

**CHALLENGES FACING GIRLS AND BOYS IN ACADEMIC
PERFORMANCE: A CASE STUDY OF SINGLE SEX SECONDARY
SCHOOLS IN TABORA MUNICIPALITY, TANZANIA**

JOYCE J. MBUTA

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

2015

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University a dissertation titled: “*Assessment of Challenges Facing Girls and Boys in Academic Performance, A Case Study of Single Sex Secondary Schools in Tabora Municipality*”, in partial fulfillment of the requirements for the degree of Master Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....
Dr. Anna S. Wawa

(Supervisor)

.....
Date

COPYRIGHT

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

DECLARATION

I, *Joyce J. Mbuta*, do hereby declare that, this work is entirely a result of my own work except where it has been acknowledged in the text. To the best of my knowledge the work in this dissertation, has not and is not currently being submitted for any degree in any other University.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my parents; Julius Kayala and Mariam Ngiliule for upbringing, and educating me.

ACKNOWLEDGEMENT

First and foremost, I am very much grateful to acknowledge the Almighty God for keeping me healthy and giving me, an ability to produce this dissertation.

Special thanks are also extended to Dr. Wawa, my research supervisor for reviewing the manuscript of this work and valuable suggestions, which contributed to the present standard of this dissertation. I highly appreciate for all her constructive criticism, encouragement and general guidance during the whole period of the study.

Recognition of innermost thanks is also extended to my beloved husband Mr. Simbamwene for his encouragement during the whole period of my studies.

Lastly, I am particularly grateful to my children for my numerous absences from home and lots of inconveniencies I kept them for. May God bless them all.

ABSTRACT

The study was on an assessment of challenges facing girls and boys in academic performance, a case of single sex secondary schools in Tabora region. It has investigated the perceptions of girls and boys on single sex schooling, the learning challenges facing girls and boys in secondary schools, which affected their academic performance, poor girl's performance compared to boys in single sex schools and strategies, for improving the performance of girls in single-sex secondary schools in Tanzania. The study was involved (53%) males and (47%) females. Data collection methods were questionnaires, interviews and group discussions whereas, statistical methods and matching of information were employed as tools for data analysis. Findings have shown that boy's perceptions on single sex schools is that; students focus more on education, decreases distractions in learning and reduces student misbehaviors. The girl's perceptions include; increased confidence, decreased relationship with boys and feel more comfortable in sharing ideas. General challenges facing boys include; drug use, and poor relationship with family and drop out of schools. However, girls challenges were drop out schools and early marriages. Ways to improve girl's performances include; making sure girls are safe, eliminating gender bias, and provide pocket money. It was concluded that single sex schools are a good idea, particularly for girls to improve their performances as it provided a conducive environment for study. It was recommended that, the issue of educating

women is very important for any national development and therefore, needed to be emphasized.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Chapter Overview	1
1.2 Background of the Problem.....	1
1.3 Statement of the Problem	4
1.4 Objectives of the Study	5
1.4.1 General Objective of the Study	5
1.4.2 Specific Objectives of the Study	6
1.5 Research Questions	6
1.6 Significance of the Study	6

1.7	Scope of the Study.....	7
1.8	Limitation and Delimitations of the Study	7
1.9	Overview of the Study.....	7
	CHAPTER TWO	9
	LITERATURE REVIEW.....	9
2.1	Introduction	9
2.2	The Theory of Performance (ToP)	9
2.3	Theoretical Review	10
2.3.1	The Concept of Secondary Education	10
2.3.2	Single-sex Schooling Worldwide.....	10
2.3.3	The Perception on Single-sex Schooling Worldwide	12
2.3.4	Strategies to Improve the Performance of Girls and Boys in Single-sex Schools	13
2.3.5	Challenges Facing Girl Child Education.....	14
2.4	Conceptual Framework of the Study.....	17
2.5	Knowledge Gap.....	18
	CHAPTER THREE	20
	RESEARCH METHODOLOGY	20
3.1	Chapter Overview	20
3.2	Study Design	20
3.3	Study Area.....	20
3.4	Target Population	21
3.5	Sampling Technique.....	21
3.5.1	Sample Population.....	21

3.6	Types of Data Collection.....	22
3.6.1	Primary Data	22
3.6.2	Secondary Data	22
3.7	Methods of Data Collection	23
3.7.1	Interviews	23
3.7.2	Focus Group Discussion.....	24
3.7.3	Questionnaires	25
3.8	Validity and Reliability	25
3.9	Ethical Issues.....	26
3.10	Data Analysis Plan	26
	CHAPTER FOUR.....	28
	FINDINGS AND DISCUSSION.....	28
4.1	Chapter overview	28
4.2	The Profile of Respondents	28
4.2.1	Sex.....	28
4.2.2	Respondent's Education Level.....	29
4.2.3	Respondent's Ages	30
4.3	Perceptions of Girls and Boys on Single sex Schooling	31
4.3.2	Perception on Single sex School for Girls	34
4.4	The Learning Challenges Facing Girls and Boys in Single Sex Secondary Schools	36
4.4.1	Learning Challenges for Boys.....	36
4.4.2	Learning Challenges for Girls	38
4.5	Reasons for Girls Performing Poorer than Boys in Single Sex Schools.....	40

4.6	Strategies for Improving the Performance of Girls in Single-Sex Secondary Schools in Tanzania.....	42
4.6	Summary	46
CHAPTER FIVE.....		48
CONCLUSION AND RECOMMENDATIONS.....		48
5.1	Chapter Overview	48
5.2	Summary	48
5.2.1	Perceptions of Girls and Boys on Single Sex Schooling	49
5.2.2	Challenges Facing Girls and Boys in Secondary Schools.....	51
5.2.3	Reasons for Poor Girls Performance in Single Sex Schools.....	51
5.2.4	Strategies for Improving Girls' Performance.....	52
5.3	Conclusion.....	52
5.4	Recommendation.....	53
5.5	Suggested Area for Further Studies	53
REFERENCES.....		54
APPENDIX		61

LIST OF TABLES

Table 1.1: Performance Ranks between Tabora Boys and Girls schools.....	4
Table 3.1: Sample Size of Selected Respondents.....	22
Table 4.1: Distribution of Respondents (Students and Teachers)	
According to their Ages	31
Table 4.2: Boy’s Perception on Single Sex School.....	32
Table 4.3: Girl’s Perception on Single Sex School.....	34
Table 4.4: Learning Challenges for Boys.....	36
Table 4.5: Learning Challenges for Girls.....	38

LIST OF FIGURES

Figure 2.1: Conceptual Framework on Performance in Boys and Girls in
Single Sex Secondary Schools 17

Figure 4.1: Respondent’s Sex (Students and Teachers)..... 28

Figure 4.2: Respondent’s Level of Education (Students and Teachers)
in the Sample Schools 29

LIST OF ABBREVIATIONS

ETP	Education Tanzania Policy
NECTA	National Examination Council of Tanzania
ToP	The Theory of Performance
UNICEF	United Nations Children Fund
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

This chapter highlights the main reasons for the study. It also gives the background information, problem statement, study objectives, research questions, study significance as well as limitations to the study.

1.2 Background of the Problem

The development of the education sector, has been a long standing objective of the Government of Tanzania since independence, in 1961 (Massawe and Kipingu 2000). Secondary education is considered by education stakeholders and players as a basic need and a basic right (Mosha, 2004; Meeker, 2003; Massawe and Kipingu, 2000). The Tanzania's education system, is dominated by examination-oriented teaching whereby passing examinations is the only benchmark for performance because there is no internal system, of monitoring learning achievements at other levels within education cycle (Mosha, 2000). However, it is generally agreed that, the most important manifestations of quality education have to do with literacy, cognitive abilities and performance in terms of passing national examinations and progression to higher levels of learning (Mosha, 2000).

The Tanzania educational system is composed of both public and private schools of which, some are single sex and others are co-education or mixed schools with different learning environment. Single-sex schooling has attracted interest among education professionals, researchers, media, politicians and parents (UNICEF (2003).

It is therefore argued that girls and boys should learn differently and, thus, should be educated in separate environments in order to maximize their potentials. A study by Moshia (2000) shows that, students from single-sex schools scored higher than students from co-educational schools. Though factors like; socio-economic status, parental support, school traditions and ethos, have also been demonstrated to have an effect on student's performance. Unless the effects of such variables are controlled, the true effects of single-sex schooling cannot be determined.

Comparatively in the United States, attention has been drawn to the differences in the academic performance of adolescent boys and girls where there is clear evidence that boys are performing at a lower level than girls, there is less certainty about how this situation can be addressed (DETYA, 2000). There is considerable debate about gender streaming and whether or not it is effective in ensuring long term improvement in the learning of both genders. Some scholars raise concerns on equality and privilege in single-sex schooling (Matekere, 2003). Taking Tabora boys' and Girls' Secondary schools as an example, students in Tabora boys' Secondary school are fairly treated than students in Tabora girls. Different in treatment is due to the sense that students in Tabora boys' are free to interact with students from other schools. They have access to find out some of the missing learning materials which are not found in their respective school for example in the regional library and students' centre.

Therefore, they are able to exchange ideas with other students from other schools rather than girls in Tabora girls' secondary school. Following this argument, girls are unfairly treated because of fearing them getting unexpected pregnancy which may

lead to dropout and poor concentration on their studies (Matekere, 2003). Therefore, it is good to address inequalities within the school system by separating the sexes and removing opportunities for dialogue and modeling. Some educators still believe that the academic and social needs of boys and girls can be more adequately met in single sex classes (UNICEF (2003).

Scholars like (Omari, 2001) describe the intention of having single sex schools as to eliminate the distraction that sexuality can cause for students. Student in single sex schools are able to concentrate well on school work without having people of the opposite sex who will draw their attention (Raphael 2008). In the single sex learning environment, student can receive better education and get to know who they truly are without the constant distraction of bidding for the affections of students of the opposite sex. From these expectations many parents send their children to single sex schools believing that they would perform better. Yet the performance of students in these schools is still questionable, particularly the performance of girls as compared to boys.

In real sense, Girls are likely to perform better if they are in a single-sex school than in a mixed school. For example, Single sex-schools both for boys and girls dominated the first 20 top positions in rankings for the best schools based on the number of students who had Division One (NECTA, 2011). According to NECTA 2011 Examination results, out of 20 top performing schools boy's schools took 13 positions Tabora boys' being among in the list. Single sex girls' schools took 7 positions; unfortunately Tabora girls' was not among in the list. This is evidence that despite all schools being boarding and single sex schools yet Tabora girls' secondary

school lag behind in academic performance. Despite good performance in single sex secondary schools in Tanzania, there are still differences between girls and boys in these schools as illustrated by Tabora boys' and Tabora girls' schools (Table 1.1) where the performances ranks low for girls compared to boys.

Table 1.1: Performance Ranks between Tabora Boys and Girls schools

Year/ Division	Tabora Boys					Tabora girls				
	I	II	III	IV	0	I	II	III	IV	O
2012	24	35	20	15	5	8	11	19	48	7
2011	40	20	20	10	0	11	16	11	33	7
2010	41	19	14	37	3	8	13	11	54	30
2009	23	11	28	40	0	1	4	13	57	47

Source: NECTA 2009 – 2012 Examination Results

The identification of the root causes of gender differences in academic performance therefore need more research because, diverse factors such as economic issue, societal factors as well as biological factors influences the gender gaps.

1.3 Statement of the Problem

A study by Mosha, 2000 compared the performance on single sex secondary schools from mixed schools whereby the results showed that students in single sex schools performed better than those in mixed schools. The main reason provided was that single sex schools were free from distraction which could be caused by sexuality. This enabled them to concentrate well on school work without having people of the opposite sex who could draw their attention. From these studies, one can learn that

students in single sex schools normally performed better than those in co-education schools.

Despite the good intention of establishing single sex schools, the benefits are yet to be realized particularly for girls. Students in Tabora girls' school performed poorer as compared to their fellows in Tabora boys' school. For example in 2009, Tabora boys had a total of 23 students having division I with non student failed while Tabora girls had only one student with division I with a total of 47 students failed. In 2012, Tabora boys had a total of 24 students having division I and 5 student failed, while Tabora girls had a total of 8 students with division I and 7 students failed.

The reason for this difference in performance between girls and boys in single sex schools, are not well established despite the fact that, the schools are having almost similar learning environment. Tabora boys' and Tabora Girl's are both boarding schools managed by the government and are special schools, receiving talented students hence, expected not to differ in terms of academic performance. This study therefore, aims to answer a general question on the discrepancy between boys' and girls' performance in single sex secondary schools, with reference to Tabora Boys' and Tabora Girls' Schools respectively.

1.4 Objectives of the Study

1.4.1 General Objective of the Study

The general objective of this study was to investigate the effects of a single sex schooling in student's performance in secondary schools.

1.4.2 Specific Objectives of the Study

- (i) To examine the perceptions of girls and boys on a single sex schooling.
- (ii) To examine the learning challenges facing girls and boys in secondary schools which affect their academic performance.
- (iii) To investigate why girls were performing poorer than boys in single sex schools
- (iv) To suggest strategies for improving the performances of girls in single-sex secondary schools.

1.5 Research Questions

- (i) What are the perceptions of girls and boys on a single sex schooling which affect their performance?
- (ii) What are the challenges facing performance of girls and boys in secondary schools?
- (iii) Why Girls are performing poorer than boys in single sex secondary schools?
- (iv) What are strategies to improve the performance of girls and boys in single-sex secondary schools in Tanzania?

1.6 Significance of the Study

Findings of this study are expected to contribute profoundly, to the existing body of knowledge and literature related to single sex secondary education in Tanzania. The results of this study would inform the responsible Ministry to understand the current conditions facing single sex secondary education and address them, on the way of its reality. This study is also beneficial for the academicians and individuals, who might be interested in carrying out related researches in the future. The findings would help

the policy makers on the amendments of the laws and regulations, related to education sector in Tanzania.

1.7 Scope of the Study

The study was confined to Tabora boys' and Tabora girls' secondary schools in Tabora municipality as a representative of all single sex secondary schools in Tanzania. Findings of this study can be generalized to all public single sex secondary schools due to the fact that, they experience similar financial, budgetary and managerial provisions and regulations.

1.8 Limitation and Delimitations of the Study

The study was constrained by financial difficulties because conducting a research is an expensive exercise. This involves expenses such as; field works, stationeries, secretarial work, books and other materials, report printing and binding, travel and communication, also because this study has used an interview method of data collection, some informants were unwilling to give the key information fearing that, one may be studying to break their interests. However, the risk of completely incomparable results and conclusion was minimized by giving this study the first priority; all other activities with less importance were stopped until this activity was finished, also Concerning the question of informants being unwilling to respond, natural observation and secondary data was used to reconcile the findings.

1.9 Overview of the Study

In Tanzania, the educational system is composed of both public and private schools of which, some are single sex and others are co-education or mixed schools with

different learning environment. Single-sex schooling has attracted interest among education professionals, researchers, media, politicians and parents (UNICEF (2003).

Numerous studies have been done on boys outperforming girls in Tanzanian secondary schools (Amuge, 1987; Masanja, 2004; Sutherland - Addy, 2008). Gender gap is experienced to be an issue in terms of academic performance in most secondary schools in Tanzania. Boys secondary schools are viewed to have a greater academic performance than girls secondary schools as shown in Table 1.1.

Considering Tabora boys' and Girls' Secondary schools as an example, there is a higher academic performance in Tabora boys' secondary school as compared to that of Tabora girls. Single sex-schools both for boys and girls dominated the first 20 top positions in rankings for the best schools based on the number of students who had Division One (NECTA, 2011). According to NECTA 2011 Examination results, out of 20 top performing schools boy's schools took 13 positions Tabora boys' being among in the list. Single sex girls' schools took 7 positions; unfortunately Tabora girls' was not among in the list. This is evidence that despite all schools being boarding and single sex schools yet Tabora girls' secondary school lag behind in academic performance. Despite good performance in single sex secondary schools in Tanzania, there are still differences between girls and boys in these schools as illustrated by Tabora boys' and Tabora girls' schools (Table 1.1) where the performances ranks low for girls compared to boys.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents conceptual review of the study, empirical studies and the theories related to this study, as well contains the conceptual framework of the study.

2.2 The Theory of Performance (ToP)

The Theory of Performance (ToP) develops foundational concepts to form a framework that can be used to explain performance as well as performance improvements (Tomlinson, et al., (2002). To perform is to produce valued results while a performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey and level of performance describes location in the journey. The level of performance depends holistically on six components, namely: context, level of knowledge, level of skills, level of identity, personal factors and fixed factors. There are axioms that are proposed for effective performance improvements (Caine, et al, 2005). These involve a performer's mindset, immersion in an enriching environment and engagement in reflective practice.

The rationale for a Theory of Performance is that, human beings are capable of extraordinary accomplishments. Wonderful accomplishments also occur in day-to-day practice in higher education (Bransford, et al., 2000). Therefore, Performance is a journey not a destination and the location in the journey is labeled as the level of performance. Each level characterizes the effectiveness or quality of a performance.

In other words, to perform is to take a complex series of actions that integrate skills and knowledge to produce a valuable result. The performer is an individual but in other instances, the performer is a collection of people who are collaborating such as an academic department, research team, committee, student team, or a university. According to Bransford, et al, (2000) performance, can be advanced through different levels; however, performing at a higher level produces results that can be classified into categories such as quality increases, cost decreases, capacity increases, skills increase, identity and motivation increases. This theory is applicable to this study because it relates with performance of the students and initiatives of the teachers on improving the performance of the students.

2.3 Theoretical Review

2.3.1 The Concept of Secondary Education

Education Tanzania Policy (ETP) (URT, 1995) defines secondary education as a post-primary formal education, offered to persons who successfully completed seven years of primary education and have met their entry requirements. World Bank (2005) describes secondary education broadly as a gateway to the opportunities and benefits of economic and social development. Secondary education is now being recognized as a cornerstone of educational system in the 21st century. Quality secondary education, is indispensable in creating a bright future for individuals and nations alike (URT, 2003).

2.3.2 Single-sex Schooling Worldwide

Single-sex education (teaching boys and girls in separate classrooms or schools) is an old approach that is gaining new momentum (Sullivan, et al., 2011). A driving force

in the single-sex education movement, is recent a research showing natural differences in how males and females learn. Before weighing the pros and cons of single-sex education, consider the influences of nature versus nurture. Many factors affect each child's learning profile and preferences. Some factors relate to the child's nature, such as gender, temperament, abilities (and disabilities) and intelligence (Sullivan, et al., 2011).

Other influences stem from the way parents and society nurture the child: Family upbringing, socioeconomic status, culture and stereotypes all fall under the nurture category. Sullivan, et al. (2011) argues that, the gender-separate format can boost grades and test scores for both girls and boys. Single-sex classrooms can break down gender stereotypes, particularly when teachers have appropriate professional development (Sullivan, et al., 2011). Girls in single-sex educational settings are more likely, to take classes in mathematics, science and information technology, especially when teachers have received appropriate training.

Boys in single-sex classrooms led by teachers with training in how to lead such classrooms are much more likely to pursue interests in art, music, drama, and foreign languages (Dawo and Simatwa (2010). Both girls and boys have more freedom to explore their own interests and abilities, in single sex classroom than in the coed classroom. In order to improve academic performance and broaden educational horizons, there is a need to understand the gender differences in learning. The use of single-sex schooling to increase achievement has received support from governments (Booth and Nolen 2012a, (Kolawole, 2007).

2.3.3 The Perception on Single-sex Schooling Worldwide

Single-sex schools are schools that only admit those of one specific sex believing that the educational environment fostered by single sex schooling is more conducive to learning than a co-educational school (Kolawole, 2007). Boys gain more academically from studying in co-education schools but girls find single sex schools more conducive (Park, et al., 2012).

However, academic results are not the only criterion on which the success of the education system should be judged. Those who advocate for single-sex education in public schools argue that: Some parents do not want their children to be in mixed sex classrooms because, especially at certain ages, students of the opposite sex can be a distraction. Single-sex education enhances student success when teachers use techniques geared toward the gender of their students. Some research indicates that, girls learn better when classroom temperature is warm, while boys perform better in cooler classrooms. If that is true, then the temperature in a single-sex classroom could be set to optimize the learning of either male or female students (Park, et al., 2012).

Some research and reports from educators suggest that, single-sex education can broaden the educational prospects for both girls and boys (Riordan, 2011). Also Riordan in his book (2011) argue that, co-education schools tend to reinforce gender stereotypes, while single-sex schools can break down gender stereotypes. For example, girls are free of the pressure to compete with boys in male-dominated subjects, such as mathematics and other science subjects.

2.3.4 Strategies to Improve the Performance of Girls and Boys in Single-sex

Schools

Sullivan, et al. (2011) argue that, schools looking for ways to increase student motivation and academic achievement, ought to consider offering single-sex classrooms as one of the highly effective change that can address students' needs. However, educators think that, boys and girls learning differently is not justification for offering single-sex classes but rather, gender differences are a further reason for teachers to embrace differentiated instruction within as well as single-sex classes (Sullivan, 2011).

Although experience clearly affects the development and wiring of the brain, growing evidence suggests that, gender also seems to be a contributing factor in brain development. Halpern, (2011) asserts that, boys have a higher physical activity level and develop self-control later than girls. Girls seem to show stronger verbal skills and demonstrate empathy more readily than boys. This means that boys are probably more active in the classroom and girls more often show strengths in using words verbally and in writing (Riordan, 2009). Learning about gender differences can help teachers of single-sex and co-ed classes meet the needs of students more effectively (Sullivan, et al., 2011)

One of the best ways to provide instructions for boys is to list directions in bullet format on the board and provide a time frame for completing all steps, or even each step. In this way, teachers can also define specifically how they want students to prepare for tests. Boys will typically only read over their notes or the textbook as preparation, sometimes the morning of the test (Park, et al., 2012). Requiring specific

steps such as making vocabulary flash cards the first night, sketching key concepts the second night, and making their own questions the third night in studying for a test provides clearer expectations and directs students to prepare appropriately (Sullivan, et al., 2011). After several months of setting study expectations, teachers could then make a transition to requiring exit slips, in which students explain how they will prepare for the test as they leave class. Again, this provides more structure in which students take ownership and can be held accountable.

On the other hand, girls tend to benefit from increased opportunities for making connections between themselves and the content (Riordan, 2009). To tap this, teachers could build in more cycles where students voice their opinion about content, make comparisons between content and their own experience, and use manipulative or real objects to explore concepts (Sullivan, et al., 2011). Understanding gender is not about pitting girls against boys; it's about bringing in more activities and procedures that can benefit the students in the classroom (Park, et al 2012). Seeing through the lens of gender in the classroom, can help teachers reconsider or examine their current practices.

2.3.5 Challenges Facing Girl Child Education

It is pertinent at this junction to state clearly who the girl-child is and what girl-child education is all about (Simeen and Sajeda, 2006). A girl-child is a biological female offspring from birth to eighteen (18) years of age. This is the age before one becomes adult during which, the child is totally under the care of an adult who may be her parents, guardians and older siblings (Damien, 2004). At this stage, the girl-child is malleable, builds and develops her personality and character. She is very dependent

on those whom she models her behavior, through observation, repetition and imitation (Richard, 2008).

There has been an increased outcry for the girl - education at various forums, seminars, workshops and conferences which were organized to address the problems faced by the girl-child (Damien, 2004). This may be because of the fact that, the girl-child participation in education had been identified as one of the most significant challenges facing Africa in general and Tanzania in particular. It is in the realization of this that, governments came up with various programmes aimed at uplifting the socio-economic and educational status of the girl-child. In Tanzania for instance, these programmes include; clubs such as debates and mathematics clubs. However, despite these various programmes organized for the girl-child training, history has shown that, the girl-child is still at a disadvantage position.

There is no doubt that, societal recognition to the value of education in Tanzania which has been displaced paving way to the ignorance of the people and deplorable condition of education, particularly that of the girl-child (Richard, 2008). This situation arose because of many reasons among which are; socio-cultural and ignorance, economic stagnation characterized by pervasive poverty which has virtually, weakened all sectors of development especially the education sector, and above all, inefficient and ineffective implementation of the national and state government policies on education (Damien, 2004).

These impediments contributed to poor school enrolment particularly that of the girl-child, who is considered not necessarily relevant to pursue formal education in

traditional social set up. Socio-cultural factors are significant in parental and family decision on whether to invest in girl-child education. Pervasive gender ideologies at the household and community levels always favor boys over girls and promote differential educational opportunities and outcomes (Simeen and Sajeda, 2006).

In addition, some girl-children are withdrawn from school or denied access to higher education because of the belief that, the higher the girls educational qualification the lower her chances of getting a suitable husband. School age girls engaged in street hawking rather than attending school (George and Harry, 2004). Poverty and the impoverished condition of the citizenry serve as a barrier to girl-child education. Most mothers preferred street hawking and early marriage, than sending their children to school (Richard, 2008).

In most polygamous homes, boys are usually given considerations whenever there are scarce resources, for the training of the children. Sometimes, an intelligent girl is deprived of opportunity to go to school while allowing a less intelligent or less ambitious boy to go to school (Simeen and Sajeda 2006, Simeen and Sajeda 2006). These children are often faced with the problem of proper parental guidance.

As a result, they could join some urban gangs or go into crime due to the nature of their upbringing (Simeen and Sajeda 2006). The challenges facing girls' education include early marriages, teenage pregnancy, poverty, peer pressure, low adult literacy, among others (Simeen and Sajeda, 2006). As a result of these factors, it has become very difficult to retain the girl-student in school, especially in the rural areas (Damien, 2004).

2.4 Conceptual Framework of the Study

Conceptual framework is a set of coherent ideas or concepts organized in a manner that makes them easy to communicate to others or an organized way of thinking about how and why a study takes place and about how we understand its activities (Wimmer and Dominick 2003). In this study, a conceptual framework is an assessment of challenges facing girls and boys in academic performance.

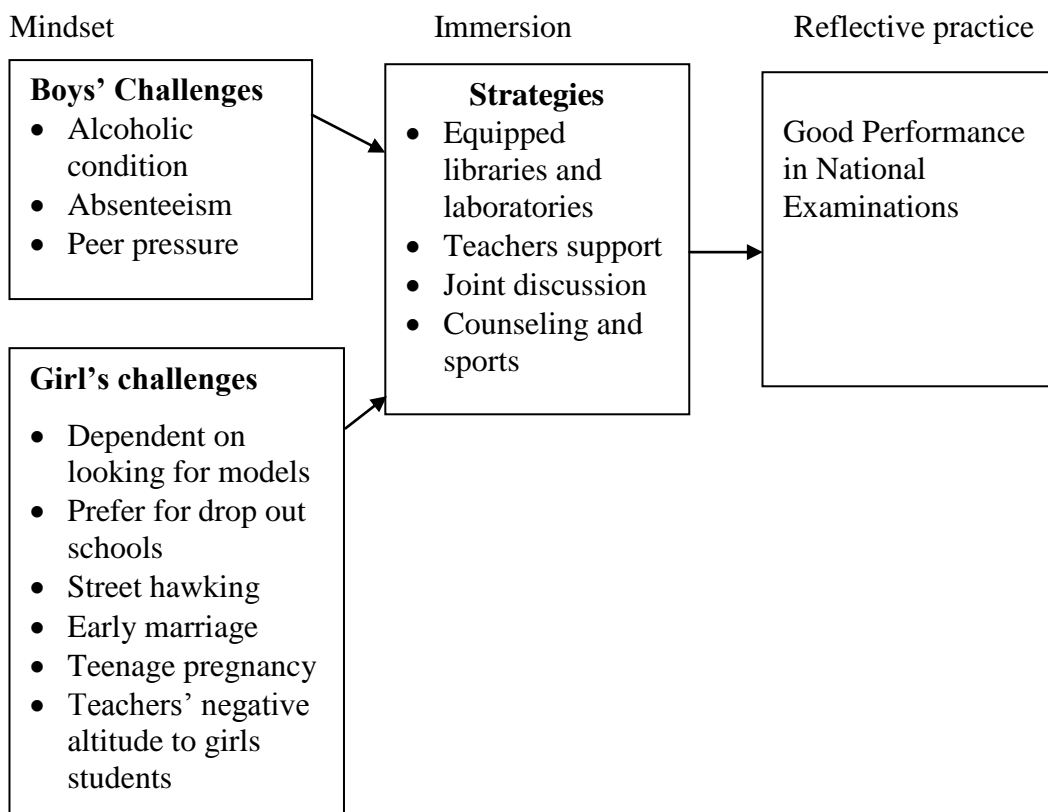


Figure 2.1: Conceptual Framework on Performance in Boys and Girls in Single Sex Secondary Schools

Source: Modified by the researcher (2014)

According to the above theory (Figure 2.1), in learning process, the performer is a students and teacher as well, while National examination is the measure of performance, Performance is an outcome of the learning process which is determined

or influenced by many factors such as context, level of knowledge, levels of skills, level of identity and personal factors. This study is more based on performance of boys' and girls' mindset and immersion in an enriching environment (Single sex School).

A mindset is a set of assumptions, methods, or notations held by one or more people or groups of people that is so established to create a powerful incentive within these people or groups to continue to adopt or accept prior behaviors, choices, or tools. This phenomenon is sometimes described as mental inertia, "groupthink", or a "paradigm", and it is often difficult to counteract, its effects upon analysis and decision making processes. Immersion is an instruction based on extensive exposure to surroundings or conditions that are native or pertinent to the object of study; especially: foreign language instruction in which, only the language being taught is used. In this study, immersion is to put students in a single sex schools for learning process to take place.

2.5 Knowledge Gap

Based on literature review, there exists a gap on the assessment of academic performance in single sex schools. Some studies have compared performance between single sex schools and co-education, schools and found that, single sex schools perform better than those students in co-education schools. However, there has been evidence that in single sex secondary schools, boy's schools perform better than girl's schools. Girls in single sex schools who are expected to performed better are still performing lower than boys. These girls are already in schools hence, overcome most of the barriers which generally affect girl-child education as

mentioned in section 2.2.5, but they are still performing lower. From the existing literature, this question is not clearly answered. It is the intention of this study, to find out why and to document the challenges facing performance of girls in single sex schools in Tanzania.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

This chapter presents the research design, study area, target population and sampling strategy and size, data collection methods, ethical issues and summary of the chapter.

3.2 Study Design

Research Design is the framework that specifies the types of information to be collected, source of data and data collection procedures (Shuttle worth, 2008). Good design will make sure that the information gathered is consistent with the study objectives and data are collected by accurate and economical procedure. This research is qualitative in nature. The study specifically, is more of a descriptive design, used to obtain the relevant information from respondents.

3.3 Study Area

The study was conducted in Tabora municipality at Tabora girls' and boys' secondary schools respectively. The selection of the study area was based on the following reasons: First, these schools apart from being single sex schools, they are both special schools, which take talented students so they were all expected to perform better but the case, has been different for Tabora girls' school which is not performing well as compared to Tabora boys'. Secondly, the researcher is familiar with the study area and resides nearby therefore; it was easy to collect data in the sense that the costs of travel and time could be minimized.

3.4 Target Population

Creswell (2008), defined target population as a group of individuals who have one or more characteristics in common, that is of interest to the researcher. This study comprised of students from both selected schools under the study, subject teachers, and head of schools, class teachers, academic teachers, discipline teachers, and Education Officers. The target population for this study comes from the same environment and share the common interest, which is education though may differ in their views towards the subject of this study.

3.5 Sampling Technique

Sampling techniques refers to the process of selecting the participants of the sample study from the population (Kothari, 2004). In this study, random and purposive sampling was used. The random sampling was used for students in order to avoid biasness among them. Each individual is chosen randomly and entirely by chance such that, each an individual has the same probability of being chosen at any stage during the sampling process. In its simplest form, all subjects have an equal chance of being selected out of the population being researched. On the other hand, purposive sampling was employed for other respondents as it allows the researcher to interact with respondents who are familiar with the study and hence assist the researcher to collect relevant information required.

3.5.1 Sample Population

A sample is a small group of respondents drawn from a population which the researcher is interested, in gaining information and drawing conclusions (Creswell, 2008). Sample size is a number of items drawn from the universe or population

(Krishnaswami, 2002). Based on purposive sampling, 28 respondents involved including; subject teachers, head of schools, class teachers, academic teachers, discipline teachers and Education officer. From random sampling a total of 100 students were involved. Each class/form had 10 students except form four 20 students were sampled to make a total of 50 students from each school (Table 3.1).

Table 3.1: Sample Size of Selected Respondents

S/N	Type of respondents	Tabora Boys	Tabora Girls
1.	Head of the school	1	1
2.	Students	50	50
3.	Subject teachers	5	5
4.	Class teachers	5	5
5.	Discipline teachers	1	1
6.	Academic teachers	1	1
	Sub Total	63	63
	Total	126	

Source: Researcher construction

3.6 Types of Data Collection

3.6.1 Primary Data

These are information gathered directly from respondents through questionnaire, interview, focused group discussion, observation and experimental studies (Shuttleworth, 2008). The primary data for this study was all the information received from students and other respondents.

3.6.2 Secondary Data

According to Shuttleworth, (2008) secondary or documentary data is some kind of data which have already been gathered by someone else. In this study the researcher

gathered secondary data by reviewing the written documents, such as official documents, books and journals related to single sex schools. The researcher used relevant documents from heads of schools' manuals, minutes of past staff and departmental meetings, published and unpublished sources of data, so as to get useful information needed. The researcher also used data from education journals and basic reference resources from Ministry for Education and Vocational Training, Educational institutions, research reports and books that relate to the study.

3.7 Methods of Data Collection

This study employed triangulation methods. Denzin and Lincoln (2000) stated that triangulation involves the use of a combination of different methods of data collection. Experience shows, that no single instrument is adequate in and of itself in collecting valid and reliable data. The study employed a range of data collection methods and instruments, including documentary analysis, face-to-face interviews and group discussions.

3.7.1 Interviews

Interview, refers to the process of asking oral questions face to face. There are semi-structured and structured interview. This study used semi-structured interview. Semi-structured interview is a type of interview whereby the interviewer has a list of issues, to be addressed and questions to be asked (Adeyemi, 2007). The researcher develops themes and questions to be asked; the flow of question may differ from one interview to another (Creswell, 2008). This technique employed to collect data from students, teachers, heads of schools, and subject teachers. Semi-structured interviews are preferred for enquiry because of their flexibility, which provides opportunity to

ask questions, seek clarification and at the same time allow the researcher to pause a set of questions to all members in the sample. The answers are open ended, and there is more emphasis on the interviewee elaborating points of interest.

3.7.2 Focus Group Discussion

Focus group discussions (FGD), is a good way of gathering people from similar backgrounds or experiences, to discuss a specific topic of interest (Creswell, 2008). The group of participants is guided by a moderator (or group facilitator), who introduces topics for discussion and helps the group to participate in a lively and natural discussion among them.

The strength of Focus Group discussions relies on allowing the participants to agree or disagree with each other so that, it provides an insight into how a group thinks about an issue, about the range of opinion and ideas, and the inconsistencies and variation, that exists in a particular community in terms of beliefs, their experiences and practices (Kothari, 2004). Focus Group discussions, can be used to explore the meanings of survey findings that cannot be explained statistically, the range of opinions/views on a topic of interest and to collect a wide variety of local terms (Creswell, 2008).

In bridging research and policy, Focus Group discussions can be useful in providing an insight into different opinions among different parties involved in the change process, thus enabling the process to be managed more smoothly. It is also a good method to employ prior to designing questionnaires (Kothari, 2004).

3.7.3 Questionnaires

A questionnaire is a research instrument and consists of a group of questions designated to elicit information from an informant to a respondent (Kothari, 2004). Questionnaires are inexpensive way of gathering data from a large number of respondents and are only feasible way to reach a number of reviewers large enough, to allow a statistically analysis of the results. A well-designed questionnaire can gather information well from the organization and as well as specific information on specific matter studied. Questionnaires were distributed to students to gather information related to the research objectives of this study.

3.8 Validity and Reliability

Validity encompasses the entire experimental concept and establishing whether the results obtained meet all of the requirements of the scientific research method. In particular validity refers to how well an instrument measures what it is supposed to measure and performs as it is designed to perform. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument. As a matter of this study, pilot study is conducted to check how well the targeted instruments are set to answer the research questions.

Reliability means any significant results must be more than a one-of finding and be inherently repeatable. That means other researchers must be able to perform exactly the same experiment or study under the same conditions and generate the same results. A measure is said to be reliable if it can be repeated with minimum variation. To establish the reliability in this study, multiple research instruments are applied,

that is triangulation, to check how well they are consistent. These research instruments are: Interviews, focus group discussion and questionnaire.

3.9 Ethical Issues

It is very crucial to adhere the ethical norms in research. Ethical aspects of the study have been addressed by implementing the following measures:

- (i) Respondents (students and teachers) have participated in the research voluntarily and have been fully informed about the aims and objectives of the study.
- (ii) Texts belonging to other authors that have been used in any part of this study have been fully referenced.
- (iii) The questionnaire, interview questions, and other questions discussed in groups did not contain any degrading, discriminating or any other unacceptable language that could be offensive to any member of the sample group.
- (iv) The questionnaire has been designed to collect information directly related to the research questions, and no private or personal questions were asked from the respondents.

3.10 Data Analysis Plan

Data analysis was conducted by a systematic process involving working with data, organizing and dividing them into small manageable portions. Data were analyzed by calculating percentages. The analysis based on the research objectives and also be presented according to the research objectives as well. Qualitative data was done, by using a matching of information, explanation building and comparison to establish

reasons on what has been observed in the case under study. Secondary data was used to verify what has been observed from primary data. Data finally were presented using summary, tables, figures and diagrams.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Chapter Overview

This chapter presents the detailed analysis of the findings in line with the specific objectives. This presents the respondent's profiles; perceptions of girls and boys on single sex schooling, the learning challenges facing girls and boys in secondary schools which affected their academic performance, the reasons why girls are performing poorer than boys in single sex schools and suggested strategies, for improving the performance of girls in single-sex secondary schools in Tanzania.

4.2 The Profile of Respondents

4.2.1 Sex

The researcher was interested to collect information from different sex as in order to observe the position of each sex in relation to the opposite in single sex schooling.

Results are presented in Figure 4.1.

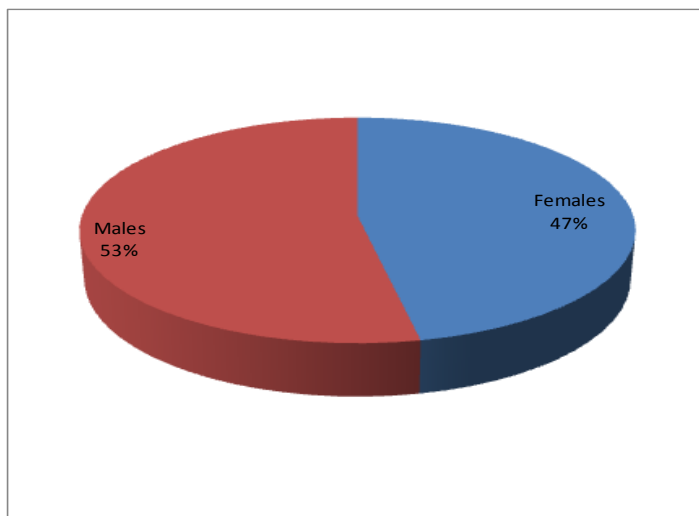


Figure 4.1: Respondent's Sex (Students and Teachers)

Source: Field data (2014)

Findings in Figure 4.1 have revealed that, (53%) of respondents, were males and (47%) were females. These findings show that, the number of male teachers dominated the number of female teachers, but the number of students from both schools was the same. According to the social dominance theory, there are three main factors that determine group-based systems: age, gender and arbitrary group distinctions such as race and social class.

4.2.2 Respondent's Education Level

The researcher was interested with the level of teachers' education for schools so as to understand the educational level of the teaching staff and assess its contribution to students' performance. That is, to observe the performance of the girls' single sex schools was poor than the performance of boys' single sex schools and have connection with the number /quantity and the level of education their teachers had.

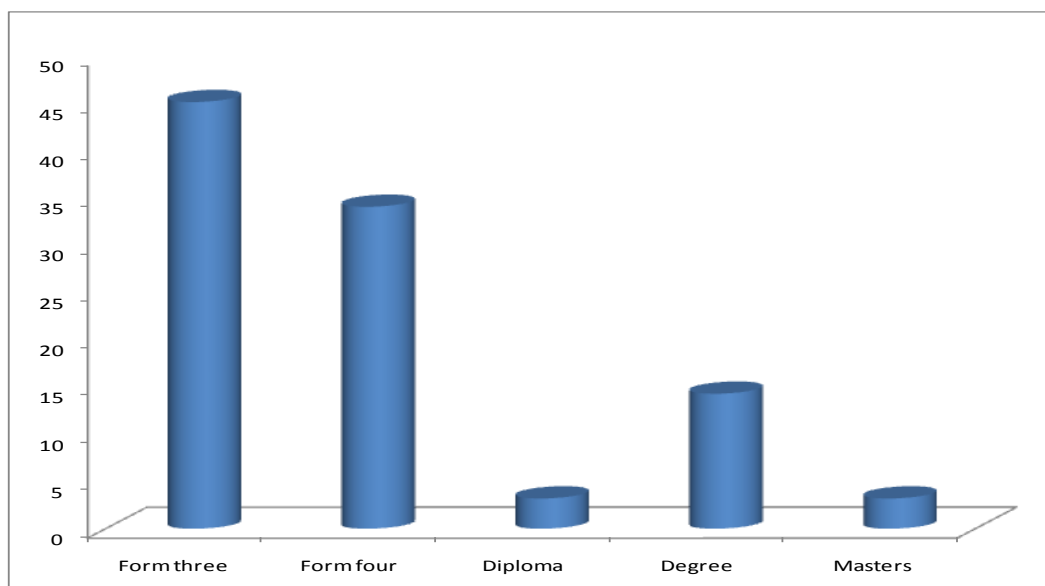


Figure 4.2: Respondent's Level of Education (Students and Teachers) in the Sample Schools

Source: Field data (2014)

According to data collected from all the sampled schools (Tabora boys' and girls' secondary schools) it was found out that, there was a proportional number of teachers with almost similar level of education. Students as respondents were assessed to observe their perception towards the discrepancy in academic performance (Figure 4.2).

Results in Figure 4.2, shows that respondents had different level of education whereby among students (45.2%) were form three and (34.1%) were form four, while among teachers (3.2%) had diploma, (14.3%) had first degree and (3.2%) had master's degree. These findings show that the highest level of education was those who had master degree but those who had first degree took a greatest portion of the teachers. This means that many teachers have first degree. Form Three and Form Four students were involved because the researcher believed that they were very familiar with their environment and exactly knew their teachers and therefore can tell why their school is performing better or poorer compared to the other school.

These findings show that respondents especially teachers in both schools had required qualifications as per Tanzania Education system. A considerable number of respondents were just functionally literates. It can thus be concluded from the above that large number of respondents were progressive in education and attain knowledge which is very important to create a knowledge based society.

4.2.3 Respondent's Ages

Age of respondents in education sector is an important factor in this study. Therefore, respondents were grouped into different groups with ages including;

students who were all below 18 years, while teachers were grouped between, 18 – 25, 26 – 35, 36 – 45, above 55. The results are presented in Table 4.1.

Table 4.1: Distribution of Respondents (Students and Teachers) According to their Ages (N=126)

Interval of ages	Respondents	Category of respondent	Percentages (%)
Less than 18 years	78	Students	61.9
18 – 25	22	Teachers	17.5
26 – 35	4	Teachers	3.2
36 – 45	12	Teachers	9.6
Above 55	10	Teachers	7.8
Total	126		100

Source: Field Data, (2014)

Respondents' age was used to determine the range of differences in terms of thinking ability on the way they view about the significance of single sex schools in relation to academic performance.

4.3 Perceptions of Girls and Boys on Single Sex Schooling

Under objective one, study sought to investigate the perception of girls and boys on single sex schooling. Students were given questionnaires to fill on their perceptions towards single sex schooling of which its results were presented in Tables 4.2 and 4.3 as follows:

According to data collected it was found out that, respondents (students) had a different feelings towards the single sex schools whereby out of 50 respondents, (24%) of them indicated that, students in a single sex secondary schools focused

more on education. Student's perception on education facilitated them to have focus on good future. When students have a good education they in turn bring out a significant change in society. It is true that, students in single sex school have more concentration in studies and free, from various learning barriers such as sexual relationship.

Table 4.2: Boy's Perception on Single Sex School

Perception	Frequency	Percentage
Students Focus more on education	12	24
Decreases distractions in learning	9	18
Reduces avoiding schools	14	28
Reduces Sexual Harassment	11	22
Other perceptions	4	8
Total	50	100

Source: Field Data (2014)

It was also found that (18%) of respondents said that, single sex schools had less distractions in learning. Distractions affected the way students learned and made difficult to use their knowledge for the future. Hence, they were free from distraction and therefore, learning process to them could become more effective. In one of the studies on the effects of distraction on learning health information, a group of students watching videotape with no distraction learned significantly more than a group watching the videotape with noise and with interruption, which suggests that distraction during health teaching adversely affects the ability to learn health information. (McDonald et al., 2004). Therefore, boys alone in a class help to reduce distraction and bring meaningful learning.

Findings have also found that, (28% of respondents) boys' schools reduced students avoiding school. Children with behavior of avoiding school caused stress to those around them. It is difficult to deal with students who have the behavior of avoiding schools. This made teachers to have a stress because for teachers to be comfortable in class students are very important asset. This study was supported by a study done by Balfanz and Byrnes (2012) on chronic Absenteeism.

Findings of their study revealed that, absenteeism of students in class brought a stress to teachers and affected development of students. Students need to attend school daily to succeed. Findings have revealed that (22% of respondents) single sex schooling reduced sexual harassment. Sexual harassment in schools is unwanted and unwelcomed behavior that interferes with the right to receive an equal educational opportunity.

Sexual harassment in schools is a very big problem today. As a matter of fact it is a problem that has not really drawn much attention until now. More and more sexual harassment cases have been reported to date than ever before. However, 8% of students and teachers involved in research indicated other perceptions such as provision of more positive student role models and allowed for more opportunities to provide a social and moral guidance.

Role model is a person whose behavior is good for example, in success or can be emulated by others, especially by younger generation. On opportunities to provide social and moral guidance it implies that, when grown students become socially in their society and become able to have a good moral guidance. This is because

education could help someone to have a good moral guidance and to be trusted in the society.

4.3.2 Perception on Single sex School for Girls

Table 4.3: Girl's Perception on Single Sex School

Perception	Frequency	Percentage
Increase confidents	13	26
Decrease boys-girls relationship	10	20
Learning process is easier	9	18
Comfortable on sharing ideas	11	22
Other perceptions	7	14
Total	50	100

Source: Field Data (2014)

Findings in Table 4.3 were results obtained from respondents who had different views on girl's perceptions on single sex schools. 26% of Respondents had a perception that, single sex secondary schools increase girls' confidence in learning as well their performance.

From the findings (Table 4.3), 20% of the respondents indicated that, in single sex schools the relationship between boys and girls are reduced and therefore, minimized chances of dating at a young age, adolescent pregnancies and early marriages. This also prevented sexual behavior which led to a low concentration in studies. Girls are always very serious about relationships while boys are not; hence sexual relationship affects girls more than boys. But boys do not take initial relationships seriously, so generally they end up cheating or hurting the girl. The findings noted that (18%) of respondents indicated that, girls at schools helped students to learn effectively, also,

girls are more willing to ask and answer questions in absence of boys because they did not have to worry about what boys would think of them. Single sex schools, provide a more conducive environment for girls to concentrate in studies than co-education schools due to reasons mentioned above.

Findings above as well revealed that, (22% of respondents) in girls' secondary schools, girls feel comfortable on sharing ideas. People might feel more comfortable sharing, debating and discussing ideas, particularly of sensitive issues or matters of controversy, with others of the same sex. Learning is about maximizing an individual's potential and this begins with making them feel comfortable. It can be argued that, apart from learning it is also a way to deal with being out of our comfort zones (which may be the case of being in a mixed classroom discussing such issues), certainly, there may be differences in opinions, as gender may lead itself to a different perspectives of which, if individuals were made aware of these, their learning would be expanded.

However, an individual comfort in learning is of a great importance, without this in the first place, how one is going to feel comfortable with trying new things, for progressive learning. There are needs to be as a first stepping-stone, and for some, single sex schools can provide this platform.

It was observed also that, (14%) of the respondents indicated other perceptions such as that, if girls and boys work together, girls become relaxed because they felt that the most tasks which need muscular efforts such as digging pit holes grass cutting and the like have to be done by boys and not girls. But when girls are alone they do those tasks as required.

4.4 The Learning Challenges Facing Girls and Boys in Single sex Secondary Schools

Under objective two, the study sought to investigate the learning challenges facing girls and boys in single sex secondary schools which affected their academic performance. Boys and girls were asked to tell the learning challenges they face, Table 4.4 and 4.5:

4.4.1 Learning Challenges for Boys

Table 4.4: Learning Challenges for Boys

Boy's Challenges	Frequency	Percentage
Poor Students/teacher interaction	7	14
Medium of instruction	14	28
Poor family communication or family conflict	8	16
Having friends who are disruptive leading to drop out of school	11	22
Low expectations regarding academic achievement	6	12
Other challenges	4	8
Total	50	100

Source: Field Data (2014)

Results in Table 4.4 have revealed that, respondents had different feelings on the learning challenges for boys. From the research findings 14% of them asserted that, boys in single sex schools have a problem of interaction with teachers and school environments. A school is an important and a pervasive influence on children's education, health, well-being, and development. Schools expose children to adult role models, in the form of teachers and administrators, whose job is to impart both knowledge and understanding of subject matters as well as motivation to achieve. Students who liked and felt connected with schools might be more motivated to

achieve academically and less motivated to be engaged in anti-social behavior, than children who felt disconnected from it.

Findings as well have noted that, 28% of the respondents indicated that, boys faced a problem of drug abuse. The most common type of drugs that people abuse is bhang. Most students got bhang when they got permission to go to the town. Teachers normally identify boys who used bhang through smelling and sometimes they were being caught.

It was also noted that, (16%) of the respondents indicated that, poor family communication or family conflicts affected boys' performances. In general, children who had recently experienced a family dissolution had a more difficult time with academic and social expectations at school than children from intact families or established a single-parent or blended families (Carlson, 1995). However, there is much variability in children's adjustment to parental divorce. Under some circumstances, children of divorce have shown only small negative effects that are limited in time; and in a few circumstances, have shown resilience in adjusting to the effects of parental divorce (Dacey and Travers, 2002).

From the research findings (Table 4.4) 22% of the respondents had the view that, boys in single sex schools had friends who are disruptive in class or drop outs of school. Many teenagers believed that, dropping out of high school could be better because they could make money by working in full time jobs but the truth is that, not everybody is able to work full time jobs especially those who did not have qualifications.

Dropping out of high school gives fewer opportunities like earning less money and most likely would regret it because the society will look down for not completing school. There are many awful effects of dropping out of school. Obviously the first effect is that, a person dropping out will not get the intended education thus it will make it harder to get a better job.

Findings have also revealed that 12% of the respondents noted that, boys in single sex schools had a low expectations regarding academic achievement. A low expectation of boys towards academic achievements is caused by different factors such as; lack of employments. The situation makes boys to have a low expectation towards good performance of examinations, as they would not sure if they would be employed so they thought better to quite the school and start business. It was also noted that, (8%) of the respondents mentioned other challenges such as homosexual behaviors. Homosexuality affected many boys than girls in single sex schools. It has many disadvantages to both boys and girls in single sex since it affects spiritual and academic performances. There are direct and indirect negative effects that homosexual might have on children's developments, such as gender identity.

4.4.2 Learning Challenges for Girls

Table 4.5: Learning Challenges for Girls

Girl's challenges	Frequency	Percentage
Poor family background	17	34
Teachers' Negative attitude towards girls on performance in science subjects.	9	18
Drop out schools	11	22
Early marriages	8	16
Other challenges	5	10
Total	50	100

Source: Field Data (2014)

Results in Table 4.5 noted that, respondents differed on the learning challenges for girls in single schools. It was revealed that, 34% of students had a poor family background. Children in poor families have poor health and educational outcomes, are more likely to experience parental divorce and live in single-parent families, and are more likely to experience violent crimes compared to children growing up in a higher income families. For many children, poverty persisted into adolescence and adulthood, and is associated with a greater risk of dropping out of schools, early childhood pregnancies and early marriages.

Another challenge for girl's performance was related to science teaching in schools; 18% of respondents indicated that, many science Teachers especially males think that girls are not capable to perform in science subjects. Even if girls were able to perform better in science subjects, teachers did not put more efforts to help them to perform better because they believed that, despite being taught, yet they could not understand compared to boys. That is why sometimes teachers tend to leave out some topics which they thought were very complicated.

From Table 4.5 shows, 22% of the respondents indicated that, there were girls' drop outs from schools. While girls drop outs from schools had the same reasons as boys, family responsibilities have a greater impact on their decision to leave school, and also pregnancy is among other primary reasons for dropping out. Boys, on the other hand, were less likely to drop out due to parents being more responsible on them than to girls. It has been also noted that, (10%) of respondents had opinions that, other challenges include teenage pregnancy and looking for models. The rapid increase in the number of early marriages, coupled with the extreme high rate of divorce

affected education for girls. Among problems which caused teenage marriages is inadequate financial support for girls' education. Although money does not buy happiness, it is true that, a tight financial situation could create tensions which could undermine an otherwise happy relationship. While some financial problems are to be expected in almost any new marriage, it is important to take time to think sensibly, so that such problems will not destroy what could otherwise be a beautiful relationship, if not undertaken prematurely.

Studies have shown that, boys and girls have different learning styles UNICEF (2003), Sullivan, Joshi and Leonard (2011). Students should be given the opportunity of having different teachers and teaching styles. Mixing sexes can be both destructive for both and can also demoralize self-confidence, out of the fear of constantly being judged. Single sex schools can eliminate all these problems.

4.5 Reasons for Girls Performing Poorer than Boys in Single Sex Schools

Under the objective three, the study sought to investigate reasons for girls performing poorer in single sex schools, whereby subject teachers, academic, class, discipline teachers and head of the school were interviewed, on the reasons for poor performance of girls in single sex schools, particularly Tabora boys' and girls' secondary schools.

According to data collected and the analysis made it has been found out that, boys at Tabora boys' would more likely to excel academically than girls at Tabora girls' secondary school, who would more likely to earn poor grades. A variety of factors which contribute to the poor performance of girls in single sex schools are mentioned as follows:

- (i) Environmental factors such as learning materials affected girls than boys. When materials were insufficient, boys were capable of searching supplementary learning materials, from other sources such as the Regional library, student centre and nearby schools. Unlike boys, girls were not given such an opportunity because their teachers feared of girls risks.
- (ii) Negative attitude of teachers, towards teaching girls in single sex classes is another factor that contributes to the poor performance of girls because most teachers believe that, girls could not understand complicated topics /subjects despite being taught the whole day. Therefore, sometimes they tended to jump some topics .They normally taught them, just to remove zero score and not for better grades.
- (iii) Girls have always low commitments towards accomplishing various activities and thus, normally needed strict supervision compared to boys.
- (iv) Unavailability of pocket money for girls also affected them, much on academic performances compared to boys, as girls are more likely to engage in distraction, which eventually led to a poor performance because the magnitude of sexual love, is high to girls than to boys. This is due to the fact that girls have more personal needs than boys.

There was a high tension at school administration, when girls were out of school premises than boys because teachers often feared such risk environments. For example, a girl student may seek permission to go to the regional library; it became difficult for teachers to believe, whether the student will truly be at the library or somewhere else, engaging in a sexual intercourse. Physical activities in single sex schools should be emphasized especially for girls in order to keep them busy and

avoid loneliness as girls, have a hard time sitting still in schools than boys, during recess and recreational time.

It was also revealed from the research findings that, girls' school performance may suffer because of a lack of female teachers at school. Most secondary school teachers are males and the sex of a teacher, has been proved to affect the teaching style. For instance, a male teacher is more likely to choose books and activities that favored the interests of boys, skipping over activities and subjects that may be more interesting for girls. This can upset girls to be uninterested in the subjects they were learning at schools, which could lead to a poor performance throughout their school career.

These findings are supported by the study done by Maureen, et al. (2014) conducted a study on analysis of Factors Causing Poor Passing Rates and High Dropout Rates among secondary School Girls in Malawi. The perception by most secondary school girls was that, they did not perform well in their examinations due to lack of interests. From the above explanation of the findings, it can therefore be concluded that, the gap existed in terms of academic performance between boys and girls in single sex secondary schools, can be minimized if the mindset of teachers and girls themselves are changed.

4.6 Strategies for Improving the Performance of Girls in Single-sex Secondary Schools in Tanzania

Under objective four, the study sought to investigate the strategies for improving the performance of girls in single-sex secondary schools in Tanzania. Here, academic teachers, class teachers, discipline teachers, head of the schools, and regular teachers

were interviewed, on what measures should be taken in order to arrest the situation. The responses obtained were analyzed by matching information, explanation building and comparison to establish reasons, on what has to be observed in the case under study.

Findings have revealed that, there was a need to make an improvement of participation and performance of girls, in science subjects in secondary school. Respondents recommended the following; a presence of an adequate number of female teachers, sufficient teaching and learning materials, an availability of well equipped laboratories and an adequate number of text and reference books. These are some of the factors that needed an attention by the government, in order to improve the performance of girls. Girl students should also be encouraged to study Science subjects, as it is very important for the development of the country. Therefore, to have women who are scientists would help to motivate them and in turn, this would help to push the development of the country.

These findings are supported by the study done by Ogunkola and Olatoye (2005), on strategies for Improving Participation and Performance of Girls in Science subjects, in Secondary Schools in Nigeria. The findings indicate that, initiation of awareness program on the relevance of science for parents and girls and also, making perception and attitudes of teachers' vis-à-vis girls in science, being positive, will go a long way in improving girls' participation and performance in science subjects.

Furthermore, a total of 3 male respondents (teachers) asserted that, the establishment of science clubs for girls and an adoption of teaching methodologies that are

attractive to girls by teachers could improve girls' participation and performance in science subjects. Many efforts should be put to educate women than males through mobilization of population. This is important for two reasons: child development and the fact that there has been a greater initial disparity. Policy makers thus need to reallocate more resources for women education. As Galabawa and Mbelle (2002) point out, resource allocations need to be corrected for gender disparities, the correction factor found to be lower for primary level and higher for secondary level.

According to data collected and its analysis, a total of 2 female and 4 male teachers had the view that girls must be made safe by making schools secured by perimeter walls. Education is a key to protection when it is of good quality, but falls short, when the learning environment itself fails to provide the necessary protection against violence and abuse of children. When schools are associated with sexual or physical gender violence, girls' access to education is negatively affected. Parents will naturally hesitate to send their daughters to schools that are thought to be sites of physical or sexual gender violence.

Girls are often susceptible to psychological and physical violence in different ways, and adolescents in particular, can find themselves especially vulnerable to violations of their safety. Lack of safety and security at school environment may be obvious in terms of physical danger. The abuse of girls sexual, physical and emotional by teachers is a common problem. The situation at Tabora girls is also affected by the same situation. It was also revealed by the respondents that, for a number of years girls have been psychologically and socially stigmatized. One may find that, even the contents in some learning materials creates gender inequality, for instance James is

playing football and Sarah is mopping the floor. Neema is cooking while Neman is riding a bicycle. From these examples, it seems that, girls were special for domestic activities something, which is never, true and should never be practiced.

Eliminating gender bias from textbooks and learning materials is necessary at the performance of girls in Tanzania. Massawe and Kipingu in their book (2000) point out that, apart from the obvious value to girls, the thoughtful revision of textbooks, classroom materials and lesson plans, is likely to increase their quality and relevance to the lives of all children. In Viet Nam, for example, the Government is developing new gender sensitive teacher-training modules, ensuring that, future textbooks are gender neutral, and providing training in gender and child rights to national education managers and members of local parent-teacher associations (Girls' Education Movement, (2001). In Somalia, a gender-based approach to curricula development and teacher training has increased enrolment by 28 per cent to more than 260,000 (although the percentage of girls remained stationary at 35 per cent) (Kolawole, 2007). There is now a higher demand for education by parents and communities, and increased numbers of women are becoming active members of community education committees (Hayward, 2003).

From the findings, a total of 5 students and 3 teachers had a view that, teaching in the local languages (Kiswahili) matters for the performances of the students. When the language of instruction is different from the children's mother tongue, it is often more disabling for girls who tend to be less exposed to social environments, beyond their immediate families. Many students who have a background of Government primary schools with their Swahili language face a problem of English language,

when they reach secondary schools because in secondary schools English is used as the medium of instruction. Therefore, this affected their performances. According to Bernard, (2002), in Burundi, studies show that, after mother-tongue instruction was introduced in 1973, the effect was greatly increased access to school leading to a higher attendance overall. To meet the consequent high demand on schooling, the special measure of double shifting was introduced.

Also a total of 3 male and 4 female teachers had a view that, girl students should be encouraged to be confident in whatever they did especially in academics, whether in classrooms or outside. This means that, encouraging girls' participation and activism for education is essential. Girls can be the most effective and inspiring advocates of child-friendly education, if they were given the chance. The Girls' Education Movement is a dynamic pan-African girls' organization, supported by the Forum for African Woman Educationalists as well as by the Governments of Norway and Uganda (United Nations Children's Fund, 'Girls' Education, 2003). Launched in 2001, the Movement aims not just to galvanize action for education for all, but also to change the character of school systems so that "they offer rich, rewarding and friendly learning experiences for all children.

4.6 Summary

From the findings, the disparity in the academic performance between boys and secondary schools had been due to the number of factors such as: negative attitudes of teachers towards students, unavailability of pocket money for girls, girls have always low commitments towards accomplishing various activities compared to boys, girls have less interaction with other students in other schools than boys. The

lack of qualified and competent female teachers to motivate girl students in learning. Therefore it was revealed from the research findings that, girl's school performance may suffer because of these factors.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Chapter Overview

This chapter is organized into five major sections. Section 5.1 provides a summary of the study, 5.2 highlights the study findings, and 5.3 provide the overall conclusion to the study. Section 5.4 highlights the recommendations and last 5.5 points out suggestions of areas for further studies.

5.2 Summary

Single sex schooling, is among the systems of delivering education in Tanzania. This research, was conducted in Tabora region particularly in Tabora boys' and Tabora girls' secondary schools respectively. The reason for choosing Tabora municipality is that, it is recognized to have a significant disparity between boys' secondary school and girls' secondary schools that are Tabora boys' and Tabora girls' secondary schools. These schools both are special and public schools with a recognizable disparity in academic performance while having almost the same services, care, and learning environment. The purpose of this research was to assess the challenges facing girls and boys in academic performance. That is, to investigate the different perceptions and learning challenges of boys and girls on single sex schools, which affected their academic performance and suggest ways for an improvement.

Many secondary schools in Tanzania including Tabora boys' and Tabora girls' secondary schools respectively, have been providing education as either mixed schools or single sex schools. While in mixed schools students are mainstreamed, in single sex schools boys and girls are educated separately. Both Tabora boys' and Tabora girls' secondary schools are special schools, which enroll students with excellent performance (talented ones) in their national examinations.

However, experience has shown that, despite these schools being enrolling talented students, yet their performance differ from one another. In most cases the performance of girls in single sex schools is poor compared to boys' single sex schools and this was the motive behind for conducting this research.

Single sex schooling as a system of delivering education, stands for a great role as far as education system is concerned. According to the research conducted on the assessment of challenges facing girls and boys in academic performance, it has been found out that, boys and girls have different perceptions regarding single sex schooling and learning challenges, in terms of academic performance as follows:-

5.2.1 Perceptions of Girls and Boys on Single Sex Schooling

- (i) Students focus more on education in single sex schools. This means that, student have more time to concentrate on their studies without having interference from the opposite sex especially at the age of adolescence.
- (ii) Single sex schooling for boys decreases distraction. In order for the leaning process to take place effectively there must be a peace of mind. Distraction disturbs the learning readiness of boys and girls therefore, in order to

discourage distraction; Single sex schooling should be used as a means of facilitating learning.

- (iii) Single sex schooling discourages dependence of girls to boys. In some cases girls consider themselves as weak to perform some tasks such as drawing complicated diagrams or sometimes when for example certain group of girls has been given a punishment of cutting grass or uprooting pieces of trees, girl students may hire boys to help them.

On the other hand, single sex schooling increases confidence in learning and performing other activities to girls, in absence of boys because the behavior of feeling weak and being in need of a help, is no longer there if they were made separate from boys.

- (iv) Reduce truancy.
- (v) Reduces sexual harassment.
- (vi) Learning process is easier. This is because it becomes easier to administer one sex than different sex as it allows for more opportunities, to provide social and moral guidance. In single sex schools, girls increase confident in learning.
- (vii) Comfortable in sharing ideas. Concentration on academics has a greater chance and provides more positive student role models.

Generally speaking, through the research findings it shows that, the perceptions of boys differ with girls on single sex schools. Students are focused more on education, no distractions in learning, commitment to schools curriculum and reducing sexual

harassment, single sex schools also, provides more positive student role models as it allows for more opportunities to provide social and moral guidance.

5.2.2 Challenges Facing Girls and Boys in Secondary Schools

From data collected and its analysis there has been found that, to a great extent the performance of both girls and boys are affected by a number of challenges though in a different magnitude.

The learning challenges facing boys in secondary schools which affected their academic performance include; lack of feelings connected to school, drug use, poor family communication or family conflicts, drop outs of school, low expectations regarding academic achievement and homosexual. On the other hand, challenges facing girls include; poor background family, negative attitude of teachers towards girl students, as teachers thought that, girls were not able to perform in Mathematics and science subjects, drop out schools, early marriages and looking for models.

5.2.3 Reasons for Poor Girls Performance in Single Sex Schools

The poor performance of girls in schools, are caused by environmental factors such as poor background of families, lack of qualified and competent female teachers at girls schools, to motivate girls who believed that, they could not perform well in their academics especially in Mathematics and science subjects, code switching in terms of medium of instruction (that is, teaching in Kiswahili at one level and switching to English at another level) and poor teaching and learning materials. Girls are also very susceptible to sexual practice and therefore they are much affected psychologically.

5.2.4 Strategies for Improving Girls' Performance

Findings revealed some of strategies to improve the academic performances for girls, these include; provision of textbooks, classroom materials, role models particularly female teachers, change of mind set in the society, and teaching in the language which is familiar to students (Kiswahili language, for the case of Tanzania), count for the performances of the students.

5.3 Conclusion

Single sex schooling, is a good idea as it stands for a great role. A school is a place to learn and should therefore; provide an environment which is very conducive for students' success in terms of academic performance. The perceptions of boys and girls, on single sex schooling and the challenges facing both sexes to a great extent, trigger the discrepancies between boys and girls in their academic performance.

While boys excel, girls decline. Girls are faced by many academic challenges, including lack of exposure to other sources of learning materials, cooperation among themselves, lack of self-commitment on studies and dropping out of school due to their historical background. Given the life-altering consequences of a low academic achievement and school dropouts on youth, it sought to gather information that can help girls succeed in school.

It is therefore, very important that, the growth of the economy in a country is strengthened as it serves an important role in education provision. On the one hand this will guarantee mobilization of resources for funding education expenditures while on the other hand, it would create employment opportunities, which raise the

demand for education, from the perspective of individuals and households. Tanzania thus, needs to guarantee a high growth rate of the economy in both the medium and long term. Girls should be given first priority.

5.4 Recommendation

- (i) The study recommends that, girls and boys secondary schools should be given more attention in academic situation despite all the challenges that might be facing them.
- (ii) The performance of students in academic matters, depends on different factors including the student herself, teachers and teaching materials. Students should put more efforts on academics; teachers should stand on their duties to provide students, the required materials and parents should help children to do their studies by providing them with moral and social support.
- (iii) The strategies to improve the performances of girls in single sex secondary schools in Tanzania need to be strengthened and adhered to. Students, both girls and boys have their duty to concentrate with their studies only.

5.5 Suggested Area for Further Studies

This study, was on the assessment of challenges facing girls and boys in academic performance; a case of single sex secondary schools in Tabora municipality. The study covered only Tabora girls' and boys' secondary schools. Another study should be done on comparison between girls in co-secondary schools and girls in single-secondary schools, study on comparison between boys in co-secondary schools and

boys in single-secondary schools and comparison between boys and girls in co-secondary schools.

REFERENCES

- Adeyemi, T. O. (2007). *Research Methods and Theses writing in Educational Studies*. Lagos, New Haven Publishers, pp: 160-151.
- Anderson, S. (2002). *Improving Schools through Teacher Development: Case studies of the Aga Khan Foundation Projects in East Africa*. Netherlands.
- Bahati, B. (1998). *Factors Determining the Retention of Academic Staff in Tanzania. A Case of Higher Learning Institutions*. Unpublished MBA Dissertation. University of Dar es Salaam: The Adult Education Press, Dar es Salaam.
- Balfanz, R., and Byrnes, V. (2012). *Chronic Absenteeism: Summarizing What We Know From Nationally Available Data*. Baltimore: Johns Hopkins University Center for Social Organization.
- Beilock, S. L. Gunderson, E. A., Ramirez, G. and Levine, S. C. (2010). "Female Teachers' math anxiety affects girls' math achievement". Proceedings of the National Academy of Sciences 107(5), 1860-63. New York.
- Bernard, A. (2002). 'Lessons and Implications from Girls' Education Activities: A synthesis from evaluations', Working Paper Series, UNICEF, Evaluation Office, New York, September 2002, p. 39.
- Booth, A. L. and P. J. Nolen (2012). "Choosing to compete: How different are girls and boys?" *Journal of Economic Behavior and Organization, Forthcoming*.

- Booth, A. L. and P. J. Nolen (2012). "Gender differences in risk behavior: Does nurture matter?" *Journal of Economic Behaviour and organization*, forthcoming.
- Borst, J. P. (2010). The problem state: A cognitive bottleneck in multitasking.
- Bransford, J. D. and Brown, A. L., (2000). *How people learn: Brain, mind, experience, and school*. Washington DC: National Academy Press.
- Caine, R. N., Caine, G., McClintic, C. and Klimek, K. (2005). *12 Brain/mind learning principles in action*. Thousand Oaks, CA: Corwin Press.
- Carlson, C. (1995). Working with Single-parent and Step-family Systems. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology* (3ed ed.) (pp. 1097-1110). Washington, DC: National Association of School Psychologists.
- Carrel, S. E., Page, M. E. and West, J. E. (2010). "Sex and Science: How Professor Gender Perpetuates the Gender gap." *Quarterly Journal of Economics* 125(3), 1101-44.
- Cohen, L. Manion, L. and Morrison, K. (2000), *Research Methods in Education*. New York: Routledge Falmer.
- Cooray, A. and Potrafke, N. (2011). "Gender inequality in education: Political institutions or culture and religion?" *European Journal of Political Economy* 27(2), 268-80.
- Creswell, J. W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (3rd ed.). Upper Saddle River: Pearson.

- Dacey, J. and Travers, J. (2002). *Human Development Across the Lifespan (5th ed.)*. Boston: McGraw Hill.
- Davies, R. and Preston, M. (2002). "An Evaluation of the Impact of Continuing Professional Development on Personal and Professional Lives" *Journal of In-Service Education* Vol 28 No 2 pp 231-255.
- Dawo, J. Enose, M. and Simatwa, W. (2010). *Opportunities and Challenges for Mixed Day Secondary School Head Teachers in Promoting Girl-child Education in Kenya: A case study of Kisumu municipality*. Educational Research and Reviews Vol. 5 (12), pp. 730-741.
- Denzin, N. and Lincoln, Y. (2000). *Handbook of Qualitative Research*. London: Sage Publication.
- Desimone, L. M. (2009). *Improving Impact Studies of Teachers' Professional Development: Toward Better Conceptualizations and Measures*. Educational Researcher, 38(3), 181-199.
- Duncan, G. J., Dowsett, C., Claessens, J., Magnuson, A. and Klebanov, K. (2007). School Readiness and later Achievement. *Developmental Psychology*, 43, 1428–1446.
- Flores, M. (2004), The impact off school culture and leadership on new teachers' learning. In the workplace: *International Journal of Leadership in Education*, 7(4), 297-318.
- Galabawa, J. (2006). *Perspectives in Education Management and Administration: Revised Edition*. Printing and Publishing Consultancy, Dar es Salaam.
- Galabawa, J. C. J. and Mbelle, A. V. Y. (2002). "Aspects of Equity in Education", in Mbelle, A. V. Y., G. D. Mjema and A. A. L. Kilindo (eds) *The Nyerere*

Legacy and Economic Policy Making in Tanzania, Dar es Salaam University Press, Dar es Salaam.

Girls' Education Movement, 'GEM: (2001). Network for Girls' Education Movement in Africa', 2001; and Kirk, Jackie and Stephanie Garrow, 'Girls in Policy': Challenges for the education sector', Agenda, no. 56, Agenda Feminist Publishing, Durban.

Gneezy, U., K. Leonard, L. and List, J. A. (2009). "Gender Differences in Competition: Evidence from a Matrilineal and a Patriarchal society." *Econometrica* 77(5), 1637-64.

Halpern, D. (2011). "The Pseudoscience of Single-Sex Schooling." *Science* 333(6050):1706.

Hayward, R. (2003). 'Report on linkages between violence against women and girls and UNICEF's medium-term strategic plan 2002-2005 priorities' (internal publication), 24 February 2003, p. 10.

Holmlund, H. and K. Sund (2008). "Is the gender gap in school performance affected by the sex of the teacher?" *Labour Economics* 15(1), 37-53.

J Exp Psycho Learn Mem Cogn. 2010; 36:363-382.

Jackson, C. K. (2012). "Single-Sex Schools, Student Achievement, and Course Selection: Evidence from Rule-Based Student Assignments in Trinidad and Tobago" *Journal of Public Economics* 96(1-2), 173-187.

Jeynes, W. H. (2005). A Meta-analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement. *Urban Education*, 40, 237-269.

- Kenney-Benson, G. A., Pomerantz, E. M., Ryan, A. M., and Patrick, H. (2006). Sex differences in math performance: The role of children's approach to schoolwork. *Developmental Psychology*, 42, 11–26.
- Kolawole E. B. (2007). Gender Issues and Academic Performance of Senior Secondary School Students in Mathematics Computation Tasks in Ekiti State, Nigeria. *Journal of Social Sciences* Volume: 4, Issue: 6, pp 701-704
- Komba, W. L. and Nkumbi, E. (2008). *Teacher Professional Development in Tanzania: Perceptions and Practices*. J. Int. Cooperation. Educ., 11: 67-83.
- Krishnaswami, O. R. (2002), *Methodology of Research in Social Science*. Himalaya Publishing House. New Delhi.
- Massawe, F. and Kipingu, I. (2000). *The Provision of Quality Education: constraints in the provision of quality education in Tanzania*. Paper presented at the Annual Heads of Secondary Schools Conference, Tanzania
- Matekere, Y. M. (2003). *The Effectiveness of Community Secondary Schools in Tanzania: A Case of Mvomero District*. M. A. (Development Studies) Dissertation, University of Dar es Salaam, Tanzania.
- Maureen, K., Yang, Y. and, Fanuel, K. (2014). Analysis of Factors Causing Poor Passing Rates and High Dropout Rates among secondary School Girls in Malawi. *World Journal of Education*
- McDonald, D. D., Wiczorek, M. and Walker, C. (2004). *Factors Affecting Learning During Health Education Sessions*. Clin Nurs Res. 2004;13:156-167.

- Mosha, H. J. (2000). *Conceptualizing Quality of Education*. In Galabawa, J. C., Senkoro, F. E. M. K. and Lwaitama, A. F. E. (eds). *The Quality of Education in Tanzania*. University of Dar es Salaam.
- Mosha, H. J. (2004). "New Direction in Education for Quality Improvement in Africa" In *Papers in Education and Development*, Vol. No. 24
- Ogunkola, B. and Olatoye, R. (2005). Strategies for Improving Participation and Performance of Girls in Secondary School Science in Nigeria: Science Teachers' Opinions. *Gender & Behaviour Vol.3*: 453-464.
- Omari, I. M. (2001). "Gender Equity: Issues and Interventions in Girls Education in Tanzania". *Papers in Education and Development* No. 21 pg. 52-57.
- Onah, D. and Ugwu, E. (2010). *Factors which Predict Performance in Secondary School Physics in Ebonyi North Educational Zone of Ebonyi State, Nigeria*. *Advances in Applied Science Research*, 2010, 1 (3): 255-258.
- Ophir, E., Nass, C. and Wagner, A. D. (2009). Cognitive control in media multitaskers. *Proc Natl Acad Sci, U S A*.
- Oswald, C. J, Tremblay, S. and Jones, D. M. (2000). Disruption of comprehension by the meaning of irrelevant sound, *Memory*.
- Park, H. Behrman, J. and Choi, J. (2012). *Causal Effects of Single-Sex Schools on College Entrance Exams and College Attendance: Random Assignment in Seoul High Schools*. Philadelphia, PA. University of Pennsylvania, PSC Working Paper Series.

- Raphael, C. (2008). *Community Involvement in Secondary Education Management in Selected Community Schools in Singida Rural District*. MEMA Dissertation, University of Dar es Salaam.
- Riordan, C. (2011). *The Value of Single Sex Education: Twenty Five Years of High Quality Research*, Third International Congress of the European Association for Single Sex Education, Warsaw, Poland.
- Riordan, C. (2007). *The Effects of Single Sex Schools: What Do We Know? Building Gender-Sensitive Schools: First International Congress on Single Sex Education*. Barcelona.
- Riordan, C. (2009). *The Effects of Single Sex Schools: Alced*. Argentina.
- Riordan, C., Faddis, B., Beam, M. Seager, A., Tanney, A., et al. (2012). *Early Implementation of Public Single-Sex Schools: Perceptions and Characteristics*. Washington D.C.
- Sandelowski, M. (2000). Combining qualitative and quantitative sampling, data collection, and analysis techniques in mixed methods studies. In *Research in nursing and health* (Vol. 23., pp. 246-255). Chapel Hill, North Carolina: John Wiley and Sons.
- Sullivan, A. (2009). 'Academic self-concept, gender and single-sex schooling' *British Educational Research Journal* 35(2) 259-288.
- Sullivan, A., Joshi, H. and Leonard, D. (2010). 'Single-sex Schooling and Academic Attainment at School and through the Lifecourse'. *American Educational Research Journal* 47(1) 6-36.
- Sullivan, A., Joshi, H. and Leonard, D. (2011). 'Single-sex schooling and labour market outcomes'. *Oxford Review of Education* 37(3) 311-322.

Tomlinson, C. A. Kaplan, S. N. Renzulli, J. Leppien, J. and Burns, D. (2000). *The Parallel Curriculum: A Design to Develop High Potential and Challenge High-Ability Learners*. Thousand Oaks, CA: Corwin Press.

UNICEF, (2003). Girls education in Gambia. [www.unicef.org /girls' education/](http://www.unicef.org/girls%27education/)
Published M. A (Education) Dissertation university of Dar es Salaam,

United Nations Children's Fund, 'Girls' Education (2003). Progress analysis and achievements in 2002, medium-term strategic plan 2002-2005' (internal publication), UNICEF, New York, June 2003, p. 8.

APPENDIX

QUESTIONNAIRES FOR STUDENTS

1. Gender

- (i) Female
- (ii) Male

2. Category

- (i) Head of the school
- (ii) Students
- (iii) Subject teachers
- (iv) Class teachers

(v)Discipline teachers

(vi) Academic teacher

3. Education level

(i) Form three

(ii)Form four

(iii) Diploma

(iv) Degree

(v)Master

4. Your Age

(i) Below 18 years

(ii)18 – 25

(iii) 26 – 35

(iv) 36 – 45

(v)Above 55

5a. Boy's perception on single sex school

(i)

(ii)

(iii)

(iv)

5b. Girl's perception on single sex school

(i)

- (ii).....
- (iii)
- (iv)

6a. Learning challenges for Boys

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

6b. Learning challenges for Girl's

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

**GROUP DISCUSSION WITH STUDENTS AND CLASS TEACHERS,
SUBJECT TEACHERS AND ACADEMIC TEACHERS IN SCHOOLS**

1. What are the perceptions of girls and boys on single sex schooling which affect their performance?
2. What are the challenges facing performance of girls and boys in secondary schools?
3. What are reasons for girls performing poorer than boys in single sex schools?

4. What are strategies for improving the performance of girls in single-sex secondary schools in Tanzania?