

**EFFECTS OF CULTURE ON ACCESS TO SECONDARY SCHOOL
EDUCATION FOR GIRLS IN KISARAWA**

YOHANA KAHISE

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
DEGREE REQUIREMENTS FOR MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
UNIVERSITY OF TANZANIA**

2013

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: *“Effects of culture on access to Secondary School Education for Girls in Kisarawe”*.

.....

Dr. Elinami Swai
(Supervisor)

Date.....

COPYRIGHT

“No part of this dissertation may be reproduced, stored in any retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf”.

DECLARATION

I, **Yohana Enas Mwendihaki Kahise**, do hereby declare that this dissertation is my own original work and that it has not been previously accepted in substance for any degree or any similar academic award at any other University or is not being concurrently submitted in candidature for any degree. In addition, all literary sources found in this study have been clearly and legibly acknowledged.

Signature

Date.....

DEDICATION

This dissertation is dedicated to my beloved parents; Enas Mwendihaki Mwakahise and Twafisina Kalim Mbagisa Semheni; My dearest spouse Atilla Leuterius Sempwage and my children- Joan and Jeneth in appreciation of their caring love and support on my long academic journey. God bless you.

Also to the late Kalim Mbagisa Mheni my grandfather and Galongelulo Mawuyo my grandmother in admiration of their outstanding human virtues namely the sense of personal identity, devout life, commitment to ensure the clan lives in peace and tranquillity as well as stressing truth , justice and services of mankind throughout their life time. They remain the most precious gift from GOD to us. Their love, wisdom, determination and strength will always continue to be our source of inspiration. In our hearts you remain and in GOD's Arms you live.

ACKNOWLEDGEMENTS

In the course of doing this research I have been helped and encouraged by many people. It is unfortunately impossible to mention the name of each of them on this page. However, to all those who, in one way or another, made this study a success; I wish to extend my thanks. I must however express my humble, profound gratitude and sense of obligation to my supervisor doctor Elinami Swai for her constructive criticism, inspiring guidance; consistent encouragement and dynamic supervision during the entire study programme and while preparing this manual.

My indebtedness is also great to my respondents (student, teachers, parents and religion leaders) for their support which has always been a source of great inspiration to my study. Without them it could have not been possible to obtain data which led to the outcome of this study in its present shape. I am very grateful to, Prof. Tigiti Sengo, Prof.Emmanuel Mbogo, Dr.Sydney Mkuchu, Maj.Malugu Misalaba Malugu, Lt. Hafidh Ndete, Mr.Adria Fulluge, Mrs Florence Kajiru, Mrs. Amina Mlaki, Mr.Peter Chale, and Mrs. Athinani Mshana for their materials, moral and mutual support in the whole process of studying for my advanced level, Bachelor degree and Master's degree.

My acknowledgement is also to the editors and other course mates to hear and assess the presentation of my preliminary dissertation findings for their valuable academic advice and constructive criticism on this work. Indeed I unequivocally admit that the session was very indispensable in enlightening and offering me some basic insights on what was needed for my study to fully realize its cherished objectives and thus

culminate into scholarly organized and written work. I would like also to owe my thanks to Mr. Godfrey Kimalo for arduous exercise of assisting in typing some parts of this work. His efficiency saved me from several worries. I however admit all the errors and short comings which appear in this work as being entirely my own. Finally I express my apology that I could not mention in person all those who supported me in any way, thus I offer my regards to you all and God bless you.

ABSTRACT

This study critically explores the effects of culture on access to secondary school education for girls in Kisarawe District Coastal region. The specific objectives of the study included examining the effects of early marriage to girls, assessing the effects of cultural values to smart girls and finding out parent's expectations from daughters. The study adopted a mixed method research design employing both qualitative and quantitative research designs. Data were collected from students, teachers, parents and religious leaders using Questionnaires, semi-structured interviews and Observation. The main findings of the study show that people in Kisarawe have certain beliefs that, girls are not as important as boys resulting in boy's preference, forced marriage to girls, early pregnancies and lack of support in education opportunities to girls. The study suggests that, there should be individual and group counselling in elementary and middle school to serve as early prevention for deterring early marriage for female adolescents in Kisarawe. In general, it was recommended that, there is a need to change the societal negative attitude and some cultural barriers hindering investment in girl's education as well as establishing alternative programmes to help those who terminate studies because of pregnancy, to campaign for public awareness about the importance of girls' education, establishing an effective enforcement law, and deployment of female teachers in rural schools to act as role models. Further research should be conducted to explore ways language affect people's perception and shape their thinking and actions.

TABLE OF CONTENTS

CERTIFICATION	ii
COPY RIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOLEDGEMENTS	vi
ABSTRACT	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
ABBREVIATIONS.....	xiv
CHAPTER ONE	1
1.0 INTRODUCTION.....	1
1.1 Background to the problem.....	1
1.2 Statement of the Problem.....	5
1.4 Specific objectives	6
1.4.1 Research questions	6
1.5 Significance of the study.....	7
1.6 Definitions of key terms.....	7
1.7 Limitation of the study	9
1.8 Delimitation	9
1.9 Organization of the Study	9
CHAPTER TWO	11
2.0 REVIEW OF RELATED LITERATURE.....	11
2.1 Introduction.....	11

2.2. Theoretical Framework	11
2.2.1 Liberal Feminists Theories	11
2.2.2 Weakness of Liberal Feminism.....	12
2.2.3 Gender Theory	13
2.3 Empirical Studies	14
2.3. 1 Perceptions on Early Marriage to Girls.....	14
2.3.2 Perceptions on Smart Girls	17
2.3.3 Parent’s Expectations from Daughter	21
2.5: Conceptual Framework.....	24
2.5.1: Explanation of Variables in the Conceptual Framework.....	25
2.5.2 Relationship between the variables.....	27
2.6: Synthesis of Reviewed Literatures	27
CHAPTER THREE	29
3.0 RESEARCH METHODOLOGY	29
3.1 Introduction.....	29
3.2: Research Design	29
3.3 Study Area	30
3.4 Population and Sampling Techniques of the Study	32
3.4.1 Population	32
3.4.2 Sample Size and Sampling Technique.....	32
3.5: Sources of Data	34
3.5.1: Secondary Data	34
3.5.2: Primary Data	34
3.6 Data Collection Instruments	35

3.6.1 Questionnaires.....	35
3.6.2 Interview	37
3.6.3 Observation	39
3.8 Validity and Reliability of the Data	43
3.8.1 Validity of the Data.....	43
3.8.2 Reliability of the Data	44
3.9 Ethical Consideration.....	44
CHAPTER FOUR.....	46
4.0 RESEARCH FINDINGS PRESENTATION AND DISCUSSIONS.....	46
4.1 Introduction.....	46
4.3 Cultural Values of Smart Girls.....	55
4.4. Parent’s expectations from daughters	62
4.5 Summary of the Findings	67
CHAPTER FIVE	69
5.0 CONCLUSIONS AND RECOMMENDATIONS.....	69
5.1 Overview	69
5.2. Conclusion	70
5.3. Recommendation to teachers, parents and other community members.....	71
5.3.1 Recommendations to the Government.....	71
5.3.2 Recommendation to Non-governmental Organisations (NGOs) and Other Institutions	72
5.3.3: Recommendations for Further Research.....	72
REFERENCES.....	74
APPENDICES	81

LIST OF TABLES

Table 3.1: Composition of the Respondents (Sample)	33
Table 4.1 Cultural Perceptions about Girls Education.....	47
Table 4.2: Responses of Teachers, Students, Parents and Religious Leaders on theIssue of early Marriage	49
Table 4.3: Responses of Teachers, Student, Parents and Religious Leaders on Cultural Values of Smart Girls	55
Table 4.4 Responses of Students, Teachers, Parents and Religious leaders on Parent’s Expectations from daughters	62

LIST OF FIGURES

Figure 2.1: A conceptual framework on Effects of culture on access to secondary school education for Girls.....25

Figure 3.1: A Map to show Boundaries of Kisarawe district.....31

Figure 3.2: Components of Data Analysis: Interactive Model42

ABBREVIATIONS

CEDAW	UN Convention on the Elimination of all forms of Discrimination against Women.
DUP	Dar es Salaam University Press
EFA	Education for All
ETP	Education and Training Policy
FAWE	Federation of Associations of Women Entrepreneurs
FEMSA	Fomento Economico Mexicano Sab de
FGDs	Focus Group Discussions
ICT	Information and Communication Technology
MED APPS	Master of Education in Administration, Planning and Policy studies
MoEVT	Ministry of Education and Vocational Training
NGOs	Non-Governmental Organisations
OUT	Open University of Tanzania
SIDA	Swedish International Development Cooperation Agency
TGNP	Tanzania Gender Networking Program
UNDP	United Nations Development Programs
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
URT	United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION

This chapter introduces the reader to the study of female access to secondary education in Kisarawe. The chapter is divided into the following subheadings: introductory part that addresses the background to the study, statement of the problem, research objectives, research questions, significance, limitation and delimitation of the study.

1.1 Background to the problem

In the literature, women are presented as not being able to access education on the equal chance as men. Scholars have attributed this gender imbalance due to cultural norms (UNESCO, 2003). Others have pointed fingers to the economy (UNESCO, 2000) and others to political and inadequacy of education services (Evance and Lestebe 1998).

In Saudi Arabia where girls marry before they reach the age of 16, gender imbalance in education is contributed by local norms especially early marriage, forced marriage and traditions social beliefs, and principles stand in the way, limiting women's opportunities to acquire or complete their education (Almunajjed, 2009). Girls in Saudi Arabia, assume marital and family responsibilities when they have not completed their education and their chance to secure employment is minimal. Due to gender based expectation in modern society, girls are socialized into role of home and child rearing, while boys are socialized into leadership roles- being taken to school and to the world of work out-side their home.

Literature suggests that, children (both girls and boys) develop life-long attitude towards themselves from their socialization. Girls who show attributes of good care taker of the home are rewarded and those who show attributes of playing and being brave are scolded. This means that girls grow up with the notion that, they must show caring attitude to be accepted in society. During early socialization, mothers and aunts discourage their daughters from studying since ultimately they are to come back, marry cook for their husbands; comfort them in bed and produce children (Omary, 2006).

Atekyereza (2001) note that socialization, the process of learning what is socio-culturally accepted and unacceptable, is responsible for the difference in personality attributes among boys and girls. The authors see socialization as referring to the pressures rewarding, punishing, ignoring and anticipating that push the child towards evoking certain acceptable responses. Children are taught that men have to work to secure their status while women don't (Misra, 2005). While it is easily acceptable for a man to participate in lifelong learning programs or go back to school to learn new marketable change skills, it is not so acceptable to women (World Bank 2001). According to World Bank, Community as a whole does not support women's lifelong learning, many evenings continuing education courses are offered in a very high cost where by many women fail to afford.

UNESCO (1982) in Asia points to the situation where girls are not supported to be as smart as their brothers, they do not strive to perform in education. Boys on the other hand strive to be smart because they are encouraged and supported and their efforts are recognized.

In Canada, Radtke and Spronk (1988) points that, the public education system treats males and female differently. These expectations have led to a limited range of fields for female students in schools, universities and colleges as a report from OXFAM (2009) indicates countless women in the developing world are found to be removed from the field of information and communication technology because of their lower levels of education. While ICT is the present driving force of modern economy, without access to information technology, an understanding of its significance and the ability to use it, those left behind, majority of whom being women, they will be further marginalized from the main stream of their countries and the world.

Scholars have attributed global gender imbalance with political activities where women in national parliaments are underrepresented. In Arab States for example, women represent only 6.8%, while in America 18.6% and in Nordic Countries they represent only 39.7% (UNDP, 2005). When women are underrepresented in the parliaments, where most of decisions are made, it follows that they will be underrepresented in all other social spheres including in education. According to UNDP, the absence of women from structures of governance inevitability means that national regional and local priorities that is, how resources are allocated – are typically defined without meaningful input from women, whose life experience gives them a different awareness of the community need concerns and interests from that of men.

In United States for example, scholars who have focused on gender issues often treat all aspects of education as working to the disadvantage of women (Ngaiza,

(2002). According to Ngaiza, women fare less in the area of access, and in terms of the college experience and are particularly disadvantaged with respect to the outcomes of schooling. Socio-cultural values arise from patriarchal cultural traditions that uphold the interests and needs of men and over those of women. They mainly relate to ignorance, the inadequate or mis-socialization of children, traditional perception of the social status of women and their subsequent vulnerability and the undervaluing or generally negative attitudes of the population to education and particularly to girls education. Such attitudes tend to vary with the parents education background among other factors (World Bank 2001). Of the pupils who enter primary school 48 percent of boys and 29 percent of girls complete the cycle. Girls are educated so they know how to read and write or to be better mothers, rather than for employment. Married daughters are believed to be likely than married sons to remit cash income to their parents (UNICEF 2001).

In Uganda, education priority is given to boys for various reasons; one of these reasons is that, some parents do not send girls to school during times of hardship since their educational benefits are enjoyed by the family in which she marries and not by the family of origin (UNICEF, 2006). Meena (1998) pointed gender imbalance between men and women in terms of access, support and opportunities due to cultural bias. The issue here is most cases one side, women are more vulnerable to these victimization.

It is unfortunately that such gender imbalances occur at the family level, community and national level.

There are laws and customs that hinder women access to property ownerships, credits, employment and education in particular (Swai and Rutagumirwa, 1993). For instance, under the law of marriage Act number 5 of 1971, there is a provision which states that; “the age of marriage is 18 years and above.

Girls however can be married at any age below 18 (but not below 15) with consent of the father and where there is no father, then the mother, marriage for girls below 15 years but not below 14 years can be permitted by court order”. According to Rutagumirwa and Swai, such laws cause early marriage which result to early pregnancy. This also may cause motherhood at very tender age with complication during pregnancy and delivery. Also allowing girls to be married at the tender age may affect her psychological development and development as whole.

1.2 Statement of the Problem

Many women in different societies are still lagging behind in acquiring secondary education. This also affects the standard of living of women and their families in relation to accessibility to basic needs and services. In rural areas there are few opportunities for participating in various formal activities in formal sectors of the economy.

Scholars like Bhalalusesa (2001) and Misra (2005) found socialization into gender specific roles as contributing factor in gender imbalance in society. Furthermore, cultural values such as early marriage for girls (Almunajjed, 2009), negative attitude towards smart girls, different treatment of girls than boys (Douglas, 2007) and parents having different aspiration for boys and girls affects girls education (Gyamti,

2004). These socio-cultural factors have contributed to lagging behind of women in education and in employment. It is likely that the employment opportunity among girls is affected by not having opportunity to access secondary education. While this literature points to broader views of factors impacting on gender imbalance, especially in education, there is no focus on how teachers and students perceive this imbalance. Lack of information on the teachers, students and parents' view on gender imbalance in schools will lead into continuing to provide education in gender imbalance context. This study therefore, aims to fill this gap in the literature.

1.3 Main Objective

The main objective of this study is to examine the effects of culture on access to secondary education for girls in Kisarawe Tanzania. In particular the study intends to investigate the ways teachers, students, parents and religious leaders perceive early marriage to girls, values of smart girls and parents' expectation of girls.

1.4 Specific objectives

This study has the following specific objectives;

1. To explore the effects of early marriage to girls' Secondary education.
2. To assess the effects of cultural values to smart girls.
3. To find out the effects of parents' expectation from daughters.

1.4.1 Research questions

1. What are the effects of early marriage to girls' Secondary education?
2. What are the effects of cultural values to smart girls?

3. What are the effects of parents' expectations from daughters?

1.5 Significance of the study

The significance of any study lies in its ability to solve or address the existing problem. The findings of this research are expected to make several contributions and be beneficial to knowledge: These findings will lead to an understanding and explanation of situation faced by parents trying to prevent their girls to join various levels of educations. The findings will help planners and policy makers to devise relevant education curricular which can favour both girls and boys.

The results will create awareness and provide unique-in depth perspective on the importance of educating women in the society. The government and non-governmental organization (NGOs) will use the findings in their efforts towards helping women access to education. Also the results of this study too will widen knowledge to the community especially people of Kisarawe district about some cultural values which impede women's access to education.

1.6 Definitions of key terms

Access to education: refers to the opportunities available to the target population to participate in that education (ETP, 1995).

Education: incorporates both formal and informal elements of the educational process used over the lifetime of the person.

Equity: refers to the fairness in the distribution and allocation of educational resources to various segments of the society.

Perspective: refers to frame works through which people make sense of their world.

Culture: refers to the customs and beliefs, way of life and social organization of a particular group.

Sex: refers to biological distinction between a man and a woman. It distinguishes men from women using exclusively biological characteristics.

Gender: refers to the cultural contractions through which the differences and relationships between the sexes are understood in a given society.

Discrimination: refers to any distinction, exclusion or restriction made on the bias of sex which has the effect or purpose or impairing or unifying the recognition, enjoyment of exercise by women irrespective of their marital status on a basis of men and women, of human rights and fundamental freedom in the political, economic , social, cultural, civil or any field.

Domesticity: refers to family life or home: (domestic works) that is saving, doing cleaning or other jobs.

Stereotype: refers to a fixed idea or image that many people have of a particular type of person or things but which is often not true in reality.

Smart girl: Is a girl who performs well in her academic matters or a girl who excels in academics.

1.7 Limitation of the study

The research was only a case and in Kisarawe district. The intention of the study was to compare the beliefs discovered at each category, to determine any patterns and themes that may emerge. Therefore this study was described as a preliminary look at the effects of culture on access to Secondary education for girls with a view that other researchers would further research in this area. During the research process, the researcher faced some limitations including fear to give information, delay of researchers request for research clearance as well as financial and time constraints.

In solving the problem of fear to give information, the researcher built a rapport through educating the respondents about the importance of the study and ensured confidentiality of their information. For the financial and time constraint, the researcher managed to prepare flexible budget and work plan which assisted in accomplishing the study.

1.8 Delimitation

This study was confined only to Kisarawe District where seven secondary schools were selected for the study. The research could cover more than one district but due to some limitations, this could not be possible. The researcher sponsored himself throughout the study and thus, he was unable to have financial ability that could enable him to undertake such study outside this district.

1.9 Organization of the Study

First chapter consists of an overview of the study, covering background information to culture and secondary education for girls, the problem statement, general and

specific objectives and questions as well as significance of the study, limitation and delimitation of the study. The remaining part of the dissertation is organized as follows: Chapter two presents a review of related literature; the chapter covers the most related theories and conceptual framework of the study. Chapter three covers the overview of the research design and method of collecting, organizing and analysing data. Chapter four presents the results of the data analysis and interpretation of the results. Finally, Chapter five presents conclusion and recommendations followed by references and appendices.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

This Chapter reviews literature related to this study. The source of literature includes; books, dissertations, papers, journals and reports. This was done to find out what others have written about the objectives that were developed in chapter 1: perception about early marriage to girls; the perceptions on smart girls; and the perceptions of parents' expectation of daughters.

2.2. Theoretical Framework

2.2.1 Liberal Feminists Theories

The first critics of the position of women in modern society were liberal feminists. The liberal feminist thoughts developed during industrial revolution in 1840 due to changes that were caused by the changes in production relations as a result of industrial revolution that took place in Europe in 1840's. This period contributed to the undermining of women's contribution to the industrial production, and feminists struggled for rights and opportunities for women. Waller stone craft for example challenged the divine rights of monarchs and hence the superior positions of men in the society as well as in the household level. She challenged the liberal philosophers for not considering women as reasoning subjects and the exclusion of women in the development sphere (Temba, 2004).

Liberal feminism was most popular in the 1950's and 1960's when many civil rights movements were taking place. The main views of liberal feminists are that all people are created equal by God and deserve equal rights. According to liberal feminism

female subordination is rooted in a set of customary and legal constraints blocking women entrances to and success in the so called political world.

While liberal feminist theory was developed in the West as a tool for women's struggle for equality in economic sphere, in Africa, this theory explains the oppression of women in Africa as resulting from patriarchal cultures and social exclusion of women from development initiatives. For them, modernization of the economy is regarded as necessary pre-requisite for the liberation of women, and women should be given the same rights as men (Temba, 2004).

Liberal feminists believe that women have the same mental capacity as their male counterparts and should be given the same opportunities in political, economic and social spheres. According to liberal feminists in Africa, women should have the right to choose, not have their life chosen for them because of their sex. Women were born equal to men and that defects found in women are caused by lack of resources such as education compared to that of men. Thus, liberal feminists in Africa, like their western counterparts, demand equal opportunities and equal participation of women in all aspects of life particularly in education. They sought women's liberation through legal reforms and through increase of their participation in social, economic and political organs. They fight for greater participation of women in education and economy.

2.2.2 Weakness of Liberal Feminism

Despite the good intention of liberal feminists in fighting for women's rights and opportunities, the theory does not question structural inequities which prevail in the

society.

In addition the theory does not pinpoint relations between sexes as a specific power relation although it raises awareness on the plight of women (Temba, 2004). Another weak point of the liberal feminism is that it sees women as homogenous social group with no difference in term of age, social status or ethnicity. It focuses exclusively on women and considers women as passive recipients of the process of social change. Liberal feminists put more emphasis on women's participation in the capitalist economy, thus failing to criticize the mode of capitalist economy that is the basic causes of female subordination. These weaknesses apart, liberal feminist theory has strength in that, it paved a way to think and talk about the oppression of women and their rightful place in modern society. This study will use many ideas put forward by liberal feminists such as patriarchal values about the position of women in society.

2.2.3 Gender Theory

Gender theory is the second theory that framed this study. This theory explains gender as a socially and culturally constructed identity which plays a part in constructing ideas about the social role of men and women in society.

The argument is that gender is socially constructed and cannot be a universal phenomenon as it varies across cultures, times and between members of the same sex. The emphasis on the constructed nature of gender is meant to signify that there is nothing natural, inherent or biologically inevitable about the attribute, activities and behaviour that come to be defined as either masculine or feminine (Temba,

2004). The theory is applicable to this study to understand the effect of culture on women's access to secondary school education in Kisarawe.

2.3 Empirical Studies

This section presents the related literature based on empirical studies on: perceptions on early marriage to girls; perceptions on smart girls and parents expectations from daughters.

2.3.1 Perceptions on Early Marriage to Girls

Early marriage refers to any marriage of a child younger than 18 years old, in accordance to Article 1 of the Convention on the Right of the Child (UNICEF, 2005). For Ortiner and Whitehead (1981) early marriage, also known as Child marriage, is defined as "any marriage carried out with a child below the age of 18 years. This is a time before the girl is physically, physiologically, and psychologically ready to shoulder the responsibilities of marriage, childbearing and home care.

Child marriage involves either one or both spouses being children and may take place with or without formal registration, and under civil, religious or customary laws.

Bayisenge (2006) conducted a study to examine the effects of early marriage in Rwanda. Using qualitative methods, she noted that young girls who got married were most likely to be forced into having sexual intercourse with their usually much older husbands. According to Bayisenge, this has severe negative health

consequences as the girl is often not psychologically and sexually mature. Bayisenge further states that, girls who marry young inevitably have children early, and have many children, because their knowledge of contraception is limited and their power to negotiate its use is weak.

He recommended that there should be a joint effort to formulate and implement marriage policies and strategies in order to safeguard young girls, especially through promoting education of girls since, if sufficiently prolonged; it helps to delay age of marriage. Vue (2000) did a study on perception of early marriage and future education goals for Hmong female in United States. The results of her study revealed that, adolescents with high educational expectation were significantly less likely than others to become pregnant. Vue also found that motherhood at the age of fourteen and fifteen meant an end to academic aspiration to girls regardless of motivation or achievement due to gender role assigned to Hmong girls. She suggested that, there should be individual and group counselling in elementary and middle school to serve as early prevention for deterring early marriage for Hmong female adolescents.

Palamuleni (2001) conducted a research on social economic determinants of age at marriage and focused on factors affecting age at marriage in Malawi. He found that Age at marriage varied by age, region, rural-urban, residence, religion, ethnicity and wealth. Palamuleni points that early marriage and consequents of early childbearing are related to high fertility, low status of women and adverse health risk for both the mother and child. Education, age and region were noted as most important determinants of age at marriage in Malawi. Palamuleni recommended that, public

education should be provided to the people to ensure the majority in Malawi are aware about the consequences of early marriage.

Nuruddin (2001) conducted a study on behalf of UNICEF on the perceptions of early marriage among women who married early in Barangay. He used qualitative research utilizing Focus Group Discussion (FGDs) and individual interviews of married women who married early from Barangay. The researcher focused on the topics as to the optimum/right age for marriage; reasons or factors for getting married early; and the advantages and disadvantages of early marriage. Results showed that these women entered early marriage due to reasons like love and sexual desire, poverty, freedom from the bondage of strict parent, forced marriage, and to have their own living. Some was due to the influences of television, media, friends and peers.

Among the advantages of marrying early was financial stability; having a direction in life; having children to help in household and farm works.

Nuruddin however found that making immature decisions in selections of mates led to early separations, and marital problems. Regina and Stella, (2010) did a study on perception of parents on the value of education to girls in delta central Senatorial District. The population of the study comprised all girls in the public secondary schools. They employed quantitative methods in their study. They found that parents did not consider education to girls as of high value because of high dropout and early marriage. On the basis of the findings from the study, Regina and Stella

recommended that, there should be no gender differences; parents should bridge the gap of differential treatment among their children.

Reis, (2002) conducted a study to investigate factors encouraging the practice of early marriage in the Middle East and North Africa. The findings revealed that dominant notions of morality and honour were the factors that influenced perception of education to girls. The importance placed on maintaining 'family honour' and the high value placed on a girl's virginity. It was considered that shame would be cast on a family if a girl was not a virgin when she marries. Therefore, in order to ensure that a girl's virtue remains intact, girls may be married earlier, in order to ensure their virginity. Reis recognized that Young girls may also be encouraged to marry older men, due to the perception that an older husband will be able to act as a guardian against behaviour deemed immoral and inappropriate in the Middle East and North Africa.

He recommended that governments and non-governmental organizations should cooperate to discourage the practice of child or early marriage in their area. In summary, the perception of early marriage to girls is influenced by the cultural beliefs about the role of women in society – that of wifhood and motherhood. The suggested solutions include educating the society on the importance of education to girls and the negative consequences of early marriage to girls.

2.3.2 Perceptions on Smart Girls

Dickens (1990) conducted a case study in Ghana on the perceptions of community and parents on girls who perform well in their studies. Using interview research

method, he noted that those girls who excel in academic subjects and science subjects were perceived as witches or as men –women. The study also revealed that smart girls faced obstacles of not marrying because parents discourage their sons from marrying educated woman /girls due to fear that they would not respect their husbands. Dickens suggested that, parents and the community at large should be educated on the importance of girls' education and the advantages the society should expect from educated woman.

Moira (2000) conducted a case study on issues which face smart girls in South Africa and focused on high achievers.

Quantitative methods were employed to get deeper information from teachers, parents and their daughters. The results of the finding indicated that high achievers felt embarrassed and they did not want to be labelled as a “brainiacs”. These girls hide from their friends their intelligence and even started to act “dumb” in some instances, while still getting good grades but faking that they had no common sense around friends (particularly boys).

Also the findings disclosed that some girls even went as far as to stop trying in school because of fearing their classmates would hate them. Moira advised that counselling should be applied through talking to the smart girls and giving some examples of stars who are smart too as this can encourage them to see that well – rounded people are those who know to use and celebrate their intelligence and not flaunt it, they may just not mind being the “brainiac”.

Naher (1995) conducted a research to investigate the barriers which hindered the development of smart girls in Bangladesh. She noticed that smart girls experienced some external and internal barriers. External barriers that seem to negatively influence the development of talents or gifts in smart girls and women included the role of women in the family, school and environment in general. Naher noted some internal barriers that seem to negatively affecting smart girls as dilemmas about abilities and talents, personal choices about family; choices about duty and caring and nurturing the talents in oneself as opposed to putting the needs of others. Due to these reasons many of girls either cannot or do not realize their potential in academic areas and their professions.

Naher advised that, teachers, parents and guardians should make sure that they are working closely with their high achieving girls to help them stay that way and not go astray.

Jeffery and Basu (1999) conducted a research on parents' attitudes and beliefs about the academic self-perceptions and achievement of their children in New Delhi.

It was revealed that parents' beliefs about children's ability had even greater effects on children's self- perceptions than previous performance. Parental influence on smart girls and adolescent students found consistently significant correlations between parents' expectations and students' academic self-concept. In this research, Jeffery and Basu concluded that memories of negative parental comments haunt smart girl's decades after they left home. They suggested that parental opinions

should give directives and guide female students towards their academic potentials for future betterments rather than discouraging them.

Reis and Kramer (2001) conducted a case study on the attitudes of teachers on smart girls in Guinea. They found that teachers were usually able to identify smart boys, but were often surprised to learn that girls could also be considered to be smart. The smart girls in her study were very successful at hiding their intelligence and in silencing their voices. Reis and Kramer pointed out that, adults both teachers and parents underestimate the intelligence of girls. According to Reis and Kramer, teachers are less accurate in nominating girls who were likely to do well in their subjects than they were in naming boys who were likely to achieve a high score. They suggested that teachers should like smart girls the same as other students to show that equality is maintained in schools.

Eitzen (2000) did a study in Boston to investigate problems facing bright or talented girls. She found that, it is a social disadvantage to be smart because of negative reactions of peers. Fearing their peers disapproval, bright young women a deliberately understated their abilities in order to avoid being seen as physically unattractive or lacking in social competence. Also Eitzen revealed that Parents may send negative message about how girls should act, how polite they should be, how they should dress and how often they should speak out and in what situations. It was therefore recommended that, bright girls like boys, should be encouraged to enhance their talents through providing them conducive environment and required needs such as study materials which are appropriate to their level of education.

Gyamti (2004) studied the effects of stereotype on girls' talents as practiced in Botswana. The findings of the study noted that many people have ideas which are often not true about women and girls' roles in the society. The research revealed that girls in Botswana are overburden with household work and are more likely to drop out of school when families experience economic and /or social hardships. It was obvious that majority of women and girls attending various levels of education have a range of activities, commitments and responsibilities which impinge on ensuring their potentials. Gyamti suggested that domestic and other social activities which usually take place at home should be equally distributed among boys and girls.

In summary, smart girls should be given equal chance and support to education opportunities as boys. Also policy makers should remove all impediments which hinder full participation of smart girls in education.

2.3.3 Parent's Expectations from Daughter

Almunajjed (2009) conducted a study in Saud Arabia to access the effects of parents' attitudes toward their children. The study found that parents socialize their children differently because of expectations to their daughters and sons. Because of gender based expectation, girls are socialized into roles of family getting married and taking care of home and children. While boys are expected to perform leadership roles, they are socialized into being brave and to work outside their homes. Girls who showed attitudes of good care takers of their home were rewarded and those who showed attitude of playing and being brave were scolded. Almunajjed discovered that in order for girls to be accepted in Saudi Arabia, they must show caring attitude. He

recommended that parent's socialization should cooperate with other socializing institutions in imparting knowledge and skills which may consider gender balanced society.

SongawaSonga (2012) conducted a research to examine incidences of girls forced drop-outs in Kahama District. He revealed that, parents and other community members were notorious for engineering and forcing their daughters who complete primary education and join secondary education to get married and many of them are aged below 18. In Kahama, a traditional Sukuma would choose cattle over education for their daughters. In this regard cattle were better than educated daughter. Thus girls are treated like commodities where as those with light complexion are major targets, as they fetch more cattle in dowry than those with a dark complexion. Songawasonga suggested that parents are major problem and the biggest enemy to the education sector in Kahama and Shinyanga area particularly for the girl children.

Misra (2005) did a study on Parents expectations of girls in India. She used qualitative method to capture perceptions and views from girls, teachers, parents/guardians and other community members. Her focus was on the attitude of parents' and other community member's on girls' educational development. Misra noted that, the attitude of members in the society hampered the achievement of girls' education. She revealed that more educated girls faced problems because they were perceived as they cannot find a husband or access employment opportunities. Misra suggested that, society members' attitudes had to change especially in rural areas where most of the women and girls are victims of illiteracy. The way girls were

perceived, he suggested, had a major impact on the whole struggle of ensuring their rights of education.

A report by UNESCO (2003) in Ethiopia and Malawi revealed that, a girl child was deemed as a liability whereas the boy child was considered to be an asset. It was depicted that educating the boy in Malawi and Ethiopia was regarded as an investment for future economic returns because parents believed that the sons would take care of their parents in their old age. The study noticed that investing in girls' education was considered to be immediate economic loss and deprivation of a loyal and unpaid house hold helper, who the parents believed will do house hold chores, take care young siblings and help in agricultural activities.

A general perception prevailing in Ethiopia and Malawi is that since girls are to be married and sent to another house investing in their education was not a viable option. The report suggested that parents and other community members should change their attitudes because the way girls are perceived has a major impact on the whole struggle of ensuring their rights of education.

Yamarik and Seebens (2003) conducted a study to examine the perception of teachers and parents view on girls academic matters in Somalia. It was found that parents and teachers perceive girls as less capable academically than boys. This attitude has a negative effect on girls' participation in education in a number of ways. For example, in most cases parents and community at large in a situation where they have to make a choice, those who uphold this belief will choose to

educate boys at the expense of girls. The study disclosed that many teachers, parents and society at large not only believe that girls were less interested in academic issues and more easily distracted and interested in unrelated issues like romance and physical appearance.

Yamarik and Seebens (2003) noticed that, teachers perceive that many girls were reluctant to try and excel at science subjects, as this would draw attention to them in ways that would make them feel uncomfortable. Because girls are considered less capable, they often receive less encouragement and are rarely challenged at home or school to strive to succeed in their academic work. Because less was expected of them they also in turn expected less of themselves and were less confident of their academic abilities. Boys on the other hand were said to be “pushed” to succeed because more was expected of them. It was therefore suggested that the society should invest more in education to both girls and boys because more is expected from girls as it is from boys.

In general, the literature indicates that, major challenges to progress in education and training for women arise from persistent gender stereotyping, widespread gender discrimination and negative social attitudes toward girls’ education.

2.5: Conceptual Framework

Below is the conceptual framework that will help to make sense of effects of culture on education for women in Kisarawe.

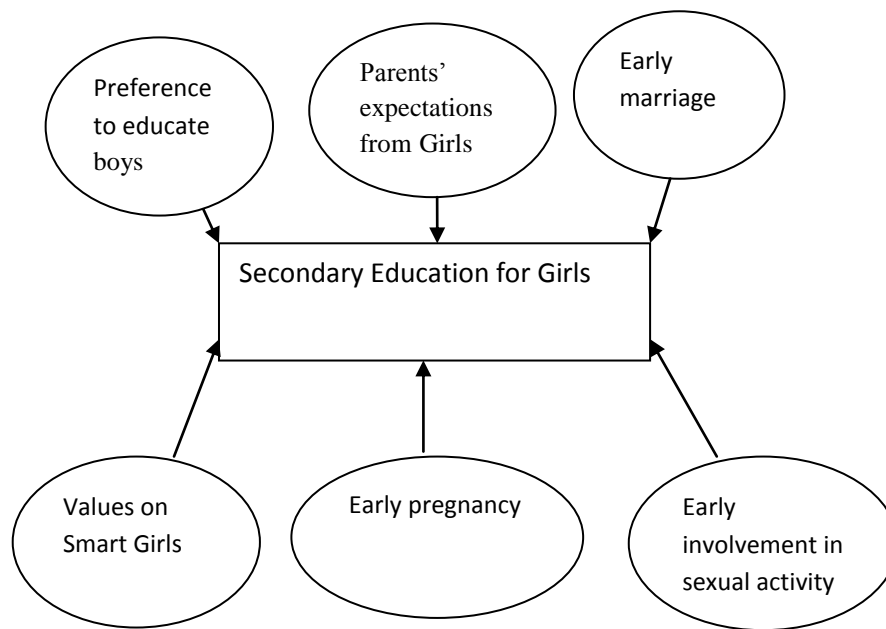


Figure 2.1: A conceptual framework on Effects of culture on access to secondary school education for Girls

Source: Researcher, 2012

2.5.1: Explanation of Variables in the Conceptual Framework

a) *Secondary school education for girls*

This is the central issue of our study which is affected by local cultural values like society's valuation of boys compared to girls, society's expectation of girls, other traditional practices as early marriages which sometimes may be a result of forced marriages and ritual ceremonies which also fuels early involvement in sexual activity.

b) *Parent's expectation of girls*

Traditionally girls have been expected to be mothers and wives, in Africa and in many other parts of the world even in those places where women participate in

productive activities they are still expected to perform their main roles which are being wives and mothers as the researcher have fore- mentioned and that when it happens that women are engaging in activities which are considered to be males centered they are not treated fairly. This aroused the women's movement that emerged in the mid-1960s placed the spotlight on gender discrimination in the workplace, pay inequities and imbalances in other social aspects particularly education opportunities.

c) Preferences to educate boys

In Tanzania, the preference to educate sons is fuelled by the parents' fear of the risk involved in investing in girls' education. The study conducted by FEMSA (2000) revealed that parents are reluctant to invest in their daughters for fear of pregnancy that would force their daughters to terminate their studies. One may briefly conclude that for many parents investing in girls is wastage of money (Hyera, 2007).

d) Early involvement in sexual activity

During initiation ceremonies when the young girls are introduced to adult sexual affairs persuade them to engage in sexual activity earlier than expected. Some of the students who engage in sexual activity lose interest in schooling, as they concentrate on love affairs while others get married.

e) Girls early marriage

Girls have for many years been victims of early marriages even sometimes forced to quit studies so that they could go and get married. Source of all these have been due

to the society's considering that issues particularly education being a mannish thing and hence girls are less considered when it comes to the issue of schooling.

2.5:2 Relationship between the variables

As it has been portrayed above then it becomes evident that, girls' access to secondary school education is attributed by several factors which are centered on the cultural values constructed in Society and these factors are interconnected. As we all know that culture is defined as the totality in ways of lives of a particular group of people residing a specific geographical location, then, such ways sometimes create obstacles toward our social-economic development.

Issues like parents expectation to girls play a great role in understanding the effects of culture on girls' access to secondary education. Also boys' preference is of paramount important in explaining effects of culture on girls' access to secondary school education in Tanzania. As most of girls fail to get education support from their parents and the society, normally they tend to involve in sexual activity resulting to early marriage or early pregnancy.

2.6: Synthesis of Reviewed Literatures

The review of the related literature focused on empirical studies act as a base toward the present study that is "*Effects of Culture on access to Secondary School Education for girls in Kisarawe*", and therefore dominant factors in the reviewed literature indicate that the attitudes and traditions guide female behaviour not to participate fully in academic matters.

The literatures show that in many of the African, Asian and some of the United State areas, women in both matrilineal and matrilineal societies generally do not openly challenge their subordinate position in society or their dependence upon their husband due to local cultural values in their area.

The reviews of empirical studies show that in gender-stratified societies, son preference is a common feature. On the other hand the literatures also show that early marriage is a discrimination against the girl child who as a result of the practice is often deprived of her basic rights to education, development and equality.

Tradition, and poverty have been noticed to fuel the practice of early marriage, despite its strong association with adverse the lack of education of girls.

The literatures suggest that very high level of education is required in order to counter the preference for sons in societies. The higher education of women, through providing them self- reliance, social and economic autonomy, probably has a negative impact on son preference.

The reviewed literatures did not address how the mind-set of the community will be changed toward equal distribution of education resources to various segments in the society. This study endeavours to address some of these gaps by gathering views and information from different groups of society.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research method, approach and design which were adapted during the study. According to Kothari (2004), a research methodology refers to a systematic way applied to solve the research problems. There are two main sections to this chapter, these are; research approaches and research design or strategy. Each section deals in turn with a brief explanation of the reason for the selection of the particular paradigm for this research project.

3.2: Research Design

Tripath (1999) states that, research design is a blueprint for the collection, measurement, analysis of data and the central goal is to solve or explain research problem intended. Kothari (2004) defines research design as a chosen plan for achieving a particular study or research and it gives details on the type of data to be collected and the techniques that were used in data collection. In other words, it constitutes the blueprint for the collection, measurement and analysis of data.

Bazeley (2002) state that; basically, there are different types of research designs where the type and size of the problem being investigated determines the application of each one. Yin (1994) explains that a case study involves a single organization and provides an opportunity for applying different methods of data collection such as questionnaire, interview and observation.

For the purpose of this study, a mixed method approach was employed. That is, both qualitative and quantitative designs were used. Qualitative design enabled the study to get the perceptions of parents and teachers on the effects of early marriage, expectations from girls and notions of smart girls. The qualitative study aimed at comprehending the participant's perceptions rather than achieving statistical power and generalizable findings. Also the reason for selecting qualitative design was due to its theoretical underpinning of qualitative research which assumed a personal view or way of perceiving and interpreting phenomenon. Thus, through qualitative research design it was easier to gain deeper understanding of the participants' ideas, opinion, feelings and actions on the problem under study (Fraenkel and Wallen, 2000). On the other hand, the study employed some elements of quantitative approach including the simple quantified field data such as frequency and percentages in table forms. This was especially used to address the amount of field data obtained through questionnaires.

3.3 Study Area

The study was conducted in Kisarawe District, Coastal Region. Kisarawe is one of the 6 districts found in Coastal Region of Tanzania. It is bordered to the North by Kibaha District, to the East by Mkuranga District, to the South by Rufiji District and to the West by Morogoro Region. According to the 2002 Tanzania National Census, the population of Kisarawe District was 95,614.

Kisarawe is one of the areas among others in Tanzania affected by local cultural values which result into the unequal access to education opportunities among female and male (David, 2009). Unlike other areas in Tanzania and other African Countries,

in Kisarawe most girls are at home occupied with household chores (UNICEF, 2001). In other words Kisarawe is an Educational disadvantaged district because of the existing Swahili culture. According to UNICEF and Helgesson (2001) an area is affected by traditional beliefs that lead into unequal treatment of boys against girls. Also Kisarawe is the nearest area where the researcher minimized transportation cost for the researcher who lives in Dar es Salaam.



Figure 3.1: A Map to show Boundaries of Kisarawe district

Source: Wikipedia, 2012

3.4 Population and Sampling Techniques of the Study

3.4.1 Population

Study population is a group of individuals, objectives or items from which the samples are taken for measurement (Kombo and Tromp, 2006) and to which the results of the study are generalised (Luneburg and Irby, 2008).

The population for this study comprised of all secondary school teachers in Kisarawe district, parents, religious leaders and secondary school students in the Kisarawe district. Teachers constituted the study population because they are obliged to ensure access to education regardless of sex, and hence they provided the most valuable data on issues they perceive as impeding girls and women access to secondary education. Students (boys and girls) were also involved because they are potential and focus of this study. Also parents and religion leaders were part of the population because they are concerned with socialising children from family level and ensuring cultural values are upheld in the society. Therefore a researcher captured rich information about cultural values acting upon girls from those respondents who have mandate of socialization in the society.

3.4.2 Sample Size and Sampling Technique

Generally, a sample can be defined as a finite part of statistical population whose properties are studied to gain information about the whole population (Berg, 2004; Merriam-Webster, 2007). This study involved a sample of 100 respondents: 50 students, 15 parents 15 teachers and 20 religion leaders. A sample of 100 respondents was appropriate because this is the qualitative research using a case study. Therefore a small number of 100 people were able to be used to examine the

issues in depth.

Table 3.1: Composition of the Respondents (Sample)

S/No	Category	Expected no. of respondents
1.	Students	50
2.	Teachers	15
3.	Parents	15
4	Religious Leaders	20
TOTAL		100

Source: Researcher, 2012

Simple random sampling was used to select the number of students and teachers across schools. This technique was used for sampling because according to (Wiersma, &Jurs, 2004), simple random technique provides the participants with equal chance of being selected as independent member of the sample thus helped the researcher to draw conclusions and generalize data to a larger population. Before employing simple random technique, stratified sampling technique was used to select students based on their classes and sexes. Pieces of papers with numbers written separately were mixed up in the basket and the students randomly picked them from each stratum.

Also purposive sampling was used to select head of schools, parents and religious leaders because of their positions and virtual of their responsibilities. This technique was chosen because is easy and relatively less expensive and with no bias of the

researcher, the study revealed good results which are reliable. Purposive sampling starts with a purpose in mind and the sample is thus selected to include people of interest and exclude those who do not suit the purpose. For this matter then the researcher cooperated with head of schools, parents and religious leaders to get an appropriate sample from each category.

3.5: Sources of Data

In this study, two types of data sources were used for data collection which included:

3.5.1: Secondary Data

Krishneswami (2002) explains that, secondary data are sources or data which have been collected and completed for another study. The secondary source consists of not only published records and reports but also unpublished records. Secondary data were collected from library sources, such as, books, dissertations, reports, newspapers, journals and articles, including resources retrieved from the internet.

3.5.2: Primary Data

Primary data is the data collected by the researcher with the intention to be used directly in the actual study (Sekaran, 2000). Primary data were collected fresh from the respondents Enon, (1998) argued that a primary source of data provides the words of witness or first record of an event.

They include a broad range of materials, diaries, letters and other documents produced by the participants in an event, law regulation and records produced.

Primary data were gathered using structured questionnaires with closed and open-ended questions, interviews as well as observations.

3.6 Data Collection Instruments

This study used three instruments of data collection namely: the questionnaire, interviews, and observation. The use of various methods of data collection complemented each other, and according to Yin (1994) a good case study wants to utilize as many methods of data as possible. The use of different methods also helped to verify the reliability of data from different sources

3.6.1 Questionnaires

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Usually, a questionnaire consists of a number of questions that the respondent has to answer in a set format. A distinction is made between open-ended and closed-ended questions. An open-ended question asks the respondent to formulate his/her own answer, whereas a closed-ended question has the respondent pick an answer from a given number of options. The response options for closed-ended questions are exhaustive and mutually exclusive. A respondent's answer to an open-ended question is coded into a response scale afterwards.

An example of an open-ended question is a question where the respondent completed a sentence – sentence completion item (Kothari, 2004; UNICEF, 2006; Merriam-Webster, 2007; Mellenbergh, 2008). In general, questions flow logically

from one to the next. To achieve the best response rates, questions flow from the least sensitive to the most sensitive, from the factual and behavioural to the attitudinal, and from the more general to the more specific.

Questionnaires were employed because of their advantages over some other types of surveys particularly this study, in that they are practical and permit a wide coverage at minimum cost in terms of time and efforts; They are carried out by the researcher or by any number of people with limited effect to its validity and reliability and often have standardized answers that make it simple to compile data. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them and they can be analysed more scientifically and objectively than other forms of research. Large amounts of information were collected from a large number of people in a short period of time and in a relatively cost effective way. The results of the questionnaires are quickly and easily quantified by either a researcher or through the use of a software package (Murphy, 1980; Popper, 2004; Kothari, 2004; UNICEF, 2006; Mellenbergh, 2008).

As a type of survey, questionnaires also have many of the same problems relating to question construction and wording that exist in other types of opinion polls. Questionnaires are inadequate to understand some forms of information for example changes of emotions, behaviour, feelings, etc. Phenomenologists state that quantitative research is simply an artificial creation by the researcher, as it is asking only a limited amount of information without explanation. Questionnaire being a tool of collecting data collection lacks validity and there is no way to tell how much

thought/truthful a respondent is or has put in. The respondent may be forgetful or not thinking within the full context of the situation.

People may read differently into each question and, therefore, reply based on their own interpretation of the question - i.e. what is 'good' to someone may be 'poor' to someone else. Therefore, there is a level of subjectivity that is not acknowledged. There is a level of researcher imposition, meaning that when developing the questionnaire, the researcher is making their own decisions and assumptions as to what is and is not important. Therefore, they may be missing something that is of importance. The process of coding in the case of open ended questions opens a great possibility of subjectivity by the researcher (Murphy, 1980; Popper, 2004; Kothari, 2004; UNICEF, 2006; Yadav and Jain, 2007; Mellenbergh, 2008).

Open-ended questions were also used in which the respondents were required to express their view to the questions asked. This was done through interview questions.

3.6.2 Interview

Interview is a systematic oral technique for obtaining data, directly from an individual. It is a conversation between two or more people, through which information are collected on a particular subject. Thus it can be stated that, interview is an organised or planed conversation with a view to explore the unknown information from the interviewee. Objectives of interview: is to collect information; to assess human behaviour; to help research work; to explore the unknown forces

acting behind a problem; to formulate hypothesis and; to help project evaluation (Campion, M.A. et al, 1994; Pawlas, 1995; Murphy, 1980; Popper, 2004; Kothari, 2004; UNICEF, 2006; Merriam-Webster, 2007).

The major advantages of interview method of data collection includes that it is a useful tool in collecting unknown information on a specific subject, also helpful in exploring or finding out the actual reasons behind the problem especially in business to help executives solve different types of problems. Through planned interviews also, detailed information was collected which enabled proper analysis of a problem. Furthermore abstract factors like attitudes, feelings and opinion were successfully evaluated or analysed through interview. A historical matter was studied by interviewing eye-witnesses and observers. One of the major advantages of interview is flexibility. That is depending on the situation it can be framed differently. To find the fact, cross checking questions was included in an interview. Interview is a direct method for collecting data in which personal barriers are eliminated. As a result findings of an interview are reliable.

Feasibility, economic viability and other aspects of a new project can be evaluated through interview (Campion, M.A. et al, 1994; Pawlas, 1995; Murphy, 1980; Popper, 2004; Kothari, 2004; UNICEF, 2006). Disadvantages/limitations of interview include issues like the possibility that interview process can be influenced by the biases of the interviewer. Preparation for the interviews, conducting interviews and interpretation of the responses requires much time which makes the interview method become more time consuming. Generally interview method is

expensive also because interview is a systematic process of data collection and that success of this method depends on the efficiency of the interviewer. Thus inefficiency of an interviewer can lead to misleading results.

Personal matters may not be revealed by interview method (Campion, M.A. et al, 1994; Pawlas, 1995; Murphy, 1980; Popper, 2004; Kothari, 2004, Mellenbergh, 2008). Generally, interview is a very effective means to solicit information. In business, interview is not only used for selecting appropriate candidates, rather it is also used for market survey, for investigation problem in the markets or to evaluate the satisfaction level of consumers (Pawlas, 1995).

Interview was employed in this study and it was helpful to parents and religion leaders who were not able to read and write. Again using interview enabled the researcher to capture the feelings of respondents as they expressed themselves when answering the questions; these feelings were expressed in one's tone of speaking which couldn't be captured by a questionnaire.

3.6.3 Observation

Observation is an act or instance of noting a fact or occurrence often involving measurements. Among many qualitative methods used for assessment, observation method is a very strong and basic framework that gives crucial credibility to an assessment study. Observations allow us to recognize 'hidden' problems or a discrepancy between what people say is happening and what is actually happening by involving the direct observation of phenomena in their natural settings. (Kothari,

2004; UNICEF, 2006; Merriam-Webster, 2007).

Other major advantages of observations includes that directly observation of an event population or institution, the researcher is able to understand the context within which actual progress is being made in terms of achieving specific indicator. First-hand experience allows the researcher to be inductive in his/her approach, that is, one can use what is observed to identify common patterns. The researcher has the opportunity to see things that may routinely escape the conscious awareness among participants, but these may be significant in whether or not an indicator is truly being achieved. The researcher learns important information about aspects that respondents may be unwilling to talk about in an interview. The researcher gains information that otherwise would not be available. Observation permits the researcher to move beyond the selective (biased) perceptions of others. One takes information and form impressions that go beyond what can be fully recorded in even the most detailed interview notes.

This reflection and introspection aid in understanding and interpreting what you are assessing (Kothari, 2004; UNICEF, 2006). One major disadvantage of the observation method is that when participants know that they are being observed, they try to act the way that they want you to see them, rather than behaving normally. In other words, they try to act 'like they are supposed to act' rather than how they normally act. One of the ways to deal with this issue is to try and observe participants as many times as possible, rather than only one time. By observing many times, those who are observed are constrained to act as they normally would. They

also become more relaxed in having you in the field. You can also ask others whether your observations appear to be ‘usual’ or ‘normal’ ones that they also see (Kothari, 2004; UNICEF, 2006).

Physical observation has the advantage of supplementing the findings obtained through questionnaires and interviews. Thus, the study utilized the observation method to benefit of its advantage. Activities that were observed included; observing admission records of girls as compared to that of boys in the particulars schools. Also observed activities done by girls after school hours when they get home compared to those done by boys.

3.7 Data Analysis

As the purpose of this study is to develop themes regarding the perspectives of parents, teachers and religion leaders; it was necessary to choose the most suitable methods of data analysis to ensure that the data are treated thoroughly and the conclusions drawn are substantiated.

Miles and Huberman (1994) developed a model of data analysis (Figure 2) that assisted the researcher by providing a visual reference as to how data can be tackled. From diagram3.2 the model presents analysis as a continuous, iterative process involving four phases that constantly impact upon each other and are carried out simultaneously. This interactive model’s components include data collection, data were reduced by selecting, focusing, simplifying, abstracting and transforming and coding the data. Data from questionnaires were displayed through tables. Also data

were verified, which in this case means drawing conclusions from the findings interpreting and discussing what the study findings mean. Those data obtained from interviews and observation were analysed using data reduction technique (Miles and Huberman, 1994)

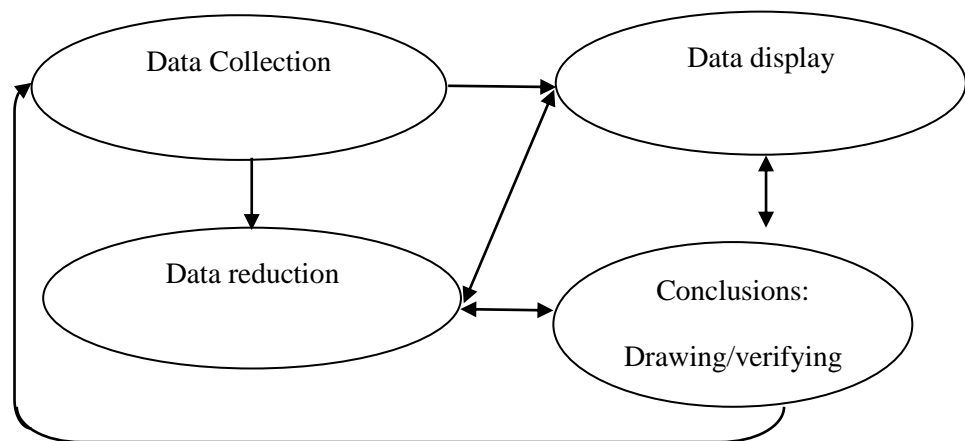


Figure 3.2: Components of Data Analysis: Interactive Model

Source: Miles and Huberman 1994

Data were checked and analysed whereby tables were used to summarize the data. Furthermore qualitative data were analysed using thematic approach in which recorded interviews were classified and organised according to key themes, concepts, and emergent patterns. Enon, (1998).

Data were sorted and grouped together under patterns that were more precise, complete, and generalizable. Finally, data were summarised and synthesised, retaining (as much as possible) key terms, phrases and expressions of the respondents. In order to ensure the quality of results, data were triangulated to allow comparison across sources and different categories of stakeholders and subsequently discussed for final interpretation and presentation.

3.8 Validity and Reliability of the Data

The researcher considered validity and reliability in order to obtain meaning and unbiased results.

3.8.1 Validity of the Data

Validity is the ability of the study to measure what it claims to measure. Validity is thus a measure of any kind that measures all of what it is supposed to measure (Merriam-Webster, 2007). The research study measured what it was supposed to measure and the study findings accurately measured what they were set out to measure, thus both instruments employed and data obtained are valid.

The pilot study was conducted at Vingunguti Secondary School in Ilala Municipality. The sample comprised of two (2) teachers and eight (8) students of form one, form two, form three and form four, two from each class (a boy and a girl). In this pilot study the researcher used the responses to determine if there was sufficient variation in the responses, and if the language and the concepts used were clearly understood.

The pilot study also aimed to check if the participants were able to answer the questions easily; if the format was easy to follow; if the flow of information was logical and if the instrument could be completed in reasonable amount of time. The questionnaires were given to the teachers and students carefully selected during the pilot study to judge how well the instruments are free of ambiguity. The teachers and students managed to give insights into the questions and in the light of their

decisions and feedback, the questionnaires were modified and distributed to the respondents. This process was undertaken to ensure content validity of the instruments. Fraenkel and Wallen (2000) argue that; an instrument is said to possess content validity if its scales are representatives of all aspects of attributes being measured. Normally, content validity is evaluated using a common judgment in which everyone agrees as to what elements constitute adequate coverage of the problem.

3.8.2 Reliability of the Data

Reliability is the ability to obtain similar results by measuring an object, trait or construct with an independent but comparable measurers (Enon, 1998). From this juncture, the researcher's fellows were asked to tell in their own words what specific terms mean. This ensured that the respondents interpreted the items in the instrument in the same way each time they read them. This process produced findings among groups which were similar in all applicable respects because the items with unclear meaning to the respondents were identified and adjusted. To get reliable data researcher also ensured reliable research instruments, this was attained by ensuring that instruments like questionnaires were tested before being fully applied into the study. This was also done by testing the instruments (questionnaires and interviews) to the same individual with the same questions over a relatively short period of time and checked their correlation.

3.9 Ethical Consideration

The study considered all fundamental research ethics where confidentiality was ensured to all participants, protection of research participants from any harm resulted

from information given out in the field was observed too. All transcripts and notes were stored in a lockable cabinet at the researcher's home.

Participants were informed about procedures, risks and benefits of the research and gave their consent to participate in investigation and that no information from any interview was disclosed to other people. Names of participants were disguised as were names of schools, that is to say no names of any respondent appeared on the questionnaire. Permission was sought from the office of human factor at Open University of Tanzania. In the field, permission was sought from individual heads of schools.

CHAPTER FOUR

4.0 RESEARCH FINDINGS PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents research findings, collected from seven (7) secondary schools in Kisarawe namely; Masaki, Masanganya, Maneromango, Kiimani, Kisarawe Junior Seminary, Chanzige and Malumbo. Seven students were selected to represent other students in each school except in Chanzige secondary school where eight students were selected. Three teachers were selected to represent other teachers in Masaki, Maneromango and Malumbo Secondary school while two teachers were selected from Chanzige, Kisarawe Junior seminary, Kiimani and Masanganya. In each school, four (4) girls were selected to represent other girls while three (3) boys were selected to represent other boys except in Chanzige secondary school where the number of selected boys were equal to that of girls.

In this study three classes were involved, these were form one, form two and form three. Form fours were not involved because they were preparing for form four national examinations. The study also involved fifteen parents among them eight were women and seven were men all being aged between 35-68 years. Other respondent in this study were religious leaders from different groups. In this category number of men exceeded that of women. Among twenty (20) religious leaders 15 were men and remaining five (5) were women. The age of both men and women were between 35 – 70 years.

Table 4.1 Cultural Perceptions about Girls Education

	Statements	Students N=50				Teachers N=15				Parents N=15				Religious Leaders20			
		A		D		A		D		A		D		A		D	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Girls should marry young to be better wives and mothers.	37	74	13	26	8	53.	7	46.	9	59.9	6	39.	1	80	4	2
	Parents fear of their girls becoming old if they (girls) attend secondary education	39	78	11	22	8	53.	7	46.	11	73.6	4	26.	1	85	3	1
	If a girl is more educated will not get married	31	62	19	38	4	26.	11	73.	10	66.6	5	33.	1	55	9	4
4	Educated girls are normally lazy and are not obedient		24	38	76	4	26.	11	73.	5	33.3	10	66.	9	45	1	5
5	Brothers should be more educated to take care of old parents	43	86	7	14	11	73.	4	26.	8	53.3	7	46.	1	80	4	2
6	Parents do not benefit much from their daughter's education	23	46	27	54	5	33.	10	66.	10	66.6	5	33.	1	50	1	5

Source: Field Study, 2012

The respondents were presented with statements that required them to respond according to their knowledge. These statements are as in Table 4.1. The findings are arranged in relation to the specific research objectives and research questions

developed in chapter one. The study sought the respondent's perception on the beliefs about girl's education. A questionnaire was used with statements that required responses in Likert Scale of agree (A) and disagree (D) as shown in table 4.1.

The main findings of the study in the general table above show that many respondents agree that girls are negatively treated in Kisarawe district. Majority of the students, parents, teachers and religious leaders reported that in Kisarawe girls get married young because of the reasons that they will become better wives and mothers. It is also stipulated in the table that fear of becoming old when a girl attends Secondary education is among cultural reasons which impede secondary education for girls.

Also from the general table above, respondents agreed that the society has the belief that if a girl is more educated will not get married and she will become lazy. Contrarily to other respondents, many teachers disagreed from the assertion that if a girl is more educated will not get married and will become lazy. This is because of their experience that educated girls get married and are hard workers with a good living standard. Furthermore the findings show that parents have less expectation of their daughter's education than that of boys as the majority of respondents' reported that boys are educated to take care of their parents at old ages unlike girls who are expected to benefit other families.

The following are the information reported by respondents in the sub – headings as per research objectives. The first objective of this study sought to explore the

perceptions of teachers, students, parents and religious leaders on the issue of early marriage to girls. The responses were organized from questionnaires, filled in by students, teachers, parents and religious leaders and the findings are here under presented. The question was: What are the most common challenges that girls face as they pursue Secondary education?

Table 4.2: Responses of Teachers, Students, Parents and Religious Leaders on the Issue of early Marriage

	Statements	Students				Teachers				Parents				Religious Leaders			
		A		D		A		D		A		D		A		D	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Girls should marry young to be better wives and mothers.	37	74	13	26	8	53.2	7	46.6	9	59.9	6	39.9	16	80	4	20
2	Parents fear of their girls becoming old if they (girls) attend secondary education	39	78	11	22	8	53.3	7	46.6	11	73.6	4	26.6	17	85	3	15

Source: Field Study, 2012

Responding from the question, more than half per cent of students i.e. 74% pointed that early marriage is an issue on girls educational opportunities as the society believes that a girl who marry early becomes better wife and mother. On the other hand 26% did not agree with the assertion that early marriage is an issue in Kisarawe

district. In line with early marriage, the majority of the students i.e, 37 (78%) of students reported that some parents fear their daughters will become old if they attend secondary school education. In this assertion also 13(22%) as well did not accept with the assertion. This shows that there is still a portion of the society which thinks that early marriage is not a good culture though they are few compare to those who encourage girls to get married in tender ages.

On the assertion about girls marrying young to be better wives and mothers, 8 (54%) of teachers concurred with the statement while 46% did not agree. Also 54% of teachers agreed with the statement that parents fear of their girls becoming old if they attend secondary education while 46% did not agree. Large percent of teachers agree that in Kisarawe girls get married young as they fear to become old. Getting married in tender ages looks a normal issue to many girls and their parents.

Study findings have also revealed that 9(60%) of Parents agree to the assertion that girls should marry young to be better wives and mothers, while 6(40%) disagree. Also 70% of parents agreed from the assertion that if girls attend secondary education they (girls) become old. In this assertion only 30% of parents did not agree. Therefore from both first and second assertion a large number of parents agree with the statement depicting that in Kisarawe many parents have negative perception about educating their daughters for most of them think early marriage is better.

The study found that 15(60%) of religious leaders agreed from the existence of cultural belief that girls are expected to marry young to be better wives and mothers, while 5(40%) did not accept on the dominance of such cultural belief. Also 70% of

religious leaders concurred with the assertion that parent's fear of their girls becoming old if they attend secondary school education while 30% did not agree on the assertion.

Following the interview schedule with the students regarding the most common challenges that girls face as they pursue secondary education, the following were reported: Firstly, the majority of students mentioned early and forced marriage as among of the dominant factors hindering or facing girls when pursuing Secondary school education. Explaining about the issue of forced marriage one of the students suggested that the government and relevant stakeholders should make sure that parents as well as other community members are provided with enough education about the disadvantages of forced marriage to their daughters. Highlighting the point, one of the students pointed that there are parents whose plan is to influence their daughters to marry immediately after they have completed their primary education. This student had these explanations on challenges that girls face as they pursue secondary education:

It is easily to the family to ignore the effort made by girls as they try to pursue secondary education and instead most of them influence their daughters to leave studies and get married to already prepared men. We are often encouraged by teachers to study hard and complete our studies but because of various problems facing us especially external influence of aunts and other parents make most of students not achieve their goals. My advice is to the government leaders and other educational practitioners to ensure girls are no longer being forced to get married, instead education

should be imparted to the entire society.

Moreover, distance to school was blamed as another challenge facing not only girls but also boys. According to student's explanations, girls were found to be more affected by this situation because men and even their fellow school boys tend to influence girls to engage in sexual activity with men with the promises of provide money to assist them as exemplified by the following:

Living far away from school is a challenge to many girls. One is easily seduced by men with all kinds of promises. On the way to school and from school to our homes there are so many problem facing students especially girls, some of them have been raped while others are being seduced by men.

Students suggest that distance from home to school is a challenge to girls. One student added that the presence of dormitories would help them to use more time in studies instead of using more time to travel to and from schools, he said:

The lack of hostels cause us to lose much time on the way either to school or to our homes, the government should ensure both girls and boys are provided with houses to stay around the school area.

During interview session with teachers, most of responses mentioned pregnancy as a barrier to girl's studies. One teacher reported as follows:

Zaramo girls of Kisarawe district participate in initiation ceremonies where gifts are provided to those of marriageable age. In addition, most girls remain absent from school for number of days or sometimes months. It is during these seasons when many girls get pregnancies and worse

enough other girls become married or forced to get married in these ceremonies.

On the other hand, teachers reported that unlike boys, a girl child's education is interfered by the influence from relatives especially grandmothers who often consider marriage and domestic works for adolescence girls as more important than school as quoted from one of the teachers bellow:

Girls are forced to leave secondary education so that they can get married. Grandmothers in Zaramo have such power to influence and intrude to the educational progress of girls in many secondary schools. In addition girls are forced to shoulder the responsibility of rearing children and taking care of family at a very early ages something which marks an end of their studies.

Talking about the challenges that girls face in his school, one of secondary school head master said that there were many girls who were able to continue well with their secondary education studies, but they have been expelled while others have left school due to pregnancies. He explained that;

Given the kind of life the girls live, some parents and relatives tend to pressurize them to get married or get pregnancy so that they may freely leave secondary education without quarrel with the government. In this school some have been dismissed from studies while some tend to leave studies immediately after discovering that they have conceived or became pregnant.

One of the parents who was also a religious leader explained the issue of early marriage in relation to Secondary education opportunities, saying:

“Before shifting to my own house, I was renting in this district; I observed my landlord forcing a form two girl of 15 years old to get married to a man who was about 40 years old”.

From these findings, it is clear that many people in Kisarawe believe that early marriage is better to the girls.

More number of respondents that are students, teachers, parents and religious leaders agree to the assertion that girls should marry young to be better wives and mothers. The study found that women enter early marriage due to reasons like forced sexual intercourse, poverty, forced marriage and above all society’s negative perceptions about girls. This view is supported by Nuruddin, (2002) study on perceptions of early marriage among women who married early in Barangay and the suggestion of educating people about the consequences which face a girl who marry early.

This section shows that, factors like initiation ceremonies and forces from relatives tend to influence girls to engage in early marriage. Also factors like distance to and from schools and negative perceptions of society on girl’s education were seemed to be obstacles to girl’s education. Building dormitories to accommodate both girls and boys was among the proposed solutions toward overcoming pregnancies and early marriage to secondary school girls. Also educating society on the importance of education was pointed as another solution to make girls achieve their potentials.

4.3 Cultural Values of Smart Girls

The second research question sought views of teachers, students, parents and religious leaders on cultural values on smart girls. The question was: Do parents considering girls as important as boys when making decision on who to send to school?

Table 4.3: Responses of Teachers, Student, Parents and Religious Leaders on Cultural Values of Smart Girls

Statements	Students				Teachers				Parents				Religious Leaders			
	A		D		A		D		A		D		A		D	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
If a girl is more educated will not get married	31	62	19	38	4	26.6	11	73.3	10	66.6	5	33.3	11	55	9	45
Educated girls are normally lazy and are not obedient	12	24	38	76	4	26.6	11	73.3	5	33.3	10	66.6	9	45	11	55

Source: Field data (2012)

Findings of this research question as presented in the Table 4.3 indicate that 31 out of 50 students (62%) agree with the assertion that if a girl is more educated will not get married, while 38% did not accept. 4 out of 15 (27%) of responding teachers and 10 out of 15 (67%) parents reported that more educated girls do not get married while the large number of 11(73) of teachers and small number of 5(33%) parents were found to disagree from the assertion. Religious leaders' responses also show

that 11 out of 20 (55) agreed and 9(45%) did not agree from the assertion. Also data in table 4.2 indicate that 12(24%) of responding students agree from the assertion that educated girls are normally lazy and are not obedient. Responding to this assertion 4(27%) teachers, 5(33%) parents and 9(45%) of religious leaders accepted that educated girls are normally lazy and are not obedient while 38(76%) students, 11(73%) teachers, 10(67%) parents and 11(55%) religious leaders did not agree from the assertion.

“Our society is still proud of boy’s education.” This was mentioned several times by teachers. In this item teachers were asked “Do parents consider girls as important as boys when making decision on who to send to school? This was an additional question. On this, one of the teachers had this to say: *The society does not see the importance of girl’s education yet now. Any educational opportunity once it happens, boys are given first priority and not girls.* One of these teachers recommended that; *if parents and the society at large do not change their mind set, the war against gender imbalance cannot be achieved and thus the big gap in all sectors will remain for a long time.* The responses in the interview correspond to that reported in the questionnaire (see table 4.3).

During interview with students, it was detected that, girls were bitter about the cultural perspective on their education. The following quotation justifies this:

Once you ask boys and men the issue concerning who is favoured between a girl and a boy or who to send to school, many of them will not be ready to express the truth but women and girls who have been and are still testing the

bitterness of existing bias will tell the truth.

Explaining why many men cannot tell the truth, she said that most of them think that gender issues normally are dealt with, by woman and not by men.

From the findings in table 4.3, it is vivid that more than half responding students accepted that brothers are more preferred in educational issues and the major reason noted during interview was that daughters are just passing by, therefore education is stressed to boys for they are expected to be permanent member in their family of original something which is easy for their parents to get assistance when they become old unlike girls who will get married and shift to other family.

Another student noted that teachers advice girls on what subjects to take, normally girls are advised to take arts subjects while boys are being told to take on science subjects. This is evidenced from the following quotation:

Many girls are found in arts streams not because they like it or they cannot do science. They are advised while boys are advised to pursue science subjects.

However it was revealed that apart from teacher's advice about girl's and boy's subjects, girls also seemed to blame their relatives and parents for providing them with so many domestic roles which make them to achieve poor marks in subjects that need high concentration and much time including Mathematics and Science subjects as noted below.

But I cannot blame teachers. Girls do not have much time to concentrate in education as boys. They are expected to take care of home but not the boys.

It was recommended that, buildings such as dormitories and other accommodations for girls to minimize such occurrences from happening to many girls are necessary and should be built. On the other hand they advised that it is the duty of every individual to ensure girls safety when they are in school environment and at home as well.

“The government and other non-governmental organisations should concentrate resources towards the disadvantaged groups including girls and other students who cannot afford to struggle fighting for education by their efforts especially giving accommodations necessary to enhance their studies” Added one of the religious leaders.

“Education of young girls is basic to their empowerment and improving their social and economic status. It is also the means of attaining equity with males”. Reported by one of the parents who is also a retired secondary school teacher when answering the question during interview which asked; “do parents consider girls as important as boys when make decision on who to send to school? However, she explained that the situation is vice versa in Coastal region which she named it in Swahili as ‘*Mkoa wa Pwani*’. Clarifying more about her statement, she said:

Many parents do not educate their girls because of patriarchal impact dominating in our area where men are taken as heads and therefore even young boys are purposely prepared through education to be future leaders of

not only families but also the entire society while it is not possible for girls to be purposely prepared for future leadership positions in this society. This situation has affected girls in all aspects that are economically, politically and socially.

Apart from the above reported negative attitudes to girls, the x-teacher also pointed some of the merits obtained as the results of educating a girl. She said:

“When a girl is educated, she acquires new goals that help her postpone marriage until she is ready. She eats better; takes better care of her body; and, eventually when she marry, she takes better care of her family”

To ensure girls complete their studies, teachers pointed that society in general should give mutual support to the efforts made by schools through encouraging girls that they have to study hard in order to be in good positions of employment at the future days. Furthermore, they suggested that education concerning gender issues should be provided in schools like other subjects so that students can understand that men’s and women’s roles are sometimes constructed by community members. And such roles can be performed by any one either man or woman unlike nowadays where girls are encouraged to perform domestic education while boys are encouraged to study hard in order to perform better. Such a response was dominantly reported by teachers who said that:

Teachers are usually able to identify smart girls and boys when they are studying, and always try to make sure that both boys and girls continue to perform and complete well. Lack of gender education is a disaster to girl’s

education because the society tends to keep girls doing domestic works as the result many fail to complete their studies and even those who complete do not perform well. The government should introduce gender education in schools to make people and students in particular understand that everyone has the right to participate in social issues like education regardless of one's sex.

Also teachers reported that ability of smart girls is sometimes diminished during adolescence. In this period, parents especially mothers and aunts tend to be very closer to their daughters teaching them how to stay with their expected husbands. Moreover teachers added that during adolescence period many girls leave schools in order to attend initiation ceremonies which often results into their early marriages hence marking an end to their studies. Below is a quotation from one of the teachers:

“ The nature of informal training encourages the young girls to engage in sexual activities. They are sometimes encouraged by their mothers to do so for the desire to prove their motherhood or their sexual competence, that is, if they can manage to sexually satisfy men. The result has been bitter enough for those who get pregnant because that will be the beginning of the end of their schooling...”

In addition, one of the teachers explaining about obstacles facing smart girls when pursuing their studies in secondary education said:

“I think our society's socialization sets peoples' attitude that girls are weak and therefore this makes them feel and accept that situation hence the most of

them hide their talents. If it happen a girl to be achieving high performance in class or other school activities, it is common for members in the society to say she is luck and find a boy or man to marry her.

This means that a great effort is required to encourage girls who excel in their academic issues while discouraging any member of the society who seem to go against with girls effort in academic through education which must focus on the advantages of educated woman and the vice versa.

From these findings it appears that more number of girl children remains at home without joining Secondary education and even those who are already in studies, they are discouraged by their parents and community members because of negative expectations that girls are less capable academically than boys, this is also concurred by Yamarik & Seebens (2003). Parents and society at large not only believe that girls were less interested in academic issues and more easily distracted and interested in unrelated issues but also girls receive less encouragement when they perform higher than their counterparts. From this view it is difficult for a girl to be given equal chance to participate in educational opportunities regardless her smartness.

In this section, the findings reveal that families prefer to send boys to school than girls. It was also revealed that some families depend on their daughter to find income including food for them and their families resulting to failure in studies. Also it was narrated that, girls who perform well in their studies are denied to continue with their education especially secondary education because of the Patriarchal system

dominating along Coastal region and Kisarawe in particular. Gender education was suggested by respondents to be provided to both men and women as a solution to foster development for each member will be aware of the prevailing opportunities hence fully participation in every aspect will be an order of the day.

4.4. Parent's expectations from daughters

Table 4.4 Responses of Students, Teachers, Parents and Religious leaders on Parent's Expectations from daughters

Statements	Students				Teachers				Parents				Religious Leaders			
	A		D		A		D		A		D		A		D	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Brothers should be more educated to take care of old parents	43	86	7	14	11	73.6	4	26.6	8	53.3	7	46.6	16	80	4	20
Parents do not benefit much from their daughter's education	23	46	27	54	5	33.3	10	66.6	10	66.6	5	33.2	10	50	10	50

Source: Field data (2012)

This study also sought to find societal and parents' expectations from daughters. The major question was: Do parents consider girls as important as boys when make decision on who to send to school?

From the Table 4.4, it is clear that more than half students i.e. 43 (86%) reported that brothers should be educated to take care of old parents while 7(14%) did not agree. 11 out of 15(74%) of teachers, 8(53%) of parents and 16 which is equal to 80% of religious leaders accepted from the assertion while the minority of 4 (26%) of teachers, 7(47%) of parents and 4(20%) of religious leaders did not agree. Also in the table 4.1 the findings indicate that 33 which is equal to 46% of students, 5(33%) of teachers, 10(67%) of parents and 10 which is equal to 50% of religious leaders agree from the assertion that parents do not benefit much from their daughter's education. In the same assertion, 27(54%) of students, 10 (67%) teachers, 5 (33%) parents and 10 (50%) religious leaders did not agree with the assertion.

In Kisarawe, parents and societies expectation is that a girl should marry and has children regardless of her smartness in academic matters and sometimes than her brothers. The value of a girl and a woman is not taken into consideration when making decision of sensitive issues concerning people's lives. In this area, women are not only down looked in academic issues but also in other issues like economic and political issues. This is evidenced from the following quotations:

I don't expect that women to help men to make changes in any aspect.

Even those girls who are sent to school is just because people fear the government. Coastal dwellers are not ready to send girls to school.

The finding also noted that, in Kisarawe district, parents do not support and recognise the educational effort made by girls at various levels instead boys are not only recognised but also encouraged to study hard for they are the ones to take over

the leadership in society. Due to this cultural expectation, girls do not strive to perform in education because there is no any recognition for their effort. The following sentence is an example of many relating statements obtained from interview questions:

We encourage boys to pursue studies in different levels purposely because they are expected to be leaders to lead all people and not a woman. Girls are expected to be good mothers and not leaders; therefore they must be educated on how to look after their children and above all to receive directives from their husbands. This doesn't need secondary school education.

It was also learned that parents would simply refuse to educate their female children at secondary level to avoid risks, which was “becoming pregnant”. Therefore expectations of many parents were that, investing in female education is simply a waste of money. In explaining more about this point one parent had this to say:

“.. Marriage is the only issues expected for our daughters in our society. have never experienced a successful female child in her studies from our Village. Unlike male counterparts, very few female students finish their schooling without pregnancy. I do not think of spending the little money I have for my daughter's education. I know she will not bring back education, but pregnancy... the vivid example is my brother who has already tested the bitterness from her two daughters who got pregnancy during schooling” and they are no longer students.

With these views, one would argue that parents have negative expectations toward girls' education. For these parents, paying for their daughters' education is not a reliable investment. The parents believed that the sons' education was a better investment than that of the daughters. The parents' negative expectations have adversely affected the schooling of their daughters by neglecting their school requirements.

The findings reveal that parents still believe that marriage and other domestic responsibilities are the best options for female children. They also believed that sons are responsible for the care and welfare of a wife and the children in the family. This suggests that a daughter does not need secondary education because her future husband will look after her. This is why, when families face critical economic problems, girl's education is rejected by expecting men to solve the problem.

It was also learned that parents feared to prioritize girls' education because they appear to lose control of their daughters after marriage and can no longer command them. These findings support arguments by (SIDA, 1998; Mbilinyi, Mbughuni, Meena & Ole Kambaine, 1991) that Tanzanian girls and boys are unequally treated because boys are considered as permanent members of their families of birth, justifying their right to inherit family properties and take care of their parents in old ages. Girls, by contrast, are expected to get married and there after abandon their families of birth and serve their husbands.

On the other hand, some parents rejected the idea that sons enjoy the preference of parents with regard to schooling. They believed that, no parent would dare to discriminate against his/her own daughter or ignore her right to education. These parents said, they encouraged their children of both sexes to education, although there was a problem of inequality among students in secondary education acquisition, which they said was the girls own problems such as lack of interest in education and not because of the biased expectations among parents. For this reason, parents do not see the reason why girls should be considered for secondary education.

In explaining this concern one parent said:

I wonder why our daughters do not access and successfully complete their secondary school education. My daughter did not like to join secondary education after completing her primary education. Our expectation was to support her in pursuing secondary school education. I think she did not see the importance of secondary education to her”.

These views imply that female role models were important in motivating female students to join and remain at school until they complete their schooling. The respondents were able to mention names of some female students they know from their areas who failed to join secondary education and those who did not complete their studies due to pregnancy. That is why the parents in some societies would prefer to educate boys at the expense of girls (Hyera, 2007).

On some occasions, the parents strategically invest in boys because they expect more returns from the male children than the female children. These findings are consistent with (Malekela, 1994: UNICEF, 2005) arguments that some parents are reluctant to invest in their daughters' education. The studies revealed that in some African traditions parents lose control over their daughters after marriage (Malekela, 1994). This suggests that parents do not expect economic returns from their daughters, who are now under the control of their husband's families. In Mali, girls education is considered as a lost investment simply because, after marriage, parents are not expected to benefit from their daughters, thus educating female children is no different from somebody who is "watering a neighbour's tree" (Raynor, 2005 and Hyera, 2007).

The answers from the respondents reveal that each group that include students, teachers, parents and religion leaders concur that parents and society at large have negative expectation of girls. Dominance of the cultural belief that boys should be more educated because they are expected to take care of old parents is common in society. The findings also revealed that the attitude of members in society hampers the achievement of girl's education. It is clear that many people think that investing in girl's education is deemed as economic loose instead, investing in boys education as supported by UNESCO(2003).

4.5 Summary of the Findings

The first section shows that early marriage is the obstacle to education provision in Kisarawe district especially secondary education. The second section shows that

girls who perform well in their studies and educated ones are cornered with negative perceptions in society as it has been revealed in the findings. The last section shows that patriarchal dominance has precipitated into boy's preference and hence affecting girls in education acquisition. The major findings for this study show that parents, students, teachers and religious leaders agree that cultural belief is a menace to girl's education development and general development. Specifically, these findings indicate that early and forced marriages, poverty as well as negative attitudes toward women and girls under patriarchal system are obstacles toward girl's education opportunities in Kisarawe district. Of all these factors which impede girl's opportunities and education in particular, poverty is the catalyst which makes parents to force marriage to their children and girls to get married early.

World Bank (2002) noted that woman entered early marriages due to reasons like poverty, forced marriage, love, sexual desire, have their own living, freedom from bondage of strict parent and influence of friends and peers.

In this study the researcher noted that, pregnancies also may cause girls to get out of academic ground hence number of illiterates and uneducated woman in society is possibly to increase drastically.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter discusses the findings of this study. The purpose of this study was to examine the perceptions of people on secondary education for girls in Kisarawe District in Coast Region. Based on the perceptions of teachers, students, parents and selected community members, this study showed that the perceptions of people on secondary education for girls directly affected their access, performance and completion of secondary education. These participants did blame cultural norms and beliefs about the role of girls and women in society, which seem to influence people to have bias between sons and daughters.

As a matter of fact, many of the respondents in this study stated that there is a belief that boys have better responsibility in society and this belief influence their decision when it comes to sending and supporting their children in secondary school. They also believed that changing people's mindset and building dormitories for girls would improve girls' persistence and completion rate in secondary school.

From these participants' perspective, culture, that is, the notion that there is one sex that is of more value than the other shape people's attitude towards the way they treat and support their children. As one participant stated,

“I don't expect that women to help men to make changes in any aspect. Even those girls who are send to pursue secondary education is just because people fear the government.

Coastal dwellers are not ready to send girls to school”

Many participants echoed that same sentiment. They thought that parents send their daughters to school not on their own volition, but from fear of being fined or jailed.

The findings led to the conclusions that cultural beliefs about the value of girls and boys as well as their role in society, shape people's thinking that girls are only good for marriage and for raising children and taking care for husband and family. All of these perceived qualities affected the level of parents' motivation to send their daughters to secondary schools. Likewise, this also shape the way girls are treated in the family and in the community and society at large.

Cultural perspective on secondary education for girls in turn led to many other aspects that contributed or hindered girls' performance in secondary education. These participants strongly believed attitude that, girls are weak and in turn this makes girls to feel and accept that they are weak. They believed girls' belief that they are weak academically makes them demotivated and thus fail in their final examinations.

5.2. Conclusion

The study concludes that, successful implementation of policy relating to gender balance in our society is not yet achieved; early marriage is still a menace to girl's Secondary educational opportunities in Kisarawe. According to the findings obtained

in the study it becomes evident that there exist cultural views that girls, regardless their smartness are not as of value as boys. This perception leads into boys been favoured by parents when it comes to make a decision on who to send to school. Much of these perspectives shape people's thinking that boys have to be educated so that they can take care of parents when they get old. This implies that some parents believe that there are no benefits from daughters than taking care of them for the benefit of other families when they get married.

5.3. Recommendation to teachers, parents and other community members

- i. This research should be of significant importance to teachers, parents and other community members.
- ii. The study showed the consequences of having negative perception about girls' education, which also affect girls' perception of their abilities in school.
- iii. Teachers, parents and other community members should actively work on and try to educate others on the negative effects of cultural perception about girl's education in Kisarawe.
- iv. Kisarawe people should appreciate the energy that the government put into education for all (EFA). The positive perception on girls' education, the positive attitude on girl's abilities in education should be encouraged by society.

5.3.1 Recommendations to the Government

- i. The government as the central operating machinery should promote gender equality in all sectors with a goal to influence positive thinking of

its people on gender-related issues.

- ii. This should be done through enacting laws and use mass media to expand the message of equality in education and other aspects among men and women to all the people over the country.

5.3.2 Recommendation to Non-governmental Organisations (NGOs) and Other Institutions

- i. NGOs and other institutions should also work with the government to campaign for gender awareness and equality in the country.
- ii. NGOs should also support in extending knowledge about gender equality by setting up workshops, seminars and meetings intended to promote and educate the society about gender equality and its benefits to the society and the economy. The focus may be schools both those which are in urban centres and those in the peripheral areas.
- iii. Also NGOs should influence the government to come up with scientific evidence to guide gender – related leading operations in Tanzania and Africa at large so that every individual person to be conscious and hope to bring the voice of the poor men and women from urban and rural area where many people especially women cannot air their voice.

5.3.3 Recommendations for Further Research

- i. Future research should be done on specific ways to promote gender balance to improve overall girls' access, persistence and achievement in secondary

schools. This knowledge would be beneficial to both students and parents in appreciating the abilities of girls in education.

- ii. This study has dealt with cultural issues and Secondary education acquisition to girls. Research should be conducted to investigate how language use perpetuates dominance by ignoring and trivializing women and their education. Further research should be conducted to explore ways language affect people's perception and shape their thinking and actions.

REFERENCES

- Almunajjed, M. (2009). *Women's education in Saudi Arabia: way forward*, Saudi. E-University Press.
- Atekyereza E. (2001) *Journal of social development in Africa* Vol.16 NO.2 July 2001. Educating girls and women in Uganda.
- Bayisenge, J. (2011). *Early Marriage as a barrier to girl's education: A developmental Challenge in Africa*. Kigali, National University of Rwanda.
- Bazeley, P. (2002) "Issues in mixing Qualitative and Quantitative Approaches to Research" A paper presented at 1st International Conference-Qualitative Research in Marketing and Management University of Economics and Business Administration, Vienna.
- Berg, B.L (2004) *Qualitative Research Methods for social Sciences*, Boston, Pearson.
- Bhalalusesa, E.P. (2001).*Supporting Women Distance Learners in Tanzania*. University of Dar es Salaam.
- Campion, M.A, (1994), "Structured Interviewing: A Note on Incremental Validity and Alternative Question Types", *Journal of Applied Psychology*, Pg79
- Cohen, L. and Manion, M. (2000). *Research Methods in Education*. London, Croomhelm.
- David, P. (2009). *The Right to Education in Tanzania: Dar es Salaam*, The citizen of 21st August, 2009,
- Dickens, M.N. (1990) *Parental influence on the mathematics self-concept of high achieving Adolescent Girls*, University of Virginia, Charlottesville.
- Douglas, G.W. (2004).*Technological and Innovative skills and abilities in the*

Human Resources. Journal of Technology, Botswana.

Douglas, M (2007). "*Categorically unequal: The American Stratification System*".

Russell Sage Foundation.

Eitzen, D (2000) *Teacher reacts differently to girls and boys*, Russell Sage Foundation, Boston.

Eitzen, D. Stanley and Maxine Baca-Zinn (2006) *Social problems* (10th Edition) Boston.

Enon, J.C (1998) Educational Research Statistics and Measurement. Makerere University.

Evance, and Lestebe, M.A, (1998). *Empowering Women in Government in South Africa as tool towards achieving Social Development goals*. Johannesburg.

FEMSA (2003), *Parents and Community Attitudes towards Girls Participation and Access to Education and Sciences, Mathematics and Technology*, No.6, Dar es Salaam: FEMSA.

Fraenkel, J.R. and Wallen, N.E.(2000). *How to Design and Evaluate Research in Education*. New York, McGraw-Hill.

Gyamti, A.J. (2004). *Potential under explored; Adult Education Contribution to poverty Reduction*. University of Botswana: Editorial matters.

Hyera, R (2007). The influence of socio-cultural values on Dropout rates of secondary school female students in Tunduru district.

Hubman, M.and Miles, M. (1994). *Qualitative Data Analysis*. Thousand Oaks, CA; Saga Publishers.

Jeffery P, and Basu A, (1999). *Resist the Sacred and the Secular: Women Activism and the Politicized Religion in South Asia*, New Delhi: Kali For Women.

- Kombo, D.K. and Tromp, D.L.A. (2006). *Proposal and Thesis Writing: An Introduction*, Nairobi, Paulines
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*, New Delhi, Negate International Publishers.
- Krishnawami, O. R. (2002). *Methodology of Research in Scale Science*, Mumbai: Himlayas.
- Lunenburg, F. C and Irby, B.J (2008) *writing a successful Thesis or Dissertation: Tips and Strategies for Students in the social and behavioural Sciences*. Thousands Oaks, C A: Corwin press.
- Malekela, G (1994), “Parents” Attitudes and Strategies towards Education in Tanzania: Are they changing over time?”(eds) *Quality of Education in the Context of Culture in developing Countries T*, Takala Tampere, University of Tampere, Dept of Education.
- Mbilinyi, M., Mbughuni, P., Meena, R., and Olekambaine, P (1991), “Education in Tanzania” In Bright, B and Katunzi, N (eds) *Women in Education in Tanzania*, WED Report 3, Dar es Salaam
- Mbilinyi, M (1991) *Education in Tanzania with general perspective*. Summary Report. SIDO, Dar es Salaam.
- Mellenbergh, G.J. (2008). “Tests and Questionnaires: Construction and Administration”
- In Adèr, H.J. & Mellenbergh, G.J. (Eds.), *Advising on Research Methods: A consultant's Companion*, Netherlands: Johannes van Kessel Publishing, Pg 211-236.
- Meena, R. (1998). *Gender Issues in Southern African*, Tanzania Gender Networking,

University of Dar es Salaam.

Meena, R, at el (1998) *Education in Tanzania with general Perspective*. Summary Report. SIDO, Dar es Salaam.

Merriam-Webster's Collegiate Dictionary (2007), 11th Edition, USA.

Mertens, D.M (1998) *Research Methods in Education and Psychology; Integrating Diversity with qualitative and quantitative Approaches*. New Delhi Sage Publications.

Miles, M.B., & Huberman, A.M., (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. (Second ed.). Thousand Oaks, CA: Sage Publications, Inc.

Misra, R.C. (2005). *Women Education*: New Delhi, A.P.H.Publishing Corp.

Moira, C. (2000) *Smart Girls and their Issues*, McCarthy publisher, New York.

Murphy, B. (1980), *The Computer in Society*, London: Anthon Blond Ltd.

Nahera, A.(1995) *Gender, Religion and Development in Rural Bangladesh*, Department of Ethnology, South Asia Institute of Heidelberg University. PhD, Dissertation.

Ngaiza, M.(2002) “*Gender Dynamics in Poverty Alleviation in Tanzania. A Case of Ngara*” PhD. Thesis University of Dar es Salaam.

Omary, I. (2006). *Nyerere on Education*: Dar es Salaam, HakiElimu.

Ortner, S.and Whitehead, (1981). *Sexual Meanings. The cultural Construction of Gender and Sexuality*. London, Cambridge University Press.

Oxfam, (2009).*Gender Religion and Spirituality, Women and Culture* Vol. 3 &7, Mexico, Oxfam.

Palamuleni, M.E (2001) *.socio-economic derminants of age at marriage in Malawi*. Mmabatho, North West University.

- Pawlas, G.E. (1995), “*The Structured Interview: Three Dozen Questions to Ask Prospective Teachers*”, *NASSP Bulletin*, Pg 62-65, 79.
- Popper, K. (2004), *the Logic of Scientific Discovery*, London: Routledge, Taylor
- Radtke, D. and Spronk, B. (1988) “*Problems and Possibilities: Canadian Native women in Distance Education*. In Faith.K. (1988) *Towards New Horizons for Woman distance education*, London .Routlege.
- Raynor, J (2005), *Educating Girls in Bangladesh; Watering a neighbours Tree?* In (eds) heila, A and Unterhalter, E, *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*, London: Oxfarm.
- Regina and Osagie S. (2010) *Factors Responsible for dropout in Secondary Schools in Delta Central District, Nigeria*.
- Reis, S.M (2001) *Social and Emotional Issues Faced by Gifted Girls in Elementary and Secondary School*. New York, Jai Press.
- Saunders, M. Lewis, P. & Thornhill, A. (2009).*Designing qualitative research* (3rd ed) Oasks; Sage Publications.
- Seidman, E. (1991).*Interviewing as Qualitative Research*. New York, Teachers Collage
- Press. Schwandt, T. (2000). *Three Epistemological Stances for Qualitative Inquiry: Interpretivism Hand Book of qualitative Research*, Thousand Oaks, California: Sage Publishers.
- Smith, T. (1991). What are the effects of induction of Induction and mentoring on beginning teacher turnover? *American Education Research Journal*, vol. 41(3),

- SIDA (1998), *Towards Gender Equality in Tanzania*, TGNP, Dar es Salaam
- Swai, N. (1993) *Factors influencing Women Participation and Performance in Literacy Programmes in Tanzania*, Unpublished M.A. Education
- Songa wa songa. (2012). *Why Women's education in Tanzania is a Critical for slowing population growth*. Oxfam, Shinyanga.
- Temba, I. (2004) *Gender Perspectives in Development: Gender Analysis in Planning And Women Empowerment*. Morogoro, Mzumbe University.
- Tripath, G.P. (1999), *the Transfer of Proper Act 1982*, Allahabad: Central Publication.
- UNDP (2005). *Human Development Report*. Paris .UNDP
- UNESCO,(1982). *Cultural Industries: A Challenge for the Future*, Paris: UNESCO.
- UNESCO,(2000).*World Education Report*, Paris.UNESCO.
- UNESCO: (2000) *International Consultative Forum on Education for All: Education for All assessment Statistical documents*. UNESCO.
- UNESCO (2003) *Education for All Global Monitoring Report: Gender and Education: Leap to Equality*, Paris, UNESCO
- UNICEF and Helgesson(2001): *Innocent Research Centre, Early Marriage: Child spouses.NO.7 Italy. Available at: www.unicef-icdc.org/publications/pdf/digest_7e.pdf*.
- UNICEF (2005) *Early Marriage: A harmful traditional practice: A statistical exploration*, N.Y, USA.
- UNICEF (2006), *Assessing Child-Friendly Schools: A Guide for Programme Managers in East Asia and the Pacific*, Bangkok: East Asia and Pacific

Regional Office.

United Republic of Tanzania (URT) (1988) *Situation of Women in Tanzania* (Dar es Salaam, Ministry of Community Development, Culture, Youth and Sports, Government Printer URT (2002) *Population and Housing Census General Report* Government of Tanzania.

URT(2003) *Annual performance Report of PEDP of 2002/2003*. Dar es Salaam, PO-RALG.

URT (2005).*Education and Training Policy* .Dar es Salaam. Ministry of Education and Vocation Training.

Vue, M (2000) *Perception of early marriage and future Educational Goals for Hmong Female Adolescents*, Menomonie University of Wisconsin-Stout USA.

Wiersma, W. (2000). *Research methods in education. An introduction*. Boston: Allyn and Bacon.

World Bank (2001) *Engendering Development through Gender Equality Report*. Washington DC

Yadav, B.S. & Jain, M. (2007), *Research Methods in Social Science*, New Delhi: Shree Publishers & Distributors

Yamarik, S. and Seebens (2003) “*Is female education productive? A Re-assessment*” Tufts University: Medford.

Yin, R.K. (1994). *Case Study Research, Design and Methods*: London, Sage.

APPENDICES

Appendix i: Questionnaires for Teachers

Dear Teacher,

I am Mr. Yohana Kahise pursuing MED-APPS programme at the Open University of Tanzania. Currently, I am conducting research on the “*Effects of culture on access to Secondary School Education for girls in Kisarawe*” as a requirement for the programme. In this case, I kindly request you to spare some few minutes to fill in this questionnaire. I wish to ensure you that, the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise.

SECTION A:

1. Name of school.....
2. Ward in which your school is located.....
3. Age.....
4. Gender :(*Please tick where appropriate*)
 - (a) Male.....
 - (b) Female.....

SECTION B:

RQ. In this district, which statements represent cultural beliefs about girls? (*Please tick against each of the statements below*)

Perceptions	Responses	
	Agree	Disagree
(1) Girls should marry young to be better wives and mothers		
(2) Parents fear of their girls becoming old if they attend Secondary education.		
(3) If a girl is more educated will not get married		
(4) Educated girls are normally lazy and are not obedient.		
(5) Brothers should be more educated to take care of old parents.		
(6) Parents do not benefit much from their daughter's education.		

Thank you for your cooperation

Appendix ii: Questionnaires for Students

Dear Student,

I am Mr Yohana Kahise, pursuing MED-APPS programme at the Open University of Tanzania. Currently, I am conducting research on the “*Effects of culture on access to Secondary School Education for girls in Kisarawe*” as a requirement for the programme. In this case, I kindly request you to spare some few minutes to fill in this questionnaire. I wish to ensure you that, the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise.

SECTION A:

1. Name of school.....

2. Ward in which your school is located.....

3. Class: Form.....

4. Age.....

5. Gender: Please tick to the category you belong

(a) Male.....

(b) Female.....

Appendix iii: Questionnaires for Religion Leaders

Dear Religion leader,

I am Mr. **Yohana Kahise** pursuing MED-APPS programme at the Open University of Tanzania. Currently, I am conducting research on the “*Effects of culture on access to Secondary School Education for girls in Kisarawe*” as a requirement for the programme. In this case, I kindly request you to spare some few minutes to fill in this questionnaires to the best of you knowledge. I wish to ensure you that, the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise.

SECTION A:

(1)Ward in which you belong.....

(2)Age.....

(3)Gender :(*Please tick where appropriate*)

(a) Female.....

(b) Male.....

Appendix iv: Interview Guides For Teachers

Dear Teacher,

I am Mr. **Yohana Kahise** pursuing MED-APPS programme at the Open University of Tanzania. Currently, I am conducting research on the “*Effects of culture on access to Secondary School Education for girls in Kisarawe*” as a requirement for the programme. In this case, I kindly request you to spare some few minutes for this interview. I wish to ensure you that, the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise.

QUESTIONS

- (1) What are the most common challenges that girls face as they pursue Secondary education?
- (2) (a) Do parents consider girls as important as boys when making decision on who to send to school?
(b) Please elaborate.
- (3) What is the role of Schools to ensure that girls complete their Secondary education?

Thank you for your cooperation

Appendix v: Interview Guides For Students

PART ONE: INTRODUCTION

Dear student,

I am Mr. **Yohana Kahise** pursuing MED-APPS programme at the Open University of Tanzania. Currently, I am conducting research on the “*Effects of culture on access to Secondary School Education for girls in Kisarawe*” as a requirement for the programme. In this case, I kindly request you to spare some few minutes for this interview. I wish to ensure you that, the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise.

PART TWO: QUESTIONS

- (1) What are the most common challenges that girls face as they pursue Secondary education?
- (2) (a) Do parents consider girls as important as boys when make decision on who to send to school?
(b) Please elaborate.
- (3) What is the role of Schools to ensure that girls complete their Secondary education?

Thank you for your cooperation

Appendix vi: (KISWAHILI VERSION)**USAILI**

Ndugu Mhusika,

Mimi ni Yohana Kahise, mwanafunzi wa Shahada ya Uzamili katika Chuo Kikuu Huria cha Tanzania. Ninafanya utafiti ili kufahamu “*athiri za mila katika elimu ya shule ya sekondari kwa wanafunzi wa kike katika shule za sekondari Wilayani Kisarawe.*” kama sharti la kukamilisha Shahada ya Uzamili ya Elimu katika Utawala, Mipango na Sera.

Lengo la utafiti huu ni kukusanya taarifa zitakazoniwezesha kuchambua masuala ya kimila yanayokwamisha upatikanaji wa elimu ya sekondari kwa wasichana, hivyo ushirikiano wako ni wa muhimu sana katika kufanikisha utafiti huo.

Tafadhari, unaombwa kwa dakika chache tu ili uweze kutoa taarifa kwa usahihi kadiri uwezavyo.

Hakika, taarifa utakazozitoa zitahifadhiwa kwa usiri mkubwa na zitatumika kitaaluma tu na si vinginevyo.

MASWALI:

1. Je, ni changamoto gani zinazowakabili watoto wa kike kusoma elimu ya Sekondari?
2. Je, wazazi wanawapa kipaumbele wasichana kama ilivyo kwa wavulana wanapofanya uamuzi wa nani aende Shule? Tafadhali fafana.
3. Je, Shule inanafasi gani katika kuhakikisha wasichana wanahitimu elimu ya Sekondari?

Asante kwa ushirikiano wako