. The findings show that most of them are unable to help-seeking because of the problems they experience when help-seeking in learning mathematics and other subjects. One of the academic teachers from school B was quoted saying.

'In my perception, female students fail to seek help from other people such as friends, teachers and parents in learning mathematics because of fear and lack of confidence, but some parents have no idea of the subject others are too busy with other activities to earn their living'.

(Interview with an academic teacher from school B, 23rd April 2019)

4.2.1.4 Mathematics teacher's perception of mechanisms adopted by female students for help-seeking strategy in learning Mathematics.

The researcher further interviewed a mathematics teacher on the mechanism adopted by female students who use help-seeking as a strategy from other people in learning Mathematics. The participants had varied perceptions. Most of them mentioned a low mechanism adopted, only one of them mentioned a large mechanism, which shows that the strategy is not of tingly used by female students in learning Mathematics subject. One of mathematics teacher from school B during the interview was quoted as follows: *'Yes! Female students from this school help seek very little from teachers and their friends. Most of them are not motivated to do that, they lack intrinsic motivation.*

On the other hand, a mathematics teacher from school A during the interview said that there was a very low mechanism adopted by students to use help-seeking from other people as a strategy in learning mathematics. The findings show that most of them are unable to opt for help-seeking because of the problems they experience when seeking help in learning mathematics and other subjects. One of mathematics teacher from school A was quoted saying.

'...a female student uses the low mechanism in applying for the help-seeking strategy from parents, friends and mathematics teachers in learning mathematics. This comes from the situation that female students are not actively using the strategy'.

(Interview with an academic teacher from school A, 23rd April 2019)

4.2.1.5 Perceptions of Secondary school female students on the mechanism adopted for help-seeking as a strategy in mathematics learning.

The findings show that 17(56.7%) of the female students argued that a very low mechanism adopted and 13(43.3%) of the female students commented that it was to a large mechanism that female students use help-seeking as a strategy in learning mathematics.

The findings show that female students from school A and B used help-seeking as a strategy in learning mathematics to a low mechanism. Those who used the strategy consulted friends, tuition centres and parents as a strategy in learning mathematics subject. For instance in an interview, one of the female students from school-B argued that:

'...a female student uses to the low mechanism a help-seeking strategy from parents, friends and mathematics teacher in learning mathematics. This comes from the truth that female students are not actively using the strategy'.

(Interview with a female student from school B, 23rd April 2019)

On the other hand, through the interview with female students and questionnaires distributed to them, some of the female secondary school students from school A and B argued that female students use help-seeking as a strategy in learning mathematics to a larger mechanism. One of them said:

‘Some female students use help-seeking as a strategy to a large mechanism adopted in learning mathematics subject at school and outside the school’.

(Interview with a female student from school A, 23rd April 2019)

4.3 The incidences lived by the secondary school female students in the course of help-seeking from other people in learning mathematics

The interpretation, attitude and perception on the incidences lived by female students go through when using a help-seeking strategy from other people in learning mathematics was assessed among the head of schools, academic teachers, mathematics teachers, female students as well as district education officer and the findings were as follows:

4.3.1 Head of schools perceptions of the incidences experienced by secondary school female students in learning mathematics.

Head of schools had varied perceptions of the incidences faced by female students who use help-seeking strategy from tuition centres, friends, mathematics teacher and parents in learning mathematics. The findings revealed sexual issues, money for tuition, biases and rejection as incidences that female students go through in their struggle to learning mathematics subject. One of the heads of school from school B during the interview said that:

‘... I get a lot of information from female students, they persuade them to give money in return, to have sex, deny them and rejecting to help them. I have a lot of negative experiences faced by female students when using help-seeking from mathematics teachers privately, friends, parents and relatives as a strategy in learning mathematics’.

(Interview with a head teacher from school B, 23rd April 2019)

On the other hand, another head of the school had the following similar perceptions but with different views:

'I am the head of this school, I know that some female students were favoured when they asked for help-seeking from mathematics subject teacher and friends privately as a strategy in learning mathematics in the school area, but some female students find that help-seeking from other people in learning mathematics subject outside the school area is a tiresome exercise.'

(Interview with a head teacher from school A, 23rd April 2019)

4.3.2 Academic teachers' perceptions of the incidences experienced by female students in learning mathematics.

The findings show that when those female students sometimes face difficulties in receiving help-seeking from other people as a strategy in learning mathematics, they are sometimes, rejected or asked for money in return for the help. This becomes a difficult experience in their learning process.

The following is the quotation which is the part of what was expressed by an academic teacher from school A.

"Female students are asked to pay for their learning if it is to be after school hours, and others experience sexual harassment, there are such cases in some schools, all these are barriers for effective learning of these girls."

(Interview with an academic teacher from school A, April 2019)

Another academic teacher from school B during the interview said that there was a very low incidence adopted by female secondary school students to use help-seeking as a strategy in learning mathematics. The findings show that most of them are unable to help seek help because of the problems they experience when help-seeking in learning mathematics and other subjects.

Another academic teacher from school B commented that in this secondary school, female students find themselves getting into love affairs with their fellow students for help assurance, this teacher said: *‘Some female students find themselves getting into love affairs in return for help as they struggle to learn mathematics but the common one is the help being given in exchange for money’* (Interview with an academic teacher from school B, April 2019)

4.3.3 Mathematics subject teachers’ perceptions of incidences experienced by female students.

Mathematics subject teachers also had diverse perceptions and views on experiences faced by female students who use help-seeking from other people, for example, friends, parents, and mathematic subject teacher themselves privately as a strategy in learning mathematics. Most of them mentioned money, and sexual issues, as bad experiences that some female students go through when seeking help in learning mathematics. During the interview, one teacher said:

‘I have been teaching mathematics subject in this school for more than five years now. Some of the things I learnt are that some female student were favoured and others suffered as they could not get any help in learning mathematics subject, the favoured was for girls, sometimes with special interests’.

(Interview with mathematics subject teacher 2,23rd April 2019)

Another mathematics subject teacher was quoted saying; *“Female students were given priority in learning mathematics subject in this school as compared to male students.”*

Another teacher on the same question said,

“I have seen many female students who want to provide money, sex, and love to be helped in learning mathematics. Also, some female students are denied when seeking help strategy from other people.

(Interview with mathematics teacher 4,23rd April 2019)

4.3.4 The Incidences Lived by Female students in the course of help-seeking in learning Mathematic

The findings show that female students face different incidences when using help-seeking from other people for example friends, mathematics teacher privately, parents and relative as a strategy in learning mathematics. The information collected from a field study in school shows that 13(43.3%) of the female students from school A and B commented that female students' incidence adopted for sexual harassment in return for help in learning mathematics subject. However, 9(30%) of the female students from school A and B mentioned that female students had to pay some money in return for help from other people in learning mathematics. 6(20%) of the female students from school A and B argued that some of the female students were rejected so, they did not receive any help from other people when using help-seeking as a strategy in learning mathematics.

Furthermore, 2(6.7%) of the female students from school A and B reported that some female students were favoured for special interest. Figure 4.2 shows female secondary school students from school A and B who were involved in questionnaires and interviews in the study.

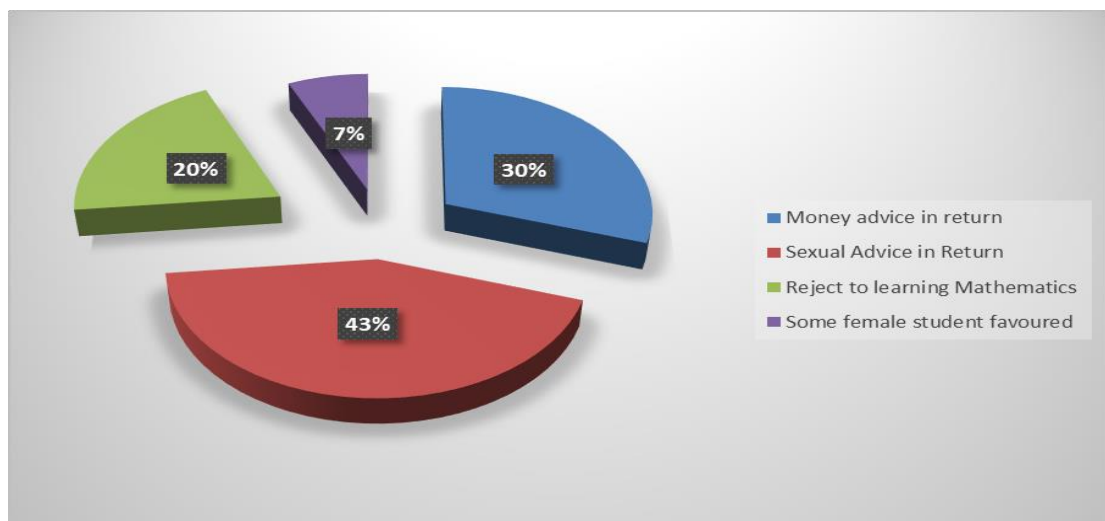


Figure 4.2 The incidences experienced by female secondary school students in learning mathematics

Source: field Data, 2019

The following statement was given in interviews conducted with female students from school A; *“Some female students were involved in love and sexual affairs as a return for help from other people in learning mathematics.”*

Another female student from school B was quoted saying the following.

“Some of the female students were rejected when they tried to seek help from other people in learning mathematics. For example, when you go to a mathematics teacher he/she may say I have no time, wait for me in class”

Another female student from school A was quoted saying

“We female students are asked for money so that we can be helped to learn mathematics by a teacher, friends who know mathematics. If you have no money you miss the opportunity of learning mathematics subject”

On the other hand, one female student said,

“It depends, sometimes female students are favoured in learning mathematics, they get assistance from friends and class mathematics teachers without paying anything. This happened to me’.

Another female student also had the following:

On my views, some female students are not rejected when seeking for help from class mathematics teachers, friends and relatives in learning mathematics subject, sometimes mathematics teachers help us to learn mathematics in extra time without any payment”.

Basing on this, the findings show that there is a situation where female students are helped without challenging experiences in learning mathematics, though in other schools, the experience may be different, therefore the government and other educational stakeholders should pay attention to come up with a permanent solution to ensure that all students enjoy and learn mathematics effectively.

4.3.5 District Secondary Educational Officer perceptions of incidences experienced by female students.

In understanding the perception of education stakeholders on experiences faced by secondary school female students, apart from the head of schools, female students and mathematics teachers, the researcher found that it was necessary to hear the perception of the District Secondary Education Officer (DSEO). He commented that the female secondary school students face different experiences when using a help-seeking strategy from other people in learning mathematics. The following is the quotation which is the part of what was expressed by District Secondary Education Officer:

“Female students are asked to pay for their learning if it is to be after school hours, and others experience sexual harassment and return for money, there are such cases in some schools, all these are barriers for effective learning of these female students in learning.”

4.4 The effects of help-seeking strategy in learning mathematics among female secondary school students

Through the questionnaires distributed and interviews done, the findings reveal that respondents had negative and positive attitudes towards the effects of female secondary school students when help-seeking from other people in learning mathematics. Female students were involved in secret love with sex in return for help, some of them paid some money in return for help, others were rejected, and others were too favoured by other people as a strategy in learning mathematics.

The information collected from field study presented in figure 4.3, shows that 3(10%) female students from secondary school A and B commented that some of the female students were involved in secret love with sex. 16(53%) of the female students from school A and B pointed that some of the female students were hated and rejected. However 11(36.7%) of female students from school A and B reported that some of them had to pay some money in return for help.



Figure 4.3 Effects of help-seeking strategy in learning mathematics for female students

Source: Field Data, 2019

4.4.1 Female students' attitudes on the effects of help-seeking strategy in learning mathematics

The female secondary school students had various attitudes and interpretations on the effects of experiences when using help-seeking from other people such as friends, private mathematics teachers and parents in learning mathematics. Through questionnaires distributed and interviews done with female students from secondary school A and B, the findings revealed that there were a lot of negative effects as a result of experiences such as the involvement in love affairs payment of money and hate and rejection in learning mathematics One of the female students during an interview in her words was quoted saying the following;

“....it is true that some of us are sexually active as it returns the help given. This is why they seek help from some people. One day a friend told me that he had sex with a boyfriend to bring back the help he received from learning mathematics”.

(Interview with female students from school A, 23rd April 2019)

Furthermore, one of the female secondary school student from school B on her words argued that;

“Here at school, there are some of us, female students giving money to other people to return the help they received. I am giving money to bring back the help I got for learning mathematics from the mathematics teacher privately”.

(Interview with female students from school B, 23rd April 2019)

Another female student from school A perceived negatively on the effects of experiences of the female secondary school students when help-seeking from other people in learning mathematics. The following is the quotation; ‘ *I have ceased to seek any help from other people to avoid the challenging experiences such as love affairs and the like*’. (Interview with female students from school A, 23rd April 2019).

The study shows that most secondary school female students have a bad effect on their learning process especially if they wanted to seek help as a learning strategy.

4.4.2 Mathematics teachers’ attitudes on the effects of help-seeking strategy in learning mathematics

The overall mathematics teacher who were interviewed and those who responded through questionnaires had an almost similar outlook on female students’ effects experiences in learning Mathematics. The following are some few quotations:

“..a large percentage of secondary school female students gave money to other people in return to the help they received in learning mathematics subject. They give money to the mathematics teacher and friends privately”.

(Interview with a mathematics teacher from school A, 23rd April 2019)

Another mathematics subject teacher from school B was quoted saying; “*...many secondary school female students give money to the mathematics teacher, for the help they received in learning mathematics subject*”.

4.4.3 Academic teachers' attitudes on the effects of help-seeking strategy in learning mathematics.

Some academic teachers argued that female students give money as a return for help. During the interview session, one of the academic teachers from school B was quoted saying the following; *'For me, I think many female students give money as a return for help from mathematics teachers, friends and other people'*.

Another academic teacher from school A during the interview session said that many female students paid money to friends, mathematics teachers and other people as a return for help in learning mathematics. One participant said,

"Some of the female secondary school students gave money for example mathematics teachers, friends and other relatives who know mathematics in return for help in learning mathematics'.

One of the academic teachers from school B said that few female students engaged in a secret sexual relationship by male students, friends and male mathematics teachers in return for the help in learning mathematics. Some of male students, friends and mathematics teachers are cheating and force them for help by sexual return and some of the female students accept. In their words some were quoted saying:

'Yes! There are few female students in who secretly give love and sex as a return for help in learning mathematics from male students, friends as well as mathematics teachers either by accepting, being deceived or forced'.

4.5 The summary of the chapter

The presented findings reveal that students make use of different mechanisms in attaining help-seeking from different individuals. Some female student's help-seeking from fellow male students, mathematics teachers, private tutors, parents and guardians. Also, the mechanisms used include group discussions, tuition centres and students from other schools. However, in secondary school, female students have a low level of motivation to help-seeking to learn mathematics subject. The faced incidences include the establishment of sexual relationship as payback in kind and money in return of help. In a nutshell, female students are facing a hard time while using help-seeking strategy to learn mathematics subject in secondary schools.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents the discussion of the findings from chapter four. The preceding chapter presented the findings from a field study in form of interpretation and numerical analysis. The chapter discusses the findings by interpreting them in consideration to the purpose of the study; to examine the experience that female secondary school students go through when seeking help from other people as a strategy in learning mathematics in Morogoro Municipality. Furthermore, the discussion is based on the research findings as far as the research objectives and literature are concerned.

5.1.1 Demographical information of participants

5.1.2 Participants' categories by sex and age

In this study, the researcher organized his participants according to their sex and age. The respondents' age were arranged between 0-9, 10-19, 20-29, 30-39, 40-49, and 50-59. The researcher aimed at getting information from the participants on the experiences of secondary school female students seeking help in learning mathematics in Morogoro Municipal Council. However, the above age showed that adolescents were very active in participation, and they were sufficient in number. This group made the research study with the more affluent information. (See table 4.1).

5.1.3 Level of education of the participants

The researcher arranged the participants according to their level of education as seen in table 4.1. The level of education began from secondary school thus form two, three, and four, diploma, degree, master's degree and PhD. The aim of arranging participants according to their level of education was to get information with correctness from every group. Education is the transmissions of knowledge, attitudes, and wisdom from one generation to the next generation (Nyerere, 1967). Education

prepares people to take part in their society as it opened up their mind and correct their mistakes for the betterment of the future.

5.1.4 Position of participants in Morogoro Municipal Council

The researcher arranged the targeted population according to their positions, as the participants were chosen for a specific research purpose by the desirable quality of their position and roles in education. District Education Officer (DEO), heads of schools, academic teachers, mathematics teachers and female students were chosen purposely because they could give vital information about the study phenomenon. Besides, female students were vital because of their experiences on the experiences faced when using help-seeking as a strategy from other people in learning mathematics. So this group of participants according to their position contributed much to the development of this study, thus what was gathered came from an accurate source. (See table 4.1)

5.2 The mechanisms adopted by female secondary school students in help-seeking in learning mathematics

The mechanisms adopted by the secondary school female students who use help-seeking as a strategy in learning mathematics in Morogoro municipal council elicits the reality of the problem in question. However, female students use help-seeking from other students, friends, a private mathematics teacher in tuition centres and class mathematics teacher in private time. To them, the challenges range from student own personal cases to help-seeking in learning mathematics as this also affect the actual teaching and learning timetable.

Therefore, the findings of the study reveal that the level of mechanisms adopted varies from large to low mechanisms for female secondary school students using help-seeking from other people as a strategy in learning mathematics. The researcher examined the mechanisms adopted by female secondary school students in using help-seeking as a strategy in learning mathematics. The two opinions were given by District Education Officer, head of school, academic teachers, mathematics teachers and female students. Generally, the findings of the study revealed that secondary

school female students use very low mechanisms level of help-seeking strategy in learning mathematics.

The following are the discussion on this objective and has been done through the guidance of the heads of school perceptions, academic teachers' perceptions, mathematics teachers' perceptions, female students' perceptions and DEO perceptions on the extent of female secondary school students using help-seeking as a strategy:

5.2.1 District Secondary Education Officer (DSEO) perceptions on mechanisms adopted by female students use help-seeking

The District Secondary Education Officer (DEO) expressed on the mechanisms adopted by female secondary school students in using help-seeking from other people in learning mathematics. He said that it was perceived that large mechanisms were adopted by secondary school female students in using help-seeking strategy in learning mathematics, aiming at increasing the performance in mathematics subject, especially in the National examination. For instance, female secondary school students used to help seek from private mathematics teachers, class mathematics teachers, friends and parents who know mathematics subject. This is in line with what one head of the schools has reported that to the large mechanisms of female secondary school students use help-seeking as a strategy in learning mathematics.

5.2.2 Heads' of schools perceptions on the mechanisms adopted by female students in using help-seeking strategy.

The head teacher perceived the mechanisms adopted by female secondary school students using help-seeking from other people as a strategy in learning mathematics as it was desirable. The findings revealed that most secondary school female students use help-seeking as a strategy for improving their performance in mathematics subject especially in form four National examinations. For instance, a large number of female secondary school students use help-seeking from tuition centres, male and female friends privately, mathematics teachers privately, students' group discussion, parents and guardians. The heads of school perceived both large and low mechanisms adopted for female students to use help-seeking as a strategy in learning

mathematics from tuition centres, mathematics teacher privately, friends privately and parents or guardians as a basic strategy.

5.2.3 Academic teacher's perceptions on mechanisms adopted by female students in using help-seeking strategy.

Academic teachers had some perceptions which conveyed the mechanisms adopted by female students in using help-seeking as a strategy in learning mathematics. Most of them argued that there were very low mechanisms adopted by female secondary school students to use help-seeking as a strategy in learning mathematics subject. This shows that most of secondary school female students have low mechanisms in seeking for help from parents, friends, a class mathematics teacher, a private mathematics teacher from tuition centre and other relatives who are competent in Mathematics.

5.2.4 Mathematics teacher's perceptions on mechanisms adopted by female students in using help-seeking strategy.

From the findings above, it was evidenced that most of the mathematics teachers are very busy to teach mathematics in a classroom session more than helping female students when they need help from them. That is why the findings of this study show that there is a very low mechanism for female secondary school students who use help-seeking as a strategy in learning mathematics subject. The secondary school female students have used help-seeking from parents, male and female friends in the class, mathematics teachers privately, a private mathematics teacher from tuition centre and other relatives who know the subject.

5.2.5 Female students' perceptions of mechanisms adopted by female students in using help-seeking strategy.

Most secondary school female students had different perceptions which of the mechanisms for them to use help-seeking as a strategy from other people in learning mathematics. There was a high number of female students who expressed their views thus others argued low mechanisms adopted for them to use help-seeking in learning mathematics. The findings revealed further that, the information collected from the field study presents that 22 female students equal to 73.3% expressed that there were

low mechanisms adopted for them to use help-seeking from other people and 8 female students equal to 26.7% expressed large mechanisms adopted use help-seeking from other people as a strategy in learning mathematics. Based on the perceptions of secondary school female students, the findings of the study show that there were mechanisms adopted for female secondary school students who use help-seeking from other people as a strategy in learning mathematics.

5.3 The incidences experienced by female students in the course of help-seeking in learning mathematics

The information collected from the study through the interview and questionnaires responses exposed that female students were facing different incidences when they use help-seeking strategy from other people in learning mathematics subject. These incidences include sexual harassment, money as a condition for help, some female students were favoured and others were not favoured, some female students were rejected in learning mathematics. However, respondents such as District Secondary Education Officer (DSEO), heads of schools, academic teachers, mathematics teachers and female secondary school students had positive and negative perceptions on the incidences faced by secondary school female students.

5.3.1 District Secondary Education Officer (DSEO) perceptions on incidences experienced by female students in the course of help-seeking in learning mathematics

The District Secondary Education Officer as one of education stakeholder pointed out negative perceptions of incidences experienced by female students when using help-seeking from other people as a strategy of learning mathematics. Therefore, the female secondary school students help-seeking from parents, class mathematics privately, a private mathematics teacher in tuition centre and friends, but some of them need money in return, sexual favour in return for help, and others were simply rejected.

5.3.2 Heads of schools perceptions on incidences experienced by female students in the course of help-seeking in learning mathematics

The heads of schools had a different perception of incidences experienced by female students. One head of school had positive perceptions and others had negative perceptions on it. The head of school who perceived positively said that female secondary school students were favoured when using help-seeking from other people, for instance, class mathematics teachers, male and friends and private mathematics teacher in private centres. On the other hand, one of the heads of schools perceived negatively on the incidence experienced by female students through saying that some female students paid money, offered sex in return for help as well as some female students rejected to help in learning mathematics. This is in contrary to what District Secondary Education Officer and students have said about the incidences lived by female secondary school students.

5.3.3 Academic teachers' perceptions of incidences lived by female students in the course of help-seeking in learning mathematics

Both academic teachers had negative perceptions of incidences lived by female secondary school students. Most of their perceptions based on negative perceptions such as have sexual harassment, give money, not favoured and rejected in help in learning mathematics subject. Academic teachers received a different report from female secondary school students concerning the negative incidences experienced during the use of help-seeking in learning mathematics. This is also related to female secondary school students' perceptions of the research study.

5.3.4 Mathematics subject teachers' perceptions of incidences experienced by female students in the course of help-seeking in learning mathematics

The mathematics teacher is the one who is required to be asked by the female students to learn mathematics. In this study, mathematics teachers differ in perceptions of the incidences experienced by female students. Most of them expressed positive incidences such as increased favour to female students, female students give been given a priority when help-seeking in learning mathematics. But one female mathematics teacher said that female secondary school students are

facing a challenge of been asked to have sex, give money to get help, not been favoured and rejected in learning mathematics. The study findings revealed that female secondary school students had faced in most cases negative incidences.

5.3.5 Female students' perceptions of incidences lived by female students in the course of help-seeking.

The study findings reveal that there was a higher percentage of secondary school female students who perceived negatively on incidences experienced during the use of help-seeking as the strategy in learning mathematics. For instance, 13 female students equal to 43.3% mentioned introduction of sexual advice in return for help, 9 female students equivalent to 30% pointed out the money in return for help, 6 students equivalent to 20% commented that some female students rejected to use help-seeking and 2 female students equal to 7% favoured the use of help-seeking from other people. The female secondary school students argued that they experience the following sexual advance in return for help, money advice in return for help, rejected to help from other people. There are few positive perceptions of the incidences experienced by female secondary school students, including some been favoured and given a priority when help-seeking in learning mathematics. These are relevant to the research study and already conveyed by District Secondary Education Officer, heads of schools, mathematics teachers and academic teachers.

5.4 The attitudes of effects of help-seeking strategy to the female students in learning mathematics

The study focused on examining the effects of help-seeking to the secondary school female students when using a help-seeking strategy from other people in learning mathematics. The findings revealed that some female students are involved in secret love with sex in return for help, others donated money and faced rejection to use such help, and very few female students were favoured to use help-seeking strategy in learning mathematics. The aim was to see the District Secondary Education Officer (DSEO), heads of schools, academic teachers, mathematics teachers and female students' attitudes on the effect of a help-seeking strategy of learning mathematics among female secondary school students.

5.4.1 Female students' attitudes on the effects of a help-seeking strategy of learning mathematics

Basing on the study, the findings identified most female secondary school students had negative effects than positive. The study further revealed that female students were involved in secret love with a sexual relationship, others donated money in return for help whereas others faced rejection in learning mathematics. Also, there were some positive effects which female students experienced such that some of them were favoured and being given priority when help-seeking strategy from other people in learning mathematics. The study observed that more female secondary school students avoided using help-seeking from other people as a strategy in learning mathematics subject. This was done to avoid the problems of giving money, sexual relationship in return for such help to learn mathematics subject.

5.4.2 Mathematics teachers' attitudes on the effects of a help-seeking strategy of learning mathematics

The finding of the study revealed that most of them have given similar answers during the interview session. They argued that secondary school female students were involved by giving money in return for the help they were given by other people in learning mathematics.

5.4.3 District Secondary Education Officer (DSEO) attitudes on effects of help-seeking strategy in learning mathematics

The District Secondary Education Officer as one of the education stakeholders had negative attitudes on effects of help-seeking strategy for learning mathematics among female secondary students. During the interview session, the study revealed that female students were involved in sexual favour and giving money in return for help as well as rejected for help in learning. These are relevant to the research study and already conveyed by female secondary school students.

5.4.4 Academic teachers' attitudes on effects of help-seeking strategy in learning mathematics

The study focused on assessing the effects of a help-seeking strategy of learning mathematics among female secondary school students. Most of the academic teachers had negative effects during the interview session and there was no positive answer from the academic teacher on the effects of a help-seeking strategy of learning mathematics when female students use it. The findings revealed that some of the female students were engaging in secret love with sex in return for help, donated money in return for help and rejected to use help.

5.4.5 Heads' of schools attitudes on effects of help-seeking strategy in learning mathematics

The head teacher is the one who is administering, organising and responsible for different programmes at the school. Most of them expressed negative effects of a help-seeking strategy of learning mathematics. They argued that female secondary school students were involved on the sexual relationship in return for help, paying some money in return for help, rejected help seek that leading to some female students failing to seek for help from others mathematics facilitators in learning mathematics subject.

5.7 Chapter summary

The chapter presented the discussion of the findings. In discussing the findings, some of the effects of a help-seeking strategy of learning mathematics subject among female secondary school students were identified, expressed and interpreted.

CHARTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the summary of findings, conclusion, recommendations and suggestions for further research.

6.2 The summary of findings

The study explored experiences of secondary school female students help-seeking in learning mathematics in Morogoro Municipality Tanzania. The study was guided by three research questions as follows; to determine the mechanisms adopted by female secondary school students in help-seeking for learning mathematics in selected schools, to determine incidences experienced by secondary school female students in the course of help-seeking from other people for learning mathematics, to assess the effects of a help-seeking strategy of learning mathematics among female secondary school students, and to analyse the best ways of using a help-seeking strategy for learning mathematics to secondary school female students. However, the study employed learning theory to shared decision making and also involves other empirical studies related to the study from Tanzania and outside the country.

The study was conducted in Morogoro Municipal Council. Two and core public secondary schools were selected including Tushikamane and Morogoro secondary schools. Forty-one (41) participants were involved in this study including 30 females, 6 mathematics teachers, 2 academic teachers, 2 head of schools and District Secondary Education Officer.

Data collection methods used were questionnaires, interview and direct personal observation. Questionnaires were used to 30 secondary school female students (15 from each school and 5 from each class). The interview was used to the one (1) District Secondary Education Officer, two heads of schools (one from each school), two academic teachers (one from each school), and six mathematics teachers (three from each school). The study used a mixed research approach whereby qualitative

data were analysed through thematic and content analysis. The quantitative data were subjected to Statistical Package for Social Science (SPSS) for coding and computing the percentages presented in tables and graphs and Microsoft Excel was used in calculating frequencies and total; however, they were presented in tables.

Also, female students, mathematic teachers, academic teachers, heads of schools and District Secondary Education Officer (DSEO) through interview and questionnaires justified that, experiences of secondary school female students when help-seeking from other people in learning the mathematic subject as a strategy.

It has been revealed that the experiences of secondary school female students through help-seeking as a strategy in leaning mathematics has been contributed by other people. Female students seek help during and after a class session from other people in learning mathematics.

The main findings of this study revealed that help-seeking in learning mathematics among the secondary school female students had experiences which include money as a condition for help, sexual harassment and rejection from help.

Also basing on the first question the findings revealed that it was the mechanisms adopted that, female students used help-seeking from male and female friends, mathematics teachers, parents and guardians as a strategy in learning mathematics.

From the second question that was meant to determine incidences experienced by the secondary school female students in the course of help-seeking from other people as a strategy in learning mathematics subject. However, secondary school female students, mathematics teachers, academic teachers, heads of schools and District Secondary Education Officer (DSEO) had varied responses, some of them mentioned money as a condition for help, sexual harassment, and love issues as emerging issues when student seek for assistants and other could not receive any help in their learning, they were rejected. But they were those who said that female students are fairly handled just as other students (male students) in learning mathematics subject.

On the third question that was meant to assess the effects of a help-seeking strategy of learning mathematics among female secondary school students. The findings revealed that some of secondary school female students were involved in love affairs secretly in return for help, some donated some money as a payment to gain help and others felt rejected as could not have access to help when tried to seek it from other people during their learning.

6.3 Conclusion

This study was conducted in Morogoro Municipality in two selected public and core secondary schools to explore the experiences that secondary school female students go through when seeking help from other people as a strategy in learning mathematics subject. From the study findings, it can be concluded that there were highly negative than positive experiences faced by secondary school female students when using a help-seeking strategy from other people in learning mathematics subject.

In addition to that, there is a secret between secondary school female students and mathematics subject facilitators when seeking help in learning mathematics subject.

6.4 Recommendations

- i. Education stakeholders should establish a programme to remedial classes to help students with learning difficulties, and low achievers as a strategy in learning mathematics subject.
- ii. Education administrators and other stakeholders should make arrangement to help female students with life skills which will help them a lot especially in building up awareness and decision making skills. This will help to improve the academic performance of female secondary school students in mathematics subject.

6.4 Area for further research

This study explored the experiences of female students help-seeking from other people as a strategy of learning mathematics using a case of two selected public secondary schools in Morogoro Municipal Council. The same study may be conducted in private secondary schools and probably with a larger sample size to

observe their experiences in learning which will broaden the study and add more knowledge to have effective learning of mathematics subject to female secondary school students,

To explore the experiences of female students seeking help from other people as a strategy of learning mathematics in public secondary schools in Morogoro Municipal Council.

REFERENCES

- Anderson, G., Benjamin, D., & Fuss, M. (1994). The determinants of success in university introductory economics courses. *Journal of Economic Education*, 25(4), 99-119.
- Anderton, R. S., & Chivers, P. T. (2016). Predicting academic success of health science students for first-year anatomy and physiology. *International Journal of Higher Education*, 5(1), 250–260.
- Arnot, M., David, M., & Weiner, G. (1999). *Closing the gender gap: Postwar education and social change*. Cambridge: Polity press.
- Ary, D., Jacobs, S. L., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in education (8thed)*. Belmont, CA: Wadsworth.
- Bailey, C. A. (2007). *A guide to qualitative field research (2nded)*. Thousand Oaks, United State: Pine Forge Press.
- Ballard, C. L., & Johnson, M. (2004). Basic math skills and performance in introductory economics. *Journal of Economic Education*, 35(1), 3-23.
- Cohen, L., Manion, L., & Morrison, K.. (2005). *Research methods in education, (5thed)*. London: Taylor & Francis e-Library.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed approaches*. Thousand Oaks, CA: Sage.
- Dewey, J. (1938). *Experience and education*. New York: Macmillan.
- Durden, G. C., & Ellis, L. V. (1995). The effects of attendance on student learning in principles of economics. *Journal of American Economic*, 85(2), 343-346.
- Elo, S., & Kyngas, H. (2008). Qualitative content analysis process. *Journal of Research Methodology*, 62(1), 107-115.

- Ely, D., & Hittle, L. (1990). The impact of math background on performance in managerial economics and basic finance courses. *Journal of Financial Education*, 8(19), 59-61.
- ETP, (1995). *Education and training policy*. Dar es Salaam: MOEVT
- Fennema, A. E. (1996). Mathematics, gender and research, towards gender equity in mathematics education. *Journal for Research in Mathematics Education*, 25(6), 9-26.
- Gray, M. (1996). Gender and mathematics: Mythology and misogyny, towards gender equity in mathematics education. *Journal of New ICMI Study Series*, 3(21), 27-38.
- Grillo, J. A., Latif, D. A., & Stolte, S. K. (2001). The relationship between preadmission indicators and basic mathematics skills at a new school of pharmacy. *Journal of Annals of Pharmacotherapy*, 35(2), 167-172.
- Hine, G., Reaburn, R., Anderson, J., Galligan, L., Carmichael, C., Cavanagh, M., Ngu, B., & White, B. (2016). *Teaching secondary mathematics*. Melbourne: Cambridge University Press.
- Hyde, J. S., & Mertz, J. E. (2009). Gender, culture, and mathematics performance. *Journal of Proceeding of the National Academy of Science*, 106(22), 8801-8807.
- Johnson, M., & Kuennen, E. (2004). Delaying developmental mathematics: The characteristics and costs. *Journal of Developmental Education*, 28(2), 24-29.
- Kaiser – Messmer, G. (1993). Result of an empirical study into gender differences in attitudes towards mathematics. *Journal of Education Studies in Mathematics*, 25(4), 209-216.

- Karabenick, S. A., & Newman, R. (2006). *Help-seeking in an academic setting: Goals, groups, and contexts*. New York: Routledge Taylor and Francis Group.
- Kitta, S. (2004). *Enhancing mathematics teachers' pedagogical content knowledge and skills in Tanzania*. Mbulu, Tanzania: Print Partner Ipskamp Enschede Press.
- Kothari, C. R. (2016). *Research methodology: Methods and techniques, (2nd ed)*. New Delhi: New Age International Publishers.
- Malmberg, L. E., & Sumra, S. (2001). Social-cultural factors and Tanzania primary school students' achievements and school experiences. *Article of Special Issues, 4(1)*, 207-219.
- Manen, V. M. (2007). Phenomenology of practice. *Journal of Phenomenology of Practice, 1(1)*, 11-30.
- Mansory, A. (2010). Do children learn in Afghanistan schools? Assessment of math and language achievements of students at the end of grades 3 and 6 in SCA support schools. *Unpublished Thesis. Institute of International Education. Stockholm University*.
- Masanja, V. G. (2010). Increasing women's participation in science, mathematics, and technology education and employment in Africa. *Report presented at the United Nations Division for the Advancement of Women and United Nations Educational, Scientific and Cultural Organization Expert Group Meeting: Gender, Science, Technology*. Paris, France. 28 September – 1 October.
- McNaught, K., & Hoyne, G. (2011). Mathematics for first-year success. *14th Pacific Rim First Year in Higher Education Conference, 29 June – 1 July, Fremantle*.
- Mhaiki, O. P. J. (1986). *Science in the secondary school of Tanzania*. Massachusetts: University of Massachusetts Amherst.

- Michael, I. (2015). Factors leading to poor performance in mathematics subject. *Unpublished Master Degree Dissertation*. Dar es Salaam: Open University of Dar es Salaam.
- Ministry of Higher Education Afghanistan. (2011). *National Strategic Plan*. Afghanistan: Plant Kabul.
- Mlozi, M. R. S., Kagu, F. E., & Nyamba, S. Y. (2013). Factors influencing students' academic performance in community and government built secondary school in Tanzania: A case of Mbeya Municipality. *International Journal of Science and Technology*, 2(2), 174-186.
- Mulemwa, J. (1999). *Scientific, technical and vocational education of girls in Africa: Guidelines for programme planning*. Section for Science and Technology Education & Section for Technical and Vocational Education. Paris: UNESCO.
- Mungure, M. (2016). An exploration of the preparation and organization of teaching practice exercise to prospective science and mathematics teachers toward improving the teaching profession at Morogoro teachers college. *Journal of Education and Practice*, 7(33), 212-220.
- Muthukrishna, N. (2010). *Gender differences in mathematics achievements: An exploratory study at a primary school in Kwazulu-Natal*. Retrieved on October 4, 2012, from: www.readperiodical.com/201012/2187713391.html
- NBST. (2012). *Population and housing census-population distribution by administrative areas*. Dar es Salam: Tanzania National Bureau of Statistics.
- Ndunguru, P. C. (2007). *Research methodology for social sciences*. Mzumbe-Morogoro: Research Information and Publication Department.
- NECTA. (2015). *Examiners' report on the performance of candidates CSEE, 2014*. Dar es Salaam: National Examinations Council.

- NECTA. (2016). *Examiners' report on the performance of candidates CSEE, 2015*. Dar es Salaam: National Examinations Council.
- NECTA. (2017). *Examiners' report on the performance of candidates CSEE, 2016*. Dar es Salaam: National Examinations Council.
- NECTA. (2018). *Examiners' report on the performance of candidates CSEE, 2017*, Dar es Salaam: National Examinations Council.
- Nombo, I. (2014). Performance in mathematics and science subjects: A gender perspective for selected primary schools in rural and urban Tanzania. *International Journal of Gender and Women's Studies*, 2(3), 87-105.
- Nyamba, S. Y., & Mwajombe, K. K. (2012). Students' preferences on science subjects: Does this affect their performance? A case of Udzungwa secondary school, Kilolo, Iringa, Tanzania. *International Journal of Science and Technology*, 20(8), 550-560.
- Phillips, D. C. (1997). How, why what, when and where: Perspective on constructivism in psychology and education. *Journal of Philosophy of Education*, 3(2), 151-194.
- Piaget, J. (1977). *The development of thought: Equilibration of cognitive structures*. New York: The Viking Press Salaam.
- SEDP. (2004). *Secondary education development programme*. Dar es Salaam: Ministry of Education and Vocational and Training.
- Shittu., N. A. A., & Shittu, A. J. K. (2015). *ICT impact assessment in education*. Malaysia: University of Utara.
- Singh, K. (2007). *Quantitative social research methods*. New Delhi: Sage Publication.

- Slavin, R. E., & Karweit, N. (1981). Cognitive and affective outcomes of an intensive student team learning experience. *Journal of Experimental Education*, 50(1), 29-35.
- Sujatha, K. (2006). *Private tuition in India: Trends and troubles*. New Delhi: NIEPA.
- URT. (1995). *Education and training policy*. Dar es Salaam: MoEC.
- URT. (1997). *Education and training policy*. Dar es Salaam: MoEC.
- URT. (2008). *A performance of audit report on school inspection programme for secondary schools in Tanzania: A Report of the Controller and Auditor General of the United Republic of Tanzania*. Dar es Salaam. MoEVT.
- Warioba, L.M. (2008). Management of conflict in city and municipal council in Tanzania with specific reference to Iringa Municipal Council and Tanga City Council. Retrieved on May 18, 2013, from: <http://uir.unisa.ac.za/bitstream/handle/10500/708/thesis.pdf.jsessionid>
- Watt, H. M. G. (2007). A trickle from the pipeline: Why girls under participate in maths. *Journal of Professional Educator*, 6(3), 36-41.
- Zilimu, J.A. (2014). Exploring the gender gap in Tanzanian secondary school mathematics classrooms. *Unpublished Doctoral Dissertation*: The University of Illinois, Urbana-Champaign, Ill.

APPENDICES

APPENDIX I

QUESTIONNAIRES AND INTERVIEW GUIDELINE FOR PARTICIPANTS

INFORMANT’S CONSENT

Good morning/ good afternoon. I am Dennis Bernard Kasimila, a postgraduate student at Mzumbe University (MU) pursuing a Master of Arts in Education (MA-EDU). I am conducting a research study on “**Experiences of Secondary School Female Students Seeking Help in Learning Mathematics in Tanzania**”. This research study is purely for academic purpose. It is a partial fulfilment of the requirements for the award of the Master of Arts in Education (MA-EDU) of the Mzumbe University. I am interested in your experience, knowledge, perception and attitudes about the study and any other suggestions you might have.

Your information will remain confidential, even your name is not asked anywhere in the questionnaires. I guarantee to ensure anonymity where required and agreed between us through the use of code names. There are no foreseeable risk for your participation in this study, and if you have any question or reluctant about participating in this study, please contact my supervisor by the following number +255 622 847 249

The success of this research study depends on your willingness to cooperate by providing the correct and objective answer. I look forward to receiving your cooperation. Please sign below as an indicator of your consent and voluntary participation in this study.

.....
.....

Signature of the Respondent and Date

APPENDIX II

INTERVIEW GUIDELINE FOR DISTRICT SECONDARY EDUCATION OFFICER

- 1 (i) Name of Municipality.....
 - (ii) Age: 20-29years ()
30- 39years ()
40-49years ()
50- Above years ()
 - (iii) Education level:
Diploma ()
Degree ()
Masters degree ()
PhD ()
 - (iv) Job experiences:
1-10 years ()
11- 20 years, ()
31- 40years ()
41- 50 years ()
51 - Above years ()
 - (v) Sex: Male (), Female ()
2. What do you understand about help-seeking as a strategy for learning?
3. Do you think female secondary school students use help-seeking in learning mathematics?
4. What are mechanisms adopted by female secondary school students in help-seeking for learning mathematics
5. What memorable incidences do female secondary school students' faced when help-seeking from other people in learning mathematics?
6. What are the effects of help-seeking strategy on female secondary students in learning mathematics?

APPENDIX III

INTERVIEW GUIDELINE FOR HEAD OF THE SCHOOLS

The study is focusing on exploring the experiences of secondary school female student's help-seeking from other people as a strategy in learning mathematics. This means the focus is an understanding that experiences of female secondary school students when using a help-seeking strategy from other mathematics facilitators in learning mathematics. Please I would like to own your participation and your answers remain purposefully and confidential for this study.

1 (i) Name of school.....

(ii) Age: 20-29years ()

30- 39years ()

40-49years ()

50- Above years ()

(iii) Education level:

Diploma ()

Degree ()

Masters degree ()

PhD ()

(iv) Job experiences

1-10 years ()

11- 20 years, ()

31- 40years ()

41- 50 years ()

51 - Above years ()

(v) Sex: Male (), Female ()

2. What do you understand about help-seeking as a strategy for learning?

3. Do you think female secondary school students use help-seeking in learning mathematics?

4. What are mechanisms adopted by female secondary school students in help-seeking for learning mathematics
5. What memorable incidences do female secondary school students' faced when help-seeking from other people in learning mathematics?
6. What are the effects of help-seeking strategy on female secondary students in learning mathematics?

APPENDIX IV
INTERVIEW GUIDE FOR ACADEMIC TEACHERS

The study is focusing on exploring the experiences of secondary school female student's help-seeking from other people as a strategy in learning mathematics. This means the focus is an understanding that experiences of female secondary school students when using a help-seeking strategy from other mathematics facilitators in learning mathematics. Please I would like to own your participation and your answers remain purposefully and confidential for this study.

1 (i) Name school.....

(ii) Age: 20-29years ()

30- 39years ()

40-49years ()

50- Above years ()

(iii) Education level

Diploma ()

Degree ()

Masters degree ()

PhD ()

(vi) Job experiences:

1-10 years ()

11- 20 years, ()

31- 40years ()

41- 50 years ()

51 - Above years ()

(v) Sex: Male (), Female ()

2. What do you understand about help-seeking as a strategy for learning?

3. Do you think female secondary school students use help-seeking in learning mathematics?
4. What are mechanisms adopted by female secondary school students in help-seeking for learning mathematics
5. What memorable incidences do female secondary school students' faced when help-seeking from other people in learning mathematics?
6. What are the effects of help-seeking strategy on female secondary students in learning mathematics?

APPENDIX V

INTERVIEW GUIDE FOR MATHEMATICS TEACHERS

The study is focusing on exploring the experiences of secondary school female student's help-seeking from other people as a strategy in learning mathematics. This means the focus is an understanding that experiences of female secondary school students when using a help-seeking strategy from other mathematics facilitators in learning mathematics. Please I would like to own your participation and your answers remain purposefully and confidential for this study.

Instructions: Put tick the () appropriate box

1. (i). Name school.....
- (ii). Age: 20-29years ()
30- 39years ()
40-49years ()
50- Above years ()
- (iii).Education level:
Diploma ()
Degree ()
Masters degree ()
PhD ()
- (iv). Job experiences:
1-10 years ()
11- 20 years ()
31- 40years ()
41- 50 years ()
51 Above years ()
- (v). Sex: Male (), Female ()

2. (i) Do you teach the subject of mathematics in this school? Yes (), No ()

(ii). If the answer is 'Yes' how long have you been teaching this subject of mathematics

3. What do you understand about help-seeking as a strategy for learning?

4. Do you think female secondary school students use help-seeking in learning mathematics?

5. What are mechanisms adopted by female secondary school students in help-seeking for learning mathematics

6. What memorable incidences do female secondary school students' faced when help-seeking from other people in learning mathematics?

7. What are the effects of help-seeking strategy on female secondary students in learning mathematics?

APPENDIX VI

QUESTIONNAIRE GUIDELINE FOR SECONDARY SCHOOL FEMALE STUDENTS

The study is focusing on exploring the experiences of secondary school female student's help-seeking from other people as a strategy in learning mathematics. This means the focus is an understanding that experiences of female secondary school students when using a help-seeking strategy from other mathematics facilitators in learning mathematics. Please I would like to have your participation, and your answers will be used only for this study in a confidential manner.

Instructions: Put tick the () appropriate box

1.(i) Name school.....

(ii) Age: 10-14 years ()

15-19 years ()

20-Above years ()

(ii). Class: Form two ()

Form three ()

Form four ()

(iii) Sex: Male (), Female ()

2. (i). Do you learning the subject of mathematics? Yes (), No ()

(ii) If the answer is "Yes", do you using help seeking as strategy in learning mathematics?

3. What do you understand about help-seeking as a strategy for learning?

4. (a) Do you think female secondary school students use help-seeking strategy in learning mathematics? Yes (), No ()

(b) If yes, mention five help-seeking strategies which use female students in learning mathematics.

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v).....

5. Mention the five mechanisms adopted by female secondary school students in help-seeking for learning mathematics.

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v).....

6. What memorable incidences do female secondary school students' faced when help-seeking from other people in learning mathematics?

7. Mention the three effects of help-seeking strategy on female secondary students in learning mathematics.

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v).....