AN EXAMINATION OF EFFECTS OF FAMILY BACKGROUND CHARACTERISTICS OF PRIMARY SCHOOL ENVIRONMENT ON GIRLS ACHIEVEMENT IN SCHOOLING PROCESS: A CASE OF MUFINDI DISTRICT, TANZANIA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE

OPEN UNIVERSITY OF TANZANIA.

2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled ***"An Examination of Family Background Characteristics and School Environments and Their Effects On Girls' Achievement in Schooling Process."*** in fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (APPS) of the Open University of Tanzania.

……

Dr. Sydney Mkuchu

(Supervisor)

……

Date

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DECLARATION

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

……..……

Signature

……..……

Date

DEDICATION

This work is dedicated to my uncle Mr. Joseph Goliama and My Wife Nuru Komba who have both encouraged me to study hard for a better future.

ABSTRACT

The purpose of this study was to examine the effects of family background characteristics and school environments on girls' achievement in the schooling process. Girls' academic achievement in the schooling process is still a big problem especially in Mufindi district. This study therefore investigated the effects of family background on girls' academic achievement. Three objectives guided the study. To examine the effects of family background characteristics on girls enrollment to schools; the effects of family background characteristics on retention of girl's in schools; the effects of family background characteristics on completion of girls in their schooling The literature revealed that cultural and social beliefs, attitudes and community practices prevent girls benefiting from educational opportunities to the same extent as boys. The study used both qualitative and quantitative approaches. Interviews, focus group discussion and questionnaires have been used as data collection tools. Findings revealed that socio-economic, cultural, household chores, lack of guidance and counseling, lack of role models, lack of provision of basic needs in school environment, child labour, long distances to and from school, lack of dormitories and sexual harassment are some of the factors that affect girls academic achievement in the schooling process. The study has shown that there are, however, circumstances where individual efforts of students themselves help girls improve their academic achievements in schooling. On the basis of the findings and conclusions of the study, it is recommended that MOEVT and PMO –RALG and the community at large should create awareness to parents for them to provide more support to their daughters in academic matters, also improve school environment and provide basic services at school premises. Furthermore it is recommended that further research should be conducted on boys' achievements in the schooling process to have a comparative study.

ACKNOWLEDGEMENT

The successful completion of this dissertation has benefited from the efforts of many people. I would like to express my gratitude to all of them for their materials, moral, and intellectual support that has culminated into the completion of this dissertation.

My sincerest appreciation goes to my employer, the Permanent Secretary of the Ministry of Education and Vocational Training for granting me the permission to pursue studies at the Open University of Tanzania.

I am also specifically indebted to Dr. Sydney Mkuchu my Supervisor, for his expertise in directing the study from the conceptualization of the research problem, to the final writing of the dissertation. Despite of his tight working schedules he always found time to assist me.

Furthermore, my appreciation goes to all those who responded to the interview, questionnaires and participated in Focused Group Discussion in the sampled schools and the educational officials in the offices where I conducted the study.

Special thanks and appreciation go to my wife Nuru and my children Zeitun, Ridhiwan and Mariam for their encouragement, patience and help throughout my study programme. Their moral support has contributed much to the completion of this work.

Last but not least I would like to express my appreciation and gratitude to all who went through my dissertation from time to time before and after I brought it to my

supervisor. Their support is beyond compare. However I remain solely responsible and accountable for any shortcomings.

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ACRONYMS

DED	–	District Executive Directors
DPEO	–	District Primary Education Officer
EFA	–	Education For All
FAWE	–	Forum for African Women Educationalists
ILO	–	International Labour Organization
MDG	–	Millennium Development Goals
MOEVT	–	PMO-RALG – Prime Minister's Office, Regional Administration and Local Government
NSGRP	–	National Strategy for Growth and Reduction of Poverty
OUT	–	The Open University of Tanzania
PEDP	–	Primary Education Development Program
PTA	–	Parents Teachers Association
RAS	–	Regional Administration Secretary
REPOA	–	Research on Poverty Alleviation
TAMWA	–	Tanzania Media Women's Association
UNESCO	–	United Nations Educational, Scientific and Cultural Organization
UNICEF	–	United Nations International Children's Emergency Fund
UPE	–	Universal Primary Education
URT	–	United Republic of Tanzania

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Introduction

This chapter provides introductory information about factors hindering girl's performance in primary school national examinations. The chapter covers main aspects of the background to the problem, statement of problem, purpose and objective of the study, research questions and significance of the study. In addition, the chapter covers definitions of key terms and concepts, conceptual framework, limitations and delimitations of the study and organization of the study.

1.2 Background to the Problem

Equity is cited as one of the major challenges facing educational development. It is taken to refer the disadvantaged groups including the rural poor, street and working children as well as gender imbalance. Women in Africa have limited access to educational opportunities. Small percentage of girls receives formal education at primary, secondary and post-secondary levels in Africa. In addressing the issues of gender equity in the schooling system in Africa, a number of declarations have been promulgated by the SADC leaders committed themselves to: "Enhancing access to quality education by women and men, and removing gender stereotyping in the curriculum, carrier choices and professions" (Mkuchu, 2004)

Prior to independence, access to basic education in Tanzania was dismal, with wide inequities in terms of race, religion and gender. Many primary schools had been established by Christian missionaries. In 1947, <10% of the school-age population was enrolled in primary school. The abolition of primary school fees in 1973 removed that impediment to schooling and Education Act number 25 of 1978 made enrolment and attendance of boys and girls in primary school compulsory. All villages in Tanzania have at least one primary school and girls make up 49.3% of the student population (Karen, 2003).

At the secondary level before independence <1% of the school-age population was enrolled and no females had ever progressed beyond the primary level. Following economic liberalization in 1985, many primary school leavers in Tanzania found no jobs or decent living in the rural areas and were flocking into urban areas but without the requisite knowledge and skills to survive in a liberalized market economy. Their competitiveness in the middle and lower labor market was too low compared to that of their counterparts in neighboring countries. The response to secondary school took chances after that error but really the expansion of secondary level became a priority since 1961. The transition to secondary school is around 20%, but the gender gap is still large, partly due to very low performance of girls in primary school leaving examinations. Still the few who manage to enter these schools face different educational challenges including dropout due to the extreme poverty in both rural and urban communities in Tanzania (Evans, 2002).

Since independence in 1961, Tanzania government has strived to reform her education system, changing it from colonial system in order to suit its national interests. Priority was given to primary education in an attempt to make it more adaptive to its environment, and to the needs of the country. There have been several education sector reforms since the first decade after independence (1961-69). The reforms included the 1967 Education for Self-reliance Policy, Musoma Resolution of 1974, Education and Training Policy of 1995, Technical Education and Training Policy of 1996, Science and Technology Policy of 1996, and the National Higher Education Policy of 1999 (URT, 2001). The goal of Education and Training Policy is to ensure quality, access, and equity at all levels of education. (URT, 1995).

In order to ensure quality, access, and equity of primary education, the government of Tanzania introduced the Primary Education Development Programme (PEDP) in 2002. The aim of PEDP was to ensure that all children (including girls) have equitable access to a good quality primary education. Through PEDP, the primary education sector has undergone major education financial reforms, resulting in the rejuvenation of the primary education sector. PEDP, for example, has contributed to the elimination of school fees and other mandatory contributions (Rajani, 2004), which led to greater increase in pupils' enrolment which rose from 6,562,772 in 2003 to 8,441,553 pupils in 2009 (URT, 2009). Indeed, the programme opened up doors for more children, especially those from disadvantaged households. Such efforts were further reflected in the 2005 National Strategy for Growth and the Reduction of

Poverty (NSGRP), whose main agenda is to ensure access to education for all school-age children, especially those from less privileged households.

Despite all the efforts made by the government, the primary education sector is still besieged by poor academic achievement especially to the girls. Unfortunately, accountability for performance has never been the case in the education system in Tanzania, as Sumra (2008) reported that about 90% of primary school girls failed to achieve a minimum pass mark of 41% and they were unable to write a simple paragraph in the 2006 Primary Schools Leaving Examinations.

The problems related with girls' poor academic achievement are particularly common among children from poor households (URT, 2005). Furthermore, there has been public outcry on the falling standard of education at primary level for many years, which is reflected in the pupils' poor academic performance in the national examinations, girls being the most affected ones. For example, the percentage of pupils who passed the Primary School Leaving Examination decreased from 70.5% in 2006 to 50.6% in 2009 (URT, 2010). The released Primary School Leaving Examination results by the Ministry of Education and Vocation Training (MOEVT) showed that performance has gone down and especially in English and Mathematics subjects.

Over the years, investigation on the factors that influence academic performance of girls have attracted the interest of many teachers, counselors, psychologists,

researchers and school administrators in Tanzania. This is because of the public outcries concerning the falling standard of education in the country and the alarming rate of failures among girls (Sumra, 2008). The declining quality of education and the breeding of graduates with little technical know-how have resulted into serious setbacks for socio-economic development of the nation.

On the factors which influence pupils poor academic achievements in Tanzania, studies have identified poor teacher-pupil ratio, poor infrastructure in schools, poor teachers' motivation, poor community attitudes towards education, overcrowded classrooms, few qualified teachers, lack of access to textbooks, insufficient time to cover syllabus, too many house chores before and after schools, absence of role models from the community and less time on tasks in school and lack of career guidance (Boma, 1980 & Sumra, 2008).

Few studies have been done regarding the relationship between family background characteristics and poor academic achievements among girls in primary schools in Tanzania. For example, Ngorosho (2004) did a study on the relationship between Socio-economic status factors and school achievement among primary school pupils in Bagamoyo District. Ngorosho's study found that parents income, occupation and education affected academic performance of children at school in Mathematics and Kiswahili subjects. Similarly a study by Puja (1981) conducted in Dar es Salaam city to investigate the effects of Socio-economic family backgrounds of urban pupils on their school performance showed that family background significantly influenced

children academic performance in English and Mathematics subjects. However, these studies reported little concerning girl's performance and the factors hindering their achievements.

Most of the previous studies, however, were done in urban areas with focus on the effects of family backgrounds in only two subjects among pupils focusing little attention if not all the education of girls. In this study the researcher has studied the relationship between family background characteristics and school environments and poor academic achievements among girls in primary schools in Mufindi District, Iringa region.

Family is a powerful socializing agent which can influence children in different ways, including how they can learn in schools. A family takes care of the children and its well being, for providing moral and material support. It is from this based ground that, family background is regarded as an important component in influencing children's development in academic performance. However, it is contrary to norms when families do not care about girls' education at all. Girls are excluded in the family education and economic planning. The families have shown a negative attitude towards educating girls.

Likewise school environments contribute in a big way achievements of girls in schooling process. Poor infrastructures in schools have been a big hindrance to achievements of schooling process. Addressing DEDs during 20015 Form One selection the Iringa Regional Administration Secretary had this to say:

Is very important that school infrastructures such as washrooms for girls be established and be improved by putting water and soap because lack of them causes girls to run away from school for seven days every month and finally they disappear completely.

1.3 Statement of the Problem

While studies have been done elsewhere, as is shown in literature review in chapter two, no specific study to the knowledge of the researcher has been done in Mufindi District on the relationship between family background characteristics and school environments and girls' achievements in schooling progress.

1.4 The Purpose of the Study

The purpose of this study was to examine the effect of family background characteristics and school environments on girls' achievements in schooling process.

1.5 Objectives of the Study

Three specific objectives were set.

1 To examine the effects of family background on girls enrollment to schools.

2 To examine the effects of family background characteristics on retention of girl's in schools.

3 To examine the effects of family background characteristics on completion of girls in their schooling process.

1.5.1 Research Questions

1. How do family background characteristics affect enrollment of girls in primary schools?

2. How do family background characteristics affect retention of girls in schooling process?
3. How do family background characteristics affect completion of girls in standard seven of primary education?

1.6 Conceptual Framework

In conceptualizing the factors affecting girl's academic achievements in primary schools, it is assumed that the family background characteristics and school environments can influence primary school girls' schooling process. The conceptual framework is developed to guide the collection, analysis and interpretation of data. (Ravitch & Riggan, 2012) It shows the relationship between independent variables, facilitating variables and their possible outcome. The independent variables include parents' upbringing of girls, socio-cultural beliefs and practices over girls and school environment while the dependent variable is girls' achievements in schooling process.

The main features in the conceptual framework are summarized in Figure 1.1.

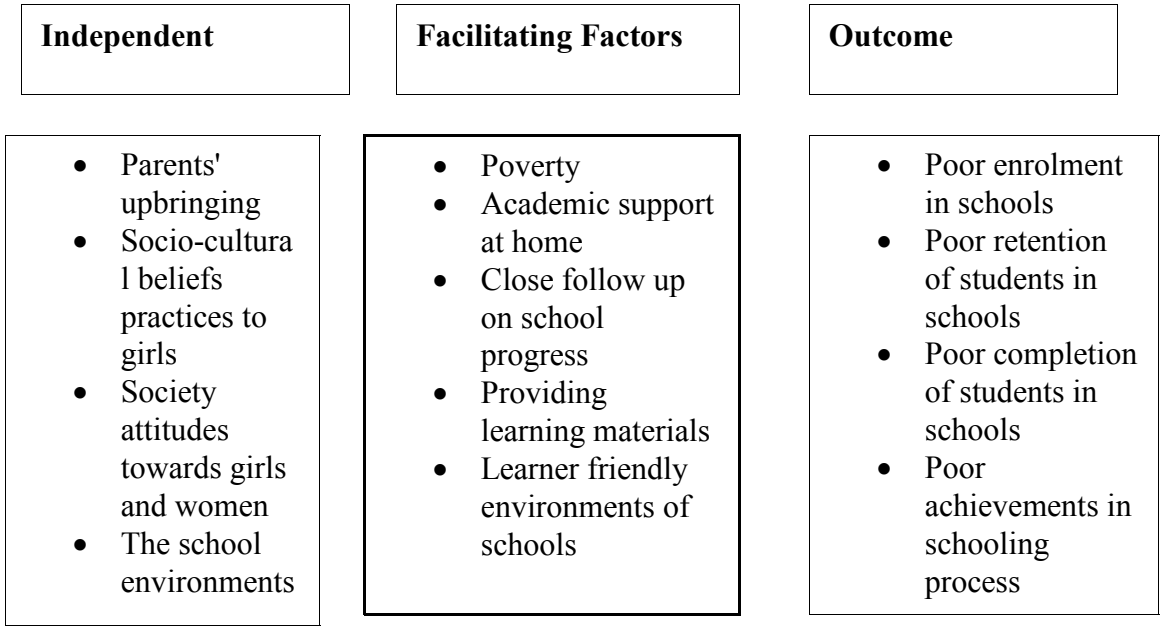

Figure 1:1 Conceptual framework of the study

Source: Adapted from Ravitch and Riggan (2012).

1.7 Significance of the Study

Very little has been done to examine the relationship between family background characteristics and girls academic performance of the primary school pupils especially in Southern Highlands and specifically Mufindi district in Iringa region. Therefore, this study is expected to contribute significantly to the knowledge base on the general idea of women enhancement. The study expected to respond to the public outcry on the persistence of poor academic performance of girls and the persisting gender imbalance.

The study findings will provide opportunity MOEVT who are educational policy makers, planners and communities to work together in the improvement of the quality of education and gender balance in the country. Likewise, this study will also

help parents, teachers and communities to analyze the home environment and determine best strategy for improving girls' education. For example consideration of the separate needs of male and female students is essential and adequate supervision must be ensured.

1.8 Delimitations of the Study

The study being as broad as it is, its scope must be set clear as hereunder:

On effects of family background characteristics on girls' achievements schooling process, this study did not attempt to cover inheritance and upbringing of girls. It was assumed that just as boys, girls had good chances of inheriting from their parents and that they were brought up well and under conducive environments. Aspects roof teacher pedagogy and actual teacher student interactions were not covered.

1.9. Discussion of Key Concepts

The following are key concepts as they are used in this study

1.9.1 Family background characteristics

That affect achievement of girls in schooling process include early marriage of girls, poverty, giving more priority to boys education than girls, house hold choir/work, failure to support girls with school necessities such as pads, technical knowhow on monthly menstruation of girls, unyago, local brew preparation, pombe selling, casual labour in tea estates, in rice farms, early pregnancies, inheritance of brother in laws and sending girls to works as house girls.

1.9.2 School environment

That affect achievement in the schooling process of girls include long distances from home, lack of girls' dormitories in schools, lack of private washrooms for girls at school, failure of schools to provide breakfast and lunch to students, language abuse at school, sexual harassment, failure of schools to provide necessities to girls such as pads and others, and lack of guidance and counselling services at school.

1.10 Definitions of Terms and Concepts

Family background characteristic is defined as a combination of factors including parents' income, level of education, occupation, religion and parenthood, which can together influence socio-economic status of the parents, upbringing of their children and other gender related factors.

Achievement in schooling process refers to the ability of a girl child to be prepared by her parents to be enrolled in standard one, to continue with her studies to standard seven, and finally to sit for Primary Leaving Examination that enables her to go for secondary level studies.

Academic performance refers to, the ability to study and remember facts, being able to study effectively and see how facts fit together and form large patterns of knowledge and also the ablity to communicate the knowledge verbally and down on

paper. In this study academic performance is taken to mean achievements in schooling process as a result of the factors that prevail around the girl child.

Parenthood: According to English Dictionary for Advanced Learners (2002) parenthood is the condition and situation of being a parent and bringing up children. In this study the term is taken to mean whether the pupil is raised by single or both parents.

School enrolment:

School retention:

School completion:

1.11 Organization of the Study

This study contains five chapters. Chapter one provides 'background of the study' in which the 'statement of the problem', 'objectives of the study', 'research questions', ', 'significance of the study', 'delimitations of the study' 'conceptual framework of the study' and 'definitions of key terms are dealt with. Chapter two provides literature review on matters related to this study. This chapter shows how other researchers and authors have dealt with matters that touch or relate to this study.

Chapter three is on Research Methodology. The chapter presents the research design, area of the study, population, sample and sample size, sampling procedures, methods of data collection, validity and reliability of research instruments, data management and analysis plan and ethical considerations. Chapter four is on 'data presentation',

analysis and discussion of the findings. The chapter provides for data on characteristics of the population sample, family member's opinion on girls' education, parents' knowledge on their responsibility on girls' education, gender imbalance and discrimination girls face in school, school environment and girls' academic achievement, and discussions on the findings. Chapter five provides summary of the study, gives conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews studies that have been conducted at different levels of education on the trends and magnitudes of achievements in schooling process of the primary school pupils in Tanzania and elsewhere in the world. For many years one major problem confronting primary education in Tanzania is decline in pupils' achievements specifically to girls due to factors related to family background and school environment they are facing. The relationship between family background characteristics and school environments of girls is not well established in educational researches. Most studies indicate that children from families of low SES for both boys and girls do not perform as well as they potentially could at school compared to children from families of high SES (Graetz, 1995).

However, these studies do not indicate the extent to which girls are highly affected by gender imbalance and discriminations they are facing in schools. Men still dominate women in every country in the world, resulting in widespread discrimination against women and girls. The impact of unequal power relations and discrimination is often felt most severely when material poverty exists, as this increases vulnerability. Inequality in society inevitably has an impact on the provision of education, as well as on the ability of girls to enter, and remain in, school.

2.2 Education in Tanzania

Tanzania's post-independence commitment to ‘basic education for all' is reflected in an adult literacy rate of 73% percent, which was higher than much of the Sub-Saharan region. Despite almost complete enrolment in primary education, figures for actual attendance and completion of five years of primary education suggest that the goal of Education For All may still be some way off. Poverty remains its greatest challenge. In spite of free primary education, the cost of keeping a child in primary school is considerably big for a poor family as they struggle to provide the required books and uniform. Other factors limiting children's access to education include distance to schools, too few schools and schools of poor quality (URT, 2005).

In contrast to high levels of participation in primary education, access to secondary education is extremely limited in Tanzania. In 2006, net enrolment for secondary school reached 13.4 percent (URT, 2005). This was largely due to the inadequate number of secondary schools (URT, 2005). Failure to complete a primary education and inadequate access to secondary schools continue to prevent access to a secondary education. Although enrolment at entry level for secondary school is similar for girls and boys, retention drops off significantly for girls. Only a tiny proportion of people in Tanzania participate in higher education, (the gross enrolment rate for 2000-1 was 0.7 per cent, with a very large gender imbalance - for males the rate was 1.2 per cent, for females 0.2 per cent.

Quality education is a basic human right for all children. However, for many of the poorest, this is out of reach. They have the most to gain from an education, yet they are least likely to complete primary school. Children from poor families find successful primary schooling particularly challenging, as finding of money for books, school uniforms and other associated costs can be impossible. Tanzania specifically, has 3 million orphans. These children are among the most vulnerable as many find themselves living in poverty with overstretched extended families that may have children of their own to support. These extra children are likely to be of the lowest priority in the family and so receive the least support and encouragement at school. Already grieving for the loss of their parents, some of the most vulnerable children may become victims of abuse or neglect in their new family. There is little or no support structure for them and they are least likely to regularly attend or graduate from school. The situation is very bad to girls.

2.3 Challenges for educating girls

There are many social and educational challenges which force girls to leave school, voluntarily or involuntarily. Common stories regarding girls' drop outs particularly in the ‘peripheral regions' include pregnancies and early marriages (below the age of 18).

Failure to finish school has undermined girls' development and as such their future is mystery. It is imperative for society to understand that every human being has the right to education and that denying girls this right is a big mistake. Research shows

that there is a close link between a mother's education and improvements of her children's health. When a mother is educated, the education and health of her children are guaranteed (FAWE, 2009).

Statistics in the media and from the Ministry of Education and Vocational Training give not encouraging image of education of girls. There has been a significant increase in the number of girls who leave school despite efforts by education stakeholders to arrest the situation. It is unfortunate that these efforts by stakeholders do not carry legal power or implications, and that situations related to pregnancies and early marriages are mushrooming. Many events have been reported but little action has been taken against those who impregnate girls. Impregnating a school girl is a criminal offence and whoever is guilty of this should be treated in the same way as those who commit other crimes like stealing or murder. Any environment which accelerates girl's drop out should be equated to killing because it ‘kills' a girl academically and her future life. Legal instruments are to blame for this because they do not participate effectively in safeguarding girls' rights. Corruption and irresponsibility have contributed towards undermining girls' education because those who put school girls in family way or rape girls are sometimes acquitted because of corruption.

Available information shows that drop outs are more common in rural districts and villages as opposed to urban areas. Information collected from each district, if analyzed properly, shows the magnitude of this problem, but unfortunately this is not done effectively. The available information from Tanga shows that there are a large

number of girls who leave school as opposed to other regions in the country. For instance in 2009 about 300 dropped out of school due to early pregnancies (Nipashe: March 15, 2010). The same situation prevails in Kagera region where the available data shows that 880 girls were forced to leave school due to pregnancies. (Jambo Leo: January 12, 2010), and in the Coast Region (Pwani) about 500 girls dropped out of school in 2005-2009 because of pregnancy (Jambo Leo, March 2010).

Research on school age pregnancy conducted by the Tanzania Women Media Association (TAMWA) gives shocking information. For example, Tabora region recorded 819 girls who left school due to pregnancy between 2006 and 2009 and in Iringa region, 331 girls had to leave school between 2007 and 2009 because of pregnancy.

The Basic Education Statistics in Tanzania shows that in Tanzania, a significant number of girls left school due to pregnancy particularly in primary schools (URT-2009). The number of girls who dropped out of school in 2005-2009 was 16,991 whilst in secondary schools 4965 girls were forced to leave school in 2009. This increase is alarming and thought provoking, it is disappointing, it is scary and it arouses feelings of responsibility to curb this growing menace. Women are part of society and their contributions to the development of this nation are significant. It is important to understand that Tanzania shall never develop if girls are denied their rights to education as well as their rights to enjoy their childhood, "Let children be children."

What should be asked here is for how long is this problem going to be contained? What will be the future of these girls who leave school and lack relevant knowledge and skills that could help them to improve their welfare and life in general? Why has this problem become chronic? What should be done to arrest this problem and allow girls enjoy their right to education? Tanzania will never attain sustainable development and the Millennium Development Goals (MDGs) if the majority of its citizens, particularly girls and women, are sidelined in the provision of education. Education is an opportunity for girls to acquire knowledge and skills that could be used for personal and social development. Can we manage to achieve sustainable development if part of the population is not effectively involved? How can women who are not educated manage to bring about sustainable development without being empowered?

2.4 Gender Discrimination

Cultural and social beliefs, attitudes and practices prevent girls from benefiting from educational opportunities to be the same extent as boys. There is often a powerful economic and social rationale for investing in the education of sons rather than daughters, as daughters are perceived to less valuable once educated, and less likely to abide by the will of the father, brother or husband. In many countries, both the public and private sectors continue to be dominated by men, leading parents to ask themselves: why bother educating our girls if they will never make it anyway?

2.5 Early Marriage and Pregnancy

The low value attached to girls' education reinforces early marriage and early pregnancy keeping girls and their children to be trapped in a vicious cycle of discrimination. Too often marriage is seen as a higher priority than education, and the girls who are married (even where they have been forced into early marriages against their will), as well as the girls who are pregnant, are excluded from school.

2.6 Violence and Unfair Treatment against Girls in Schools

Another key issue around rights to and in education concerns the persisting violence against girls. Tragically, this issue is a daily reality for many girls around the world. The violence is not only a direct infringement of human rights as elucidated by Tanzania Media Women's Association in 2011 but it also plays a role in denying girls the right to access education by being one of the major causes of drop-out among girls. Taken together with the ever-present scourge of corporal punishment and public shaming by school authorities and teachers, a cycle of absenteeism, low self-esteem and violence at home and in schools, this perpetuates those cycles of discrimination which education is supposed to challenge and break.

Schools fail to protect the basic rights and dignity of girls. Violence includes rape, sexual harassment, physical and psychological intimidation, teasing and threats. It may occur on the way to school or within the school itself, and is perpetuated by teachers, parents, persons of perceived authority and fellow students. Schools which also fail to provide adequate physical facilities, such as toilets, girls' private rooms, pads, and running water, cause inconvenience, and on top of that, spell an end to

education for girls before education has even begun. Addressing DEDs during 20015 Form One Selection the Iringa Regional Administration Secretary had this to say:

> It is very important that school infrastructures such as washrooms for girls be established and be improved by putting water and soap because lack of them causes girls to run away from school for seven days every month and finally they disappear completely.

Statistics about the prevalence of violence against girls are hard to find: it remains under-reported, misunderstood and largely unaddressed, both because of the difficulty of researching the issue, and because of the widespread cultural negligence and betrayal of those who have little or no rights in the first place.

2.7 Funding

Funding in girls' education is an important issue. No country in Africa has yet succeeded in rescuing girls' education from its continued status as the lowest budget priority and one of the least favoured areas in public policy. "The direct costs of sending all children to school are usually too high for poor parents. While primary school tuition fees have now been abolished in many countries, nearly all developing countries still require payment of various kinds; in many cases, these charges are far higher than direct tuition fees. They include: charges for books, stationery, exam fees, uniforms, contributions to ‘building funds, levies imposed by the school management committees, informal tips to teachers and travel costs" (Aikma and Unterhalter 2005).

Household poverty and the need to prioritize reduce educational opportunity for girls because they are the first to suffer. The opportunity costs linked to sending girls to school are significant on poor households. Girls' labour is frequently used to substitute for their mothers', for instance caring for siblings. The loss of girls' labour during school hours thus has a detrimental impact on such families' ability to raise their household income, either through food production or wage labour.

2.8 Child Domestic Labour

Girls are usually ‘needed at home' and/or ‘need to earn money'. These are major reasons why poor girls drop out of school in most countries. Girls being employed as child labour, bearing the main burden of housework and taking on the role of caring for younger siblings, are impacting girls' performance and attendance in schools, and resulting in physical and mental fatigue, absenteeism and poor performance. "Opportunity costs refer to labour time lost to the parent when the child goes to school. The opportunity costs are usually much higher for girls than for boys, since girls are expected to do more domestic work than boys" (Aikma and Unterhalter, 2005). While educating a boy is generally seen as a sound investment, sending a girl to school is frequently seen either as bringing no gain at all, or, worse, as an actual waste of resources. The ILO on Child Labour spelt data in 2012 that:

> 17.7 million children are in paid or unpaid domestic work (in the world). Of these, 11.5 million are in child labour, of which 3.7 million are in hazardous work….67.1% of all child domestic workers are girls….Child domestic work touches all regions of the world (ILO, 2012).

2.9 Long Distances to and From Schools

Long distances to schools have an adverse effect to schooling of girl children. Education is the one single investment that is most likely to break the cycle of poverty for the family and for society. The need to travel long distances to school is also one of the main barriers for girls, especially in countries where a cultural premium is placed on female seclusion. This is due to concerns for girls' safety and security, and consequently parents are usually unwilling to let their daughters walk long distances to school. UNICEF under article "Transforming lives through education" states reasons why children do not attend school or drop out of school as follows:

> UNICEF promotes the broad concept of "child –Friendly Schools" in an effort to address some of the obstacles such as lack of a safe and secure school environment, both within schools and for children who must walk long distances to reach facilities (UNICEF 2012).

In the African Research Review Journal an article titled "Average distance Travelled to School by Primary and Secondary School Students in Nigeria and Its Effect on Attendance", the effects of long distances to school are put clear as hereunder: "…distance travelled to school has some measure of relationship to ills like absenteeism, delinquency, truancy, lateness, indiscipline, and non attendance to school. These ills, either singly or combined ultimately affect achievement at school". (IAARR, 2010).

2.10 Role models

Girls do copy good things which are done by adults and age mates. Educated adults are role models to girls who are schooling. Role models make girls set goals in their study. They become encouraged in studying. Lack of role models at home or at school has an adverse effect to girls' education. The limited number of female teachers in both primary and secondary schools is a major constraint on girls' education in Tanzania. The presence of female teachers both makes schools more girl-friendly, and provides role models for girls. It is also documented that there is an inseparable link between the well-being of mothers and the well-being of their children. Women who were educated in school frequently have fewer children, and are better able to provide health care and adequate nutrition for the children they do have. They are also more likely to send their children to school and keep them in a school system.

2.10 Discrimination and Stereotypes in Schools

Despite progress, girls and women continue to be discriminated against accessing education and within education system. (Right to Education Project, 2013). The following are examples of the discrimination and stereotypes which prevent girls' access to quality education. Both men and women teachers have low expectations of girls' intellectual skills, since it is thought that girls are inherently less intelligent than boys. Teachers ignore girls and give less feedback. It is claimed that girls have eight times less contact with teachers than boys.

Teachers frequently report that they enjoy teaching boys more than girls. Girls have lower self-esteem and fewer expectations of themselves in and out of school; they think that their future consists primarily of being wives and mothers. Women teachers' and girls' low expectations are reinforced by textbooks, curricula and assessment material, with no female role-models.

Boys usually have sufficient encouragement and space to express themselves; girls are not provided with similar arrangements to express themselves. Prizes won by girls and girls' achievements are not as widely reported or publicized as boys. Girls suffer sexual assault and harassment by male teachers and classmates. The education authorities are often unaware of such assaults and may even be reluctant to intervene, especially if they consider such conduct to be "natural".

2.12 The Current State of Girls' Education

Although many nations in the world are determined to create more opportunities for girls' education in order to meet the Millennium Development Goals, girls still face many challenges, particularly in poor countries. Statistically, of the 150 million children who are out of school, 100 million are girls (UNESCO, 2008).

In Tanzania, as indicated in the Background to the Study, girls' opportunities to education are still limited. Efforts geared towards improving education in the country are overshadowed by high numbers of drop outs. There are a number of problems

that affect the education of girls, such as a failure to meet daily expenses meaning households cannot afford to send children to school, and school-girl pregnancy.

2.13 Rights and Education Opportunities for Girls

Girls' education is not a privilege, offer, favour or bribe, it is a basic Right. All girls in the world are entitled to this right just by virtue of being human. Those who are involved in perpetuating education opportunities for girls should know this basic Right. The right to education is in-born, and there is no person or institution which has the right to deny a girl this right. All institutions, the Government and other civil society organizations have laws, policies and regulations that promote and safeguard the interests of a girl. A woman, like any other citizen, has all the rights, just like a man.

This should be clearly understood. Every human has the right to education, medical cover, shelter, etc, there are no laws or specific programmes which talk about the rights of women and men alone, all conventions talk about human rights in general - female and male. When these rights are violated, international and national legal organs should take responsibility to safeguard these rights and ensure that stern measures are taken against those who violate them. That is why there are some laws which protect the rights of a girl because she has the right to education. Article 26 of The Universal Declaration of Human Rights spell that: “Everyone has the right to education….” (Right to Education Project, 2013)

The importance of educating girls; for girls themselves and the whole community, the Tanzania Development Vision 2025 provides: Tanzania envisages becoming a nation whose people are ingrained with a developmental mindset and competitive spirit. These attributes are driven by education and knowledge and are critical in enabling the nation to effectively utilize knowledge in mobilizing domestic resources for assuring the provision of people's basic needs and for attaining competitiveness in the regional and global economy. Tanzania would brace itself to attain creativity, innovativeness and a high level of quality education in order to respond to development challenges and effectively compete regionally and internationally, cognizant of the reality that competitive leadership in the 21century will hinge on the level and quality of education and knowledge (Planning Commission, 1995).

Educating girls is a form of empowerment which enables them to achieve total emancipation. Capacity building for women enables them to be productive in all spheres of life. Without education, a girl (or boy) is not able to get highly paid jobs, shall never benefit from the available technology and globalization, will not be able to understand the meaning of family planning, nor be able to protect herself from maternal complications or infant mortality. Education helps girls avoid backwardness and oppression as it is known that most of the poorest people in the world are those who are less educated. About three quarters of the poorest people in the world are women (Hill, 1995; Klasen, 2002). Education equips girls with knowledge and skills that help them to live actively and hence bring about socio-economic development.

The following are some of the advantages of educating girls (though it must be noted that these advantages are also relevant for boys) When girls (and boys) are educated they acquire the ability to think critically and this is what is needed to participate in today's society. A person who thinks critically is capable of coming up with new ideas, find alternative solutions to existing problems and guide colleagues in the right direction. Ability to think critically enables an individual to perform day-to-day duties effectively.

Education helps an individual to develop self-confidence and identity. Self awareness goes hand-in-hand with understanding one's rights and responsibilities in society. An educated woman (and man) is confident in decision-making enabling her to participate effectively in social economic issues. The educated woman can make decisions without relying on somebody else. When a girl is educated the national income also increases. Research has shown that women's contribution to national economic growth is significant (Klasen, 1999).

Education helps a girl to harness available opportunities and bring about development. The educated woman will be able to employ herself and be employed. But these depend on the knowledge and skills she acquires in school. Knowledge helps an individual to utilize the available resources such as land, minerals and forest. Without education, it will be very difficult for a woman to use the available opportunities to bring about socio-economic development actively. Communication skills are the foundation stone for information sharing. The educated girl is capable

of giving her opinions, expressing herself, is inquisitive and questions all matters about her life.

Mwalimu Nyerere (1967) once said that, education should develop an individual in several aspects, "Education should help an individual in the following three aspects: to develop an inquiring mind; ability to learn from other people's actions, to accept or reject people's ideas depending on one's needs; it makes an individual to be confident, to be free and to value her dignity and other people's dignity. The educated person is respected for his actions and not for what one gets" (Nyerere, 1967).

2.14 Knowledge Gap

A list of literature review has been presented to give a general outlook on the related concept of family background characteristics and school environment as the root causes of poor achievement of schooling process. Girls make up for more than 50% of those children currently denied primary education, and women form the vast majority of the more than 18 million illiterate persons in Tanzania (UNICEF, 2011). The EFA gender equality goal for 2005 was missed by a long shot and we are hardly likely to get there by 2015.

Without access to education, retain into schools and ensure completion of girls in schools, these women and girls will never claim their rights and will never have the power to make their own choices, securing a life of dignity for themselves and their

daughters. Broken societies will never heal and economies never develop without education for all women and girls.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology which was employed in the study. The chapter presents the research design, area of the study, population, sample and sample size, sampling procedures, methods of data collection, validity and reliability of research instruments, ethical consideration and data management and analysis plan.

3.2 Research Design

Selection of an approach to be employed in any research normally rests on the nature of the question under consideration and objectives of the research itself (Best and Kahn, 1986). A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to research purpose with economy procedure. As such the design includes an outline of what the researcher did from writing the hypothesis and its implications to the final analysis of data (Kothari, 2003).

A case study research design was used in this study. The design was used on the basis that, it allowed collection of data from different groups of respondents at one time.

Data collected were used for simple statistical description, interpretation and determination of the relationship between different variables.

3.3 Research Approach

Given the nature of the objectives, this study used mixed method, in which both quantitative and qualitative approaches were employed. Interviews, Focus Group Discussions and questionnaires were used to collect data. Questionnaires were used to collect quantitative information from pupils about family background characteristics and Focus Group Discussion were used to teachers to collect qualitative information in order to compliment to the quantitative information.

3.3 Area of the Study

The study targeted schools in which there is poor achievement of girls in schooling process. Given time and financial constraints, it was not possible to collect data from all the regions and districts. Thus, it was necessary to select Iringa region and Mufindi District in particular. Mufundi district was selected as study area for various reasons which included the researcher being able to reach the schools in the district.

3.4 Target Population

Target population refers to the total number of subjects or the total environment of interest to the researcher (Best & Kahn, 2006). The targeted population in this study consisted of education officers, parents, primary school teachers and 20,000 pupils from six wards of Mufindi district.

3.5 Sample and Sample Size

There is no fixed number or percentage of the subjects that determines the size of an adequate sample; instead it may depend upon the nature of population of interest and the data to be gathered and analyzed (Best and Kahn, 2006). According to Ary, Jacobs and Razavieh (2002), a sample is a small group or subset of the population, which a researcher selects for the purpose of the study, and from which generalization can be made about the characteristics of the population.

About 50 girls from standard three to standard seven were involved. These provided valuable information since they expressed themselves well. The study also involved 50 households' heads and 20 teachers. The inclusion of teachers is due to fact that they were in better position to tell the researcher on how family background characteristics and school environments of their pupils related with achievements in schooling process of girls in their schools.

3.6 Data Collection Instruments

This study involved several data collection methods; both quantitative and qualitative data were collected. Quantitative data was obtained through interviews while qualitative technique was utilized for collection of data through the discussion of key informants. The application of more than one instrument in data collection was useful in the sense that it provided checks and balances as regards to shortfalls characterized by each of the data gathering instrument. Data were gathered from both secondary and primary sources. Quantitative and primary data were gathered using

questionnaires while qualitative data was collected by face to face interviews. Secondary data obtained from existing information/study, published and unpublished reports. This included different reports from regional education office, Research on Poverty Alleviation (REPOA), research reports from various institutions and non-governmental organizations dealing with education.

3.6.1 Interviews

An interview is a conversation between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee. The qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say (Kvale, 1996). In this research, personal interviews were conducted to girls, teachers and some selected parents. Firstly, Interviews as a method of data collection has the following advantages: interview is motivational as compared to other methods. Secondly, interview allows flexibility in wording, sequence and direction. Thirdly, it saves time and that can involve many respondents at the same time. Disadvantages of interview are such as it is time consuming, costful and lack of confidentiality.

3.6.2 Questionnaire

Questionnaire is a collection of items to which a respondent is expected to react in writing. The questionnaires were used because the study was concerned with variables that could not be directly observed such as views, opinions, and feelings of the respondents. Such information is best collected through questionnaires (Mcmillan

& Schumacher, 1993). The method is economical, respondents in distant locations can be reached, and the questions are standardized, anonymity can be assured and questions can be written for specific purpose. Also the questionnaires enable the respondents to answer the questions easily without wasting much time. Questionnaires have limitations of misinterpretation by the respondents. This limitation was rectified by putting short and open ended questions.

Structured questionnaire with closed-ended questions was used to collect data from parents, teachers and pupils. The questionnaire for education officers is found in Appendix V.

3.6.3 Focus Group Discussion (FGD)

Powell and Single (1996) define focus group discussion as a group of individuals selected and assembled by a researcher to discuss and comment on, from personal experience, the topic that is the subject of the research. In this study the researcher organized Focus Group Discussion involving six teachers in each of the sampled school. The focus group discussion guide is found in Appendix IV.

3.7 Validity and Reliability of Research Instruments

Enon (1995) defines reliability as the manner research procedures or techniques are consistent. It means that the degree of consistency demonstrated in the study. Hence, reliability implies stability or dependability of an instrument or procedure in order to obtain information. Validity refers to the quality that a procedure or instrument used in research is accurate, correct, true, and meaningful and right.

In order to measure the validity and reliability of the questions, the researcher gave his colleagues who read them and thereafter made a pilot study one of the schools in Mufindi district which has similar characteristic of poor achievement in schooling of girls and its one among rural primary schools of the region. After the pilot study, corrections of the questionnaire were made and finally sent to the supervisor who read them and finally agreed with the researcher.

Secondly, to test validity and reliability of methods for data collection, pre-testing of the questionnaire was done before actual collection to determine their clarity and relevance to the objective of the study. Pre-testing was done purposely to control the quality of questionnaire and the information obtained through them. The revised version of the questionnaire that was used in the study was translated in Kiswahili. The questionnaires for pre-testing were administered to twelve respondents drawn from the schools. Those respondents had similar characteristics as the respondents included in the main survey. The questionnaires were modified to incorporate lessons drawn from the pre-testing.

3.8 Data Management and Analysis Plan

Data analysis is an important step towards finding out solution of a problem under study. It is a systematic process involving working with data; organizing them and dividing them into small manageable parts (Kombo & Tromp 2006). Data are further synthesized in order to discover what was important and what has been learned so as to decide what to tell others.

The Statistical Package for Social Sciences (SPSS) version 12 computer software was used in analyzing data. Descriptive statistics were used to analyze data so as to find for sample means for studied variables. Multiple responses were used to analyze all open ended questions in the study. The collected data was first classified into meaningful categories; in addition, the responses were assigned numerals/codes to assist in the analysis. During the analysis research findings were put in categories based on the research objectives.

Presentation was done through the use of themes. The components of verbal discussion with respondents were analyzed in detail using content analysis method. In this way, the content of the interviews was subdivided into smallest meaningful information. This capacitated the study in ascertaining values and attitudes of respondents.

3.9 Research Ethical Considerations

The researcher obtained the research letter from the Directorate of Research at the Open University of Tanzania (OUT), which grants research permit for staff and students. Permission was also sought from Regional Administrative Secretary (RAS) for Iringa Region; District Executive Director (DED) for Mufindi district; District Primary Education Officer (DPEO) and from the Head teachers of the participating schools. Moreover, the researcher explained clearly to the respondents the objectives of the study before they took part. The permission letters are found in appendix VI.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents and analyses the research findings. The chapter is organized into seven sections: introduction, characteristics of the population sample, family member's opinion on girls' education, parents' knowledge on their responsibility on girls' education, gender imbalance and discrimination girls' face in school, school environment and girls' academic achievement, and girls' perception on their poor performance.

4.2 Characteristics of the Population Sample

The characteristics of respondents were described according to gender, age, education, marital status, and economic status. Specifically, marital status did not apply for students involved in the study, it meant for parents and teachers. It was thought that the characteristics of the sample will help to identify some of the causes to poor performance of girls in schools.

4.2.1 Gender of Household Heads

A household consists of one or more people who live in the same dwelling and also share at meals or living accommodation, and may consist of a single family or some other grouping of people. A single dwelling will be considered to contain multiple

households if either meals or living space are not shared. The household is the basic unit of analysis in many social, microeconomic and government models, and is important to the fields of economics, inheritance. Household models include the family, varieties of blended families, share housing, group homes, boarding houses, houses in multiple occupation , and a single room occupancy .

Investopedia Dictionary defines head of household as a status held by the person in a household who is running the household and looking after a qualified dependent. In order to qualify as head of household, the designated household must be located at the person's home and the person must pay more than 50% of the costs involved in running the household. (Investopedia Dictionary, www.investopedia.com//te/headof household

In Tanzania, a household is defined as "one person or a group of people who have the accommodation as their only or main residence and for a group, either share at least one meal a day or share the living accommodation, that is, a living room or sitting room.

By gender for the purpose of this study meant the fact of male or female. As a characteristic of a household head helped to identify the nature of household and the way it was administered. The investigation of households according to the sex of the household head is motivated by three common assumptions arising from the understanding of the role of household heads and from relevant research on gender

differences in access to resources. The first two assumptions are that the household head is mainly responsible for the economic well-being of the household, and that women relative to men are disadvantaged in accessing society's economic resources and opportunities. Together these two assumptions imply that although the household head must ensure the economic sustainability of the household irrespective of his or her sex, the means available to do so are not gender neutral. The third assumption arises from research that suggests that the gender of the head of household affects both the manner in which household are utilized and disbursed within the household, and the manner in which households are networked for exchange of resources with other households (Lloyd & Gage-Brand, 1993; Haddad, 1990; Bruce, 1989). Table 4.1 indicates sex of the household heads.

Table 4.1 Sex of the Household Heads

Gender	Frequency	Percentage
Male	14	28
Female	36	72

Source: Field Data, 2014

From table 4.1 the number of female household heads is higher than that of males by 72% (36 out of 50). Since the population sampling procedure was carried out with the purpose of identifying the nature of household this, however, should not be taken for granted that households headed by female results to poor performance of girls. The findings only tell us that these females are household heads for they do not live

with males. They therefore engaged with a lot of day to day affairs of the families like looking after the welfare of the family members, managing the household economy like farming and husbandry.

4.2.2 Age of Household of Heads

Age has greater effect in parenting. Households headed by old aged parents are likely to face difficulties in handling some of the issues. Likewise families headed by young persons are likely to have similar or alike problems. Findings in Table 4.2 indicate age and sex of the household heads.

Table 4.2 Ages of the Household Heads

Age Structure	Gender			Percentage
	Male	Female	Total	
30 – 39	1	5	6	12
40 – 49	3	11	14	28
50 – 59	6	10	16	32
60 – 69	4	6	10	20
70 +	-	4	4	8

Source: Field Data, 2014

The findings from table 4.2 revealed that 32% (16 out of 50) of the households aged 50 up to 59 years old. However 8% (4 out of 50) were the older than 12% (6 out of 50) of the households. Thus the 8% (4 out of 50) were at risk of taking care of their child girls.

4.2.3 Education and Sex of Household of Heads

Unlike sex, the level of education of an individual has a role to play when it comes to deciding whether to support or not support children education. Thus it was necessary for this study to establish the level of education among households head. Table 4.3 below indicates educational level of the household heads.

Table 4.3 Educational Level of the Household Heads

Gender	Level of Education				Total
	Illiterate	Primary	Secondary	Tertiary	
Male	2	5	4	3	14
Female	4	20	10	2	36

Source: Field Data, 2014

The findings from Table 4.3 indicate that 20 out of 36 (55.6%) of females were standard 7 leavers while males were only 5 out of 14 (35.7%). Again there were 4 out of 36 (11%) of illiterate females and only 2 out of 14 (14.3%) of males. However, some illiterate parents do support girls' education. They do support girls' education in the expectation that the students would rescue the family from abject poverty.

4.2.4 Marital Status of Household of Heads

Marital status has greater impact on supporting education of a girl child. Apart from married couple, most of the time divorced, widow, widower, cohabiting, and or separated couple have negative impact on girl child's education. Table 4.4 below indicates marital status of the household heads.

Table 4.4 Marital Status of Household of Heads

Gender	Marital Status						Total
	Married	Divorced	Widow	Widower	Cohabiting	Separated	
Male	7	2	-	2	1	2	14
Female	20	5	4	-	3	4	36

Source: Field Data, 2014

The findings indicated that 20 out of 36 (5.6%) of females were married while there were only 7 out of 14 (50%) males. On the other hand about 4 out of 36 (11%) of females were separated and only 2 out of 14 (14.3%) of males.

4.2.5 Economic Status of Household of Heads

Certain types of households headed by women are more vulnerable to poverty compared to those headed by men (United Nations, 2010). This is the case, for example, of households of lone mothers with children compared to those of lone fathers with children. Likewise, households consisting of women living alone tend to be poorer compared to men living alone. The higher risk of poverty for these types of households headed by women is linked to the gender gap in access to economic resources. For example, women participate less than men in the labour market; and when they do, their earnings are usually lower than men's (United Nations, 2010). Lower access to economic resources increases women's economic dependency on men. When men with higher earnings are not around anymore because of divorce, migration or death, women as lone mothers and older women living alone have a higher risk of poverty. Households of lone mothers and single women may also be

more vulnerable to economic or environmental shocks, because of the obstacles faced by women in accessing the economic resources necessary for recovery and survival (United Nations, 2009).

However, an overall higher vulnerability to poverty for female-headed households compared to male-headed households cannot be generalized, mainly because female-headed households and male-headed households cover a broad range of situations in terms of demographic and economic composition. Examples of female-headed households include one-person households such as older women with small or no income, but also young women who are economically independent; households of lone mothers with children who may or may not receive financial support from the father of the child; households where the male partner is temporarily absent and contribute remittances; households of visiting unions where the male partner is polygamous and does not provide economic support; households of couples with or without children where the woman rather than the man is reported as the household head. Because of their different demographic and economic composition, these types of female-headed households tend to have a different risk of poverty. Similarly, different types of male-headed households have a different risk of poverty depending on the demographic and economic composition of the household. Furthermore, as the share of the detailed types of female- and male- headed household in total households varies across countries and within countries, the overall gap between the poverty of female-headed households and the poverty of male-headed households also varies, to the extent that, in many developing countries,

the overall poverty incidence of female-headed households is lower than the overall poverty incidence of male-headed households (United Nations, 2010).

The ability to support education of girls at household level is influenced by economic capacity of the family heads. It should, however, be noted that the economic capacity the family has to support girls education is, in most cases not the only determinant that a girl is likely to be supported academically. Sometimes the decision whether to support girls or boys education has always been in favour of boys as such few girls get supported. Depending on the knowledge as well socio-cultural factors, the head of household can decide to support or not. Table 4.5 below indicates economic status of the household heads.

Table 4.5 Economic Status of Household of Heads

Economic Activity	Male	%	Female	%
Domestic Work	2	14.3	18	50.0
Business	4	28.6	5	13.4
Employed	2	14.3	3	8.3
Farmer	6	42.9	10	27.8
Total	**14**	**100**	**36**	**100**

Source: Field Data, 2014

The findings from Table 4.5 indicate that 42% (6 out of 14) males were farmers and 50% (18 out of 36) of females were engaged with domestic work. The fact that

farming and domestic work were depended economic work suggest that only farming was the major source of income to the majority household members.

4.2.6 The Characteristics of Teachers

Teachers have a greater role to play in encouraging parents to support the education of their children, especially girls. Not only parents but also girl child gets supports from teachers by guidance given in order to encourage them continue with studies or understand the importance of education. Table 4.6 indicates the Characteristics of Teachers in this study.

Table 4.6 the Characteristics of Teachers

Level of Education	Qualification	Years of Experience	Number of Teachers	Percentage
Standard VII	UPE (MUKA)	35	7 out of 20	35
Form IV	Certificate in Education(grade A)	20	9 out of 20	45
Form VI	Diploma in Education	15	4 out of 20	20

Source: Field Data, 2014

The findings in Table 4.6 show that 45% (9 out of 20 teachers) were Form IV leaver holding a Certificate in Education with 20 years of working experience. However, in terms of working experience the study revealed that 7 out of 20 teachers who were Standard VII trained under UPE (Universal Primary Education) had greater experience by 35 years compared to Form IV leaver with Certificate in Education who had 20 years of working experience and Form VI leavers with Diploma who had 15 years of working experience. Experienced teachers guided girls and imparted in them confidence to study hard and achieve well in their schooling.

4.2.7 The Characteristics of Students

Students were from standard III up to VII. The characteristics of students meant to identify and distinguish varying needs, and perception among students. The fact that in primary schools students begins at 7 it was expected that by 9 the student would be in standard III and subsequently at 13 the student would be in standard VII. Age had greater impact in determining cognitive development. It was therefore expected to

find varying views from students of different age in the schools. Table 4.7 indicates characteristics of students in terms grade/class, and age.

Table 4.7 The Characteristics of Students

Grade/Class	Age	Number of students	Percentage
Standard III	9	10	20
Standard IV	10	6	12
	11	4	8
Standard V	11	10	20
Standard VI	12	7	14
	13	3	6
Standard VII	13	8	16
	14	2	4
Total		**50**	**100**

Source: Field Data, 2014

The findings revealed that 26% of students were 13 and 14 years of age and the rest 74% were aged below 13 years. Age wise the teen years pose some of the most difficult challenges for children and families. Teenagers, dealing with hormone changes may feel that no one can understand their feelings, especially parents. As a result, the teen may feel angry, alone and confused while facing complicated issues about identity, peers, and sexual behavior. These changes confuse them and frustrate them especially when they are not understood and not given support to handle their physiological changes. The teenager is changing from being a child to an adult. If not well guided and supported the student is likely to lose performance at school.

4.2.8. Discussions on Characteristics of Parents and Students

The background information of parents and students was important to determine whether it had impact on girl-child academic performance in standard seven national examinations. Parents support on girls' education was constrained by socio-economic and cultural factors. Mbilinyi et al., (1991) observed that regardless of the level of education the parents have the two factors (socio-economic and cultural factors) that have been affecting greatly the support of girls' education. On the other side Biswalo (1996) and Papalia et al., (2002) commenting on students' characteristics observed that at teenage young girls experience adolescent developmental transition between childhood and adulthood entailing major physical, social, cognitive and psychosocial changes. Such changes very often frustrate young persons who ultimately if not guided cannot perform well in school. Likewise Slavin (1988) observed that students with poor family relationships are also much more likely than other students to perform poorly at school. The source of poor relationship must be identified. In case the cause of poor family relationship is growth and development of the girls, guidance and counselling should not be ignored (Biswalo, 1996).

4.3 Family Members Opinion on Girls' Education

The opinion given by family members revealed gender bias in terms of supporting girls' education. Their opinion identified factors or reasons that lead to such decisions. The factors were socio-economic and cultural. Socio-economically, it was revealed that girls are in most of the time engaged with multiplicity of tasks at home as such constrains schoolgirls' time for homework consequently they end up with

poor performance at school. Again it was revealed that some of the parents do not like to invest in educating girls education for the reason that when girls get married they move with the knowledge gained to their husband's family. In terms of culture, it was pointed out that many girls are brought up to think marriage is the only way that they can own any kind of property as such education has no room to add anything in the family.

4.3.1 Discussion on Opinion on Girls' Education

Opinion given on girls' education seemed to vary with reference to gender bias. Females seemed to blame themselves for lack of courage and to some extent due to lack of guidance. On the other hand males were in opinion that investing in girls' education is nothing but wastage of money. The two opposing view reflect how gender question affect girls' performance in academic. Guidance and counselling, therefore, is vital not only to girls' but also to parents so that both might have good focus towards girls' performance in education.

4.3.2. Households headed by Females

Priorities to support girls' education or not differs from one household to another. Dachi (2000) discovered that depending on the knowledge of the female on the value of education, households headed by females were more supportive than those headed by males. The reason given is that females find that educating a girl-child is the only way of liberating the girl herself and the family at large. The observation is supported by what Mbilinyi *et al.,* (1991) argued that households headed by females are at good

position to support girls' education because it is the only way they can liberate themselves from the bondage of gender.

4.3.3 Households headed by Males

Unlike females, male face socio-economic and cultural bottlenecks. Garrett and Dachi (2003) found that households headed by males had difficult in deciding to support girl's education. To them the major concern was investing in girls doesn't pay. As a remedy to the problem, Biswalo (1996) insist on conducting guidance and counselling to males in order to make them at ease to support girl's education.

4.4 Parents' Knowledge on their Responsibility on Girls Education

The study revealed that parents were aware of their responsibility to support girls' education. However, it was discovered that parents became undecided whether to support on not when it came to critical thinking as to the end result of the girl's education. One of the parents had the following to say in Focused Group Discussion:

> Sometimes I come at cross-roads, whether to support her on not especially when I notice that some of the families which supported their daughters ended with nothing just because the girl got pregnant or married and those who completed standard seven earned no wealth to the family.

Generally, parents were knowledgeable of their responsibility on girls' education though some were forced by socio-economic as well as cultural factors thus restrained them to support girl's education.

4.4.1 Discussions on Roles of Parents on Girls Education

The role of parents on girls' education begins by compulsory enrolling the child to school at 7 year of age. As a legal requirement parents have to comply (URT, 2001a) and failure to that amounts to criminal offence. Planning and monitoring girl's performance yet is another role of parents on daily basis. However, planning and monitoring without coordination nothing can be achieved. As far as girls' academic performance is concerned coordination requires supply of money, guidance and counselling (Dachi, 2000; Biswalo, 1996; Papalia et al., (2002). Thus, parent's role on girls' education performance must be sustainable.

Parents and guardians should demonstrate good parental style by guiding and talking with their daughters. We can empower girls to determine their respective potential while still children. This can be achieved through a good parental system where the girls are nurtured as they grow. It is better to listen to the girls' problems and facilitate them to achieve their goals. It is better to advise and guide girls so that they can do better in life. If parents do not fulfill this responsibility the girls are likely to seek help outside the family and this may contribute towards ruining their future. Parents should ask themselves the following questions: are we nurturing our children in an acceptable way? Are we exploring their potential? It is imperative to understand the potential of a child and be able to nurture her accordingly. This will help her achieve her goals and aspirations in life. One of the duties of a parent is to listen to what her child is saying as well as being able to offer support accordingly. A parent should be confident with her child because children are often daring. As for girls, this is

paramount. Support from a responsible parent give encouragement to girls and enhance retention in schooling process

4.5 Gender Imbalance and Discrimination Girls Face in Schools

It was noted that there existed unfriendly environment to girls in and outside classroom caused by gender imbalance and discrimination. It was found that the environment had negative impact on girl's performance. In the classroom, teachers tend to favour boys to answer questions or contribute points on discussion. It was revealed that the most unfavourable atmosphere is discrimination made by teachers by praising boys when they answer or contribute but say nothing when girls contribute even if the answer provided by the girl is correct. This was the situation in Wards of Mapanda and Luhunga Outside class-room boys and girls are not considered equal. It was discovered that activities such as fetching water, and mopping, are left to be performed by girls. It was amazed when one of the girls said the following in Focused Group Discussion: “Cleaning teachers' offices, especially the head-teachers office is left for beautiful girls who are always smart. It is not known whether boys cannot do properly the cleaning. There is something behind the choice above gender imbalance and discrimination.”

When asked on the truth of the findings, teachers of Idunda ward revealed that the choice of smart girls is done deliberately as a criterion of the student who can handle carefully properties found in teachers offices and had no other implication as far as their beauty was concerned. Whether their becoming beautify brings suspicions that

is personal has nothing to do with what why she was chosen. In this case in most time girls are always found to be selected to do extra tasks at home and at school.

4.6 School Environment and Girls' Schooling Achievement

School environment included physical facilities such as class-rooms, teacher's offices, wash-rooms, play grounds, and instructional materials. There were enough class-room but some had shortage of desks. Shortage of desks had negative impact on some of the girls at school. It was discovered that in most cases all boys managed to get sitted while girls had to either sit on floor or remain standing. When girls were asked why, it was noted that boys used force to get a desk to sit. Even if he is unable to fight for the desk strong boys would fight on his behalf to get the desk. Teachers knew what was taking place but they rarely rectified the situation. Teachers' offices, wash-rooms were in good order though some improvement yet is needed to some of the schools. Playgrounds were more favorable to boys than girls. The study too explored the available study materials in some of the schools. One of the schools called Mapanda Primary School, which was considered to be better than the others had the following instructional materials.

Table 4.8 Available Instructional Materials

Instructional	Total	Available		Shortage in
Materials	**Required**	**Total**	**Percentage**	**Percentage**
Text books	168	42	25	75
Wall pictures	100	35	35	65

Teachers guide	50	20	40	60
Chart/Manila	150	15	15	85
Wall maps	50	5	10	90
Exercise books	195	195	100	-
Chalk board	7	7	100	-

Source: Field Data, 2014

Table 4.8 shows that there was 75% shortage of textbooks so as to make a student book ratio of one to one. 65% of wall pictures, 60% of teachers guide, 85% of charts/manila and 90% of wall map. The materials were therefore grossly inadequate and thus could only be used by very few students at the school. This being an example of the best school it is thus very difficult for students studying in other schools to have good performance in such a situation. Furthermore the schools had no dormitories. Most of the girls had to travel for more than three kilometers from home to school. Lack of dormitories and long distances have a detrimental effect to achievement of girls in schooling process.

4.5.1Discussion on Learning Environment and Girls' Academic Achievement

Adequate physical facilities, qualified and experienced teacher, and instructional materials provide conducive and friendly environment necessary for good performance of girls. Lewis (1983) observed that qualified and experienced teacher handles better students needs thus helps them perform better in their final examinations. Papalia et al., (2002) pointed out that if guidance and counselling is effectively performed students develop the virtues of hope; the belief that they can fulfill their needs and obtain their desires. For effective learning with better

performance to take place learning environment must reflect the need of students particularly girls needs should be the major focus.

4.7 Girls' Perception on their Poor Performance in School

Distance from home to school and lack of support from parents such as learning materials were two types of difficulties identified by girls as major causes to their poor achievement in schooling. It was revealed that some of the girls were forced to walk about two kilometres and others more than three kilometres each day to and fro school every day. They get to school tired thus have little concentration in studies and on the other hand they get home again tired and do nothing on their home work. Had it been that parents support them by renting nearby school or provide transport would have minimized the difficulty.

With regard to lack of learning materials it was revealed that a greater number of parents do not support girls with text books needed for studies. When asked if boys are supported it was revealed that the same is with boys. However, it was noted that some parents provide books and other necessities as part of investing in boys than girls. One of standard seven students had the following experience to share in Focus Group Discussion: “I feel privileged when I think of the presence of “Kibuyu Chirizi” in our school washroom that when my menstrual period comes I serve myself without running to home looking for water. The main problem facing me is lack of pads during my menstrual period.”

When asked what is kibuyu chirizi she said that it is a means of saving water which can be used for washing hands and other uses in school. The determination and confidence shown by the girl is found with few girls.

The study revealed that only about 30% of the girls got support from their parents during menstrual periods. This situation makes many of the girls aged above thirteen years to fail to make follow up of class activities. It is, however, necessary that parents should support girls' education in order to improve girl's retention in schools.

4.8 Other Factors Impinging Girl's Schooling progress

Pregnancy, poor classroom performance, mismanagement of academic time and truancy are some of the factors influencing higher dropout rates among female students in secondary schools. This is observed in response to the question asked to teachers, if truancy was a serious problem between boys and girls. The study indicated that girls mainly (43.8%), both (43.8%) and who said boys only were 12.5%. This shows that there was a high rate of girls who missed classes in the surveyed schools compared to boys. In examining, who performs better between boys and girls the majority (93.8%) of the respondents (teachers) said boys and the least (6.3%) said girls. This indicates that boys do better than girls in their formal examinations compared to girls. As Masanja (2007) in discussing the most influential factors for the underrepresentation of females in natural science subjects is due to the low participation rates of female students in advanced courses and lower performance levels in examinations.

This study also looked into marriage and pregnancy before completion of school. The majority of teachers (43.8%) and students (36.3%) showed that the problem exist in the surveyed area. This shows that many female students were vulnerable to drop out of school due to pregnancy. It is reported by Oxaal (1997) that pregnancy disrupts girls' schooling and in many countries girls are automatically expelled from school if pregnant. Again the study adds that girls from poor households are more likely to engage in sexual survival strategies to secure support for their schooling in turn risking pregnancy and the curtailment of the education.

Information on who utilizes more academic time on other works instead of learning or doing homework between female and male students indicates that girls academic time misused (90.6%) than boys (9.4%). This indicates that girls' time in the surveyed schools was mostly used for other duties apart from academics.

The costs of education to households especially in rural areas affect both the enrolment and the dropout rates. Even, when girls are attending school they are still required to help with household chores, which can hamper their achievement in school and thus their possibility of continuing in education. Unforeseen incidents such as the illness of a household member can mean that daughters are required to drop out of school (Oxaal, 1997). This observation agrees with the findings in this study when both students were asked to respond on the question if cooking or fetching water a problem to girls' education. The majority of teachers (36.9%) and

about 42.5% students confirmed it was a very big problem while those who said that it is never a big problem were 15.6% teachers and 20.5% students.

Teachers as respondents were asked to mention other educational challenges. The majority of the respondents (77.5%) revealed that the need of hostel service as one of the educational challenges to be considered in the study area, need of self confidence (23.2%), female students to avoid sexual relationship (17.9%) and cultural barriers (21.4%).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study investigated and analyzed the impact of family background on girl-child academic performance in standard seven national examinations. This chapter presents the summary of the study, conclusions and recommendations on girl-child academic performance in standard seven national examinations.

5.2 Summary of the Study

The purpose of this study was to investigate the impact of family background characteristics and school environments on girl-child achievements in schooling process. Three objectives guided the study: to examine the effects of family background characteristics and school environments on enrolment of girls to school; to examine the effects of family background characteristics and school environments on retention of girls in schools; to examine the effects of family background characteristics and school environments on completion of girls in their schooling process.

The review of literature revealed that cultural and social beliefs, attitudes and practices prevent girls from benefiting from educational opportunities to the same extent like that of boys. Both qualitative and quantitative approaches were used as

study design. First hand information on the characteristics of households heads and students, opinion on girls' education; roles of parents on girl's education; and learning environment and girls' academic achievement were obtained through interview, questionnaires, and Focused Group Discussion.

Findings revealed that socio-economic, cultural, lack of support at home, lack of guidance and counseling, household chores; long distances from school, lack of dormitories and washrooms at school, and lack of instructional materials are the major factors that cause poor achievements of girls in schooling process.

5.3 Conclusion

The study has shown that family background characteristics and school environments have greater effect towards the achievements of girls in schooling process. There are, however, circumstances where individual efforts of students themselves help girls improve their performance. Guidance and counselling too if used effectively helps to improve girls performance in schools. This has an implication on implementation of issues related to girl child education in the thrust towards gender equity and the realization of MDGs.

5.4 Recommendations

On the basis of the findings and conclusion of the study above the following recommendations are made:

5.4.1 Recommendations for Action

After data presentation, analysis, discussions, and conclusion on this study, the researcher has the following recommendations:

5.4.1.1To Parents:

- Parents should see to it that girl children are enrolled to school in time starting with pre-primary and then primary schools.
- Parents should give support of necessities to their girl children. Necessities include pads, stationeries, books and the like.
- Girls should be exempted from household chores, child labour like sending them to towns to be house girls or to tee estates or rice farms.
- Parents should provide to girls study rooms installed with electricity or any other source of light.
- Parents should give girl students ample time to study when they are at home. This time will enable girls to make revision of taught lessons and do homework as instructed by teachers.
- Parents should develop a culture of making follow up to development of girls education

5.4.1.2 To Teachers:

- Teachers should create a user friendly school environment. Such environments encourage girls to retain in school. Girls should be treated fairly. Moreover teachers should provide guidance and counseling services to girls.

- Teachers should see to it that school environments have infrastructures such as dormitories or hostels and washrooms furnished with running water.
- Teachers should convene meetings with parents and educate them the importance of supporting girls in their schooling process.
- Teachers should invent programs of providing pads to girls during menstrual periods.

5.4.1.3 Education Officers:

- Education Officers as coordinators and supervisors of provision of education should ensure that schools are having the necessary infrastructures for students to have conducive learning environments.
- Education Officers should ensure that the established school facilities are properly utilized.
- Education Officers should, from time to time, pose requests of missing school infrastructure to MOEVT and PMORALG so that the infrastructures are constructed.
- Through meetings with teachers and parents (PTA) Education Officers should make sensitization on importance of giving support to girls' education.
- Education Officers should see to it that schools are user friendly to students.

5.4.1.4 MOEVT and PMORALG:

- These are two ministries which are vested with the duty of provision of education in Tanzania. While MOEVT deals with Policy and Planning, PMORALG deals with management and supervision of the schools. The two ministries should set enough budget for new school infrastructures and maintenance of the same. These infrastructures should include dormitories, washrooms, water supply, electricity in schools and the like.
- To avoid long distances travelled by girls from home to school, the two ministries should establish new primary schools so as to reduce long distances problem to girls.

5.4.2 Recommendations for Further Studies

The study limited its focus to the effects of family background characteristics and school environments to girls' achievements in schooling process. Further research should focus on boys' achievements as well.

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APPENDICES

APPENDEX 1: INTERVIEW GUIDES FOR SELECTED PARENTS

1. BACKGROUND INFORMATION

a) Age

b) Sex

c) Level of education

d) Occupation

2. a) What are gender roles in your families?

b) How are these gender roles affecting enrollment, retention and completion of girl in schools?

3. a) How long are schools from home?

b) Are schools having dormitories for girls? Do you allow them to live in dormitories?

4. a) What activities are given to girls when they come home from school?

b) Do they get time to study at home?

c) Do you provide them light for studies? If not how do they study and complete their homework?

5. Girls need support to pursue their studies.

a) Do you provide them the basic tools such as pens, pencils, rulers, mathematics sets and the like?

b) Do you provide them uniform, shoes, pay for school academic contributions, and pads during menstrual periods.

c) Do you contribute food stuffs in schools for lunch of girls?

d) How is lack of this support affect retention and completion of girls in schooling?

6. Are there role models for girls in school or at home?

7. Do you make follow up of girls studies when they come from school?

8. Are your girls participating in tribal rites such as unyago? How long does unyago take for girls to go back to school?

THANK YOU FOR YOUR COOPORATION

APPENDIX II: INTERVIEW GUIDES FOR GIRLS

1. a) Age (year)

   b) school

2. a) Whom do you live with?

   b) Who buy your school requirements like uniform, pencils, exercise books, shoes, clothes and the like. Are the requirements enough? What do you think is important but you do not get it?

3. How long is your school from home? What means of transport do you use when going to school?

4. What type of work do you do when at home? Are your brothers doing the same works at home? If not what do they do at home?

5. Do you have rooms and light at home? Do you study at home? What time do you spend to study?

6. What support do you get when you are in menstrual period? Are your schools having washrooms with enough water? If not how do you get these services?

7. What are your role models? What do you want to become?

8. a) Is your school having dormitories?

   b) If yes what services are provided such as private room and water and incinerator?

&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&

THANK YOU FOR YOUR COOPORATION

APPENDIX III: INTERVIEW GUIDES FOR TEACHERS

1. BACKROUND INFORMATION
   a) Age7
   b) Sex
   c) Working experience
2. a) What services do you provide to girls in your school?

b) Do you have dormitories for girls in your school? If not, do you have bathrooms with water? If not how do you assist girls during their menstrual periods.

3. How long are student homes from school? Do you agree that the most affected by long distances from home to school are girls?
4. How does school environment affect learning and academic achievement of girls?
5. What can you do to ensure that girls are retained to school and study and perform well in their schooling process?
6. Is there any special treatment or progamme to assist girl to study in your school?
7. 7 Do you advice parents to give chance to girls to study and pursue their education as boys?
8. 8. How many teachers are women in your school? Are they taken as role models of girl students?

APPENDIX IV: FOCUS GROUP DISCUSSION QUESTIONS

The following questions will guide the discussion:

1. How are family background characteristics affecting achievement of girls in schooling process? Think of the following characteristics on enrollment, retention and completion:

    a) Early marriage,

    b) Poverty

    c) Household chore/labour such as "kugema ulanzi, kuuza ulanzi au komoni"

    d) Lack of support of basic requirements to girl students.

    e) Unyago

    f) Sending girls to work as house assistance, to tea shambas, and rice farms.

    g) Child age pregnancies.

2. Explain how girls are affected by gender imbalance

    a) At home

    b) On the way to school

    c) At school

3. What should be done to enhance girls' education in your society?

4. How are the following school environments affecting achievement of girls in schooling process?

    a) Long distances from home to school

    b) Lack of dormitories at school

    c) Lack of breakfast and lunch at school

d) Lack of washrooms at school

e) Lack of pads during menstrual periods

f) Sexual harassment on the way to school and at school

g) Lack of guidance and counseling services

5. Do girls have role models at home and at school?

6. What should be done to enhance family support to girls' education?

&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&

THANK YOU FOR YOUR COOPORATION

APPENDIX V: QUESTIONNAIRE FOR EDUCATION OFFICERS

A. Personal information

1. Position……

2. Number of years served in current position……

3. Teaching experience…….

B. Answer the following questions by choosing the correct answer or fill in the gaps

1. Parents are treating sons and daughters a) equally b) unequally c) favor girls (……...)

2. Society altitude towards girls and women are

a) positive

b) Negative

c) Fair with both men and boys

3. Girls education has been affected by a number of drawbacks. Name 5 of them

……

……

……

4. Is school environment

a) Conducive for female pupils to learn comfortably

b) Unconducive place for female pupils

c) Fairly for girls

5. Name any three family practices that affect girls learning

……

……..

6. Discuss how parents support girls in academics at home

……

……

7. a) Briefly explain how parents' support on girls influence retention and completion in schooling process……

b) Briefly explain how school environments affect retention and completion of girls in their schooling process.....

8. Do parents make close follow up on school progress of girls?

Explain……

9. Suggest four ways to improve girls' education in Tanzania

……

……

……

.....

10. Explain how role models to girls can be improved

……

THANK YOU FOR YOUR COOPORATION

APPENDIX VI

The Open University of Tanzania,
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IRINGA - TANZANIA

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IRINGA - TANZANIA

Ref. No. OUT/IRC/S.03/198 **16th January, 2015**

The Regional Administration Secretary,
P. O. Box 858,
IRINGA.

Dear Sir/Madam

RE: INTRODUCTION LETTER FOR MR. ASHIRY R. KOMBA–

Kindly Refer to the above captioned subject.

Our student Mr. Komba, Ashiry R. with Reg. No. HD/E/581/T.11 is involved in a research study as a requirement for partial fulfillment of his Master of Education in Administration, Planning and Policy Studies (MED.APPS) degree programme.

His research title is **"AN EXAMINATION OF EFFECTS OF FAMILY BACKGROUND CHARACTERISTICS AND SCHOOL ENVIRONMENTS ON GIRLS ACHIEVEMENTS IN SCHOOLING PROCESS. THE CASE STUDY OF MUFINDI DISTRICT".**

I hereby forward him to you for permission to access the following wards in Mufindi district:

1. Idunda
2. Sadani
3. Mapanda
4. Luhanga
5. Kiyowela and Ihalimba.

Also the research will involve two schools from these wards', Teachers, students, District Primary Education Officer and her two subordinates will also be involved.

Any other assistance to the success of this data will be very much appreciated by our University.

Thanks in advance for your kind cooperation.

Rev. Dr. L. P. Kimilike
Director of Regional Centre

OPEN UNIVERSITY OF TANZANIA
IRINGA REGIONAL CENTRE
P.O. BOX 1458
IRINGA
DIRECTOR

APPENDIX VII

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

IRINGA REGION:

Tele: 2702021
Fax: 2702082
For Reply please quote:

Regional Commissioner's Office.
P.O. Box 858,
IRINGA.

Ref. No. RAS/IR/E10/64/Vol.II/56 Date 29th January, 2015

District Executive Director,
P.O. Box 214,
MAFINGA

RE: A PERMIT FOR MR.ASHIRY R.KOMBA A BONA FIDE STUDENT OF MASTE OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIE (MED.APPS) OF THE OPEN UNIVERSITY OF TANZANIA TO CARRY OUT A EDUCATIONAL RESEARCH IN YOUR COUNCIL

I feel a great pleasure to inform you that the aforementioned **party has** been granted permit by The Regional Administrative Secretary to conduct an Educational Research i your AREAs of jurisdiction-namely **Council.**

The title of this research is.**"An Examination of effects of Family backgroun characteristics and school environments in schooling process." The case study o study of Idunda,Sadani,Mapanda,Luhunga,Kiyowela and Ihalimba wards i Mufindi District.**

I therefore kindly ask you to avail **him** with any needful support which is within you reach in order to make this cherished task a reality and a great success.

I beg to remain yours sincerely and wish you all the best for the season.

Mwl.Euzebio B.Mtavangu
For: REGIONAL ADMINISTRATIVE SECRETARY
IRINGA,

K.N.Y. AFISA ELIMU WA MK
IRINGA

CC.Director of Iringa Regional Centre,
The Open University of Tanzania,
P.O. Box 1458,
IRINGA

APPENDIX VIII

MUFINDI DISTRICT COUNCIL
(All letter should be Addressed to District Executive Director)

P.O. Box 223
Tell: 026-2772614
FAX: 026-2772070
Email: dedmufindi@gmail.com

Ref. No.HW/MUF/S.50/17/79 **24th, February, 2015**

District Primary Education Officer,
P.O. Box 214,
MAFINGA.

REF: LETTER OF ACCEPTANCE FOR RESEARCH WORK PLACEMENT FOR MR. ASHIRY R. KOMBA

Kindly refer to the heading above, as per January, 2015 letter with refernce No. RAS/IR/E 10/64/Vol.II/56.

This is to inform you that application requested has been received and accepted as per application letter's content. This research work will Start on 23rd February, 2015 to 23rd March, 2015. Please assist him accordingly .

F. Mtonyole
For **DISTRICT EXECUTIVE DIRECTOR**
MUFINDI

For: DISTRICT EXECUTIVE DIRECTOR
MUFINDI

Copy to : Mr. Ashiry R. Komba