

**THE INFLUENCE OF HOUSEHOLD CHORES ON GIRLS' ACADEMIC
PERFORMANCE IN SECONDARY SCHOOLS IN MOROGORO
RURAL DISTRICT**

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

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania, a research titled The Influence of Household Chores on Girls' Academic Performance in Secondary Schools in Morogoro Rural District in fulfillment of the requirements for masters degree.

.....

Dr Elinami Swai

(Supervisor)

.....

Date

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DECLARATION

I, Emmanuel Lydia, declare that this research is my own original work and that it has not been and will not be presented to any other University for similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my lovely family.

ACKNOWLEDGEMENT

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ABSTRACT

The main purpose of the study was to explore The Influence of Household Chores on Girls' Academic Performance in Secondary Schools in Morogoro Rural. The study was conducted in three sampled secondary school which were selected randomly. The research addressed three research objectives which are To explore the types of household chores and time on which the activities are performed by girls in secondary schools, To assess academic performance of girls in secondary schools, and to determine the extent to which the time spent in household chores affect students academic performance. This study used purposeful sampling technique for selecting members of study. The researcher used the following instruments to collect the information. Documentary Review Method. The findings revealed the following: - Parents assigned more household activities to girls than boys because of their traditions, economic problems and negative attitudes towards education for girls. Girls' academic performance in secondary schools is considerably influenced by household activities which force them to have a gender bias and Girls' students at homes performed household chores such as cooking food for the whole family, it resulted in lack of time for doing school activities such as homework. The study recommends that the local government authorities should collaborate with local communities to mobilize resource for constructing dormitories or hostels for girls to reduce the problems of girls spending more time and energy on doing household activities.

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LIST OF ABBREVIATIONS

PLSE	Primary Leaving School Examination
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Programme
CSEE	Certificate of Secondary Education Examination

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND

1.1 Introduction

This chapter presents the problem and its context. It explains the statement of the problem, purpose and objectives of the study and research questions. The chapter also provides the significance, limitations and delimitations of the study, the conceptual framework, and definitions of key terms and organization of the study.

1.2 Background to the Problem

Household activities have been theorized as among the impediment to girls' concentration in school activities and performing well in their studies. Household activities in Africa are normally performed by female members of the family, while those related to outdoors are performed by male members of the family. While this separation of activity may seem fair, in actual fact, household activities are unscheduled and therefore, more time consuming and tiring than those performed outside the house. Outdoor activities are normally scheduled.

Educators and researchers have long been interested in exploring the influence of household activities on girls academic performance. This household activities may be termed as gendered roles (Swai, 2010). Gendered roles are those activities that have been socially constructed and culturally accepted as belonging to females and males, which can sometime be termed as feminine and masculine activities. The formal investigation about gender role and female academic performance has been a hot debate in Tanzania.

A study by Meena (1996) reports that girls experiences difficulties in gaining access to secondary level education due to gender roles in their families. Meena observes that while Tanzania at one point seemed to have overcome problems of a gender gap at primary school level, have had problems of accessing girls and retaining them at secondary level. The gross secondary enrolment gender ratio in Tanzania is 0.75 which is suggestive of lower access for females at this level. It is estimated that the gross secondary school enrolment gender ratio is 0.50 despite a primary completion ratio of 0.81. Statistics indicate that fewer girls complete secondary school level than boys with a completion ratio of 0.64. This condition is worsened at tertiary level with a gross enrolment gender ratio of 0.22. In sciences and technological subjects, the proportion of girls to boys is even smaller.

Gender role has been found as impediment to female access and performance in secondary schools in other countries. A study conducted in 1988, which covered 20 countries, indicated that females were a minority in all levels of higher learning and mainly concentrated in art related streams. The data indicated that Ethiopia, had during that particular period a total of 16000 students at tertiary level of which females were 3520 or 22% and males were 12480 or 78% respectively (Meena, 1996).

Despite the impediment of gender role to female access to and performance in secondary and higher education, society continue to socialise children into gender roles. The influence of gender roles and academic performance can be measured in a number of different ways. It is most often calculated by looking at the time used to

perform those roles. The more time consuming and physical demand, the more it takes the individual from performing other activities such as academic activities. Removal of one from performing academic activities has positive correlations with the student's quality of achievement. Logically, those students who spend more time in activities other than academic perform worse than those who spend more time in academic activities, and these are mostly girls.

Education is a liberating tool without which it might be difficult to realize both the National 2025 and Millennium goals. In the recent decades, meaningful education would be one that provides equal opportunities to both males and females. However, in almost all the countries, there is gender disparity in all aspects of the provision of education (UNESCO, 2004). In developing countries, and Africa in particular, women have limited time to access education, and this can be attributed to their gendered roles. Studies indicate that until the turn of the last century only a small percentage of girls received formal education at secondary and post-secondary levels in Africa (Adams and Kruppenbach, 1987; Nafziger, 1988; Bogonko, 1992). This trend is contrary to the global efforts of expanding women's and girls' participation in social, political and economic affairs that might lead them to holding higher administrative posts as enshrined in the Beijing Platform.

Consequently, Tanzania like other developing countries has embarked on various measures to improve girls' access to education opportunities particularly at secondary school level. The government's initiatives to increase girls' access to secondary education in Tanzania involved introduction of a quota system, opening

up of secondary schools, establishing girls' day streams within the existing public schools, and the introduction of special projects for supporting girls' education.

Through these initiatives, girls were selected to join form one according to the scores among themselves. Consequently, girls who scored much lower than boys in their primary school leaving examination were admitted into public secondary schools. Omari (1995) reports that, to increase access for girls into the secondary level, quota policies have been used. This usually involves reserving a certain percentage of school places for girls and selecting girls with lower aggregate scores than boys. Another effort of improving girls' enrolment in secondary schools included the opening up of co-education day secondary schools in what had previously been boys' secondary schools (Malekela, 2000).

The establishment of girls' day streams within the existing public secondary schools implied more access to secondary school education among girls (Mboya, 1998). On the other hand, some initiatives were taken of introducing special projects for supporting girls' education, such as the Girls' Secondary Education Support (GSES) funded by the World Bank (World Bank, 1995). Through this project, academically capable girls coming from economically poor families, which cannot afford school costs, are given scholarships to support their secondary education. Through these initiatives the 2000s have witnessed increase of girls' enrolment in secondary schools. Table 1 summarizes enrolment rates of girls and boys in secondary school.

Data shows that, the average pass rate of girls (division 1-111) has dropped by 0.71% from 7.82% in 2010 to 7.11% in 2011. The percentage of division I-III passes in the

year 2011 was 5.13% higher for boys 12.24% than for girls 7.11%. Furthermore, a study done by Bhalalusesa (2003) revealed that, at secondary school level, girls' performance was poorer than that of boys and even those who performed better in the secondary examination tended to show up more strongly in the lower quartiles of division III and IV.

Scholars have linked girls' under-performance in secondary schools to many factors. Malekela *et al* (1990) for example, have linked girls' underperformance with cultural values and societal expectations. Bustillo (1993), Sandra (2000), Omari (2001) and Puja (2001) revealed that gender stereotyping, such as cultural practices, leads to the creation of the patriarchal system, whereby males are given priority over females. This has been passed over formal education systems, where teachers and parents lack enthusiasm for supporting the education of girls and this leading to the poor academic achievements of girls.

Table 1.1: Performance by Division of School Candidates CSEE 2007-2011

YEAR			I	II	III	IV	O	I-III	I-IV	PRESENT
2011	GIRLS	NO	1,073	2,405	6,347	54,941	3,482	9,825	64,766	138,248
		%	0.78	1.74	4.59	39.74	53.15	7.11		
2011	BOYS	NO	5,538	5,595	4,652	83,402	79,989	22,785	106,187	186,173
		%	1.36	3.00	7.87	44.80	42.97	12.24	57.03	
	TOTAL	NO	3,611	8,000	20,999	138,343	153,468	32,610	170,953	324,421
		%	1.11	2.47	6.47	42.64	47.30	10.05	52.69	
	GIRLS	NO	1,457	2,862	7,547	51,459	88,503	11,866	63,325	151,828
		%	0.96	1.89	4.97	33.89	58.29	7.82	41.71	
2010	BOYS	NO	3,814	6,896	16,198	74,699	81,096	26,908	101,607	182,703
		%	2.09	3.77	8.87	40.89	44.39	14.73	55.61	
	TOTAL	NO	5,271	9,758	23,745	126,158	169,599	38,774	164,932	334,531
		%	1.58	2.92	7.10	37.71	50.70	11.59	49.30	
	GIRLS	%	1,218	2,979	8,983	58,109	35,111	13,180	71,289	106,400
			1.14	2.80	8.44	54.61	33.00	12.39	67.00	
2009	BOYS	NO	3,169	7,319	7,695	67,266	29,161	28,183	95,449	106,400
		%	2.54	5.87	4.20	53.98	23.40	22.62	76.60	
	TOTAL	NO	4,387	10,298	6,678	125,375	64,272	41,363	166,738	231,010
		%	1.90	4.46	11.55	54.27	27.82	17.91	72.18	

Source URT, 2011 Certificate of Secondary Education Examination (CSEE) -2011 Report and Analysis of the Result

Bendera (1997) found that girls' academic performance was influenced by the unfavourable school environment, particularly teachers' negative attitudes towards female students and home environment had an impact on girls' academic performance in secondary schools.

1.3 Statement of the Problem

While the government of Tanzania has initiated various programmes as part of efforts to improve gender equality in access to secondary education, girls have continued to perform worse than their counterpart boys. Further, while scholars have tried to find the root cause of girls' low position in academic performance, many have attributed this with social and cultural factors. The concepts such as cultural and social factors are too abstract to comprehend and change. This study aims to fill this gap in the literature. It will assess ways in which household activities have effects on girls academic performance in secondary schools in Morogoro rural district.

1.4 Purpose and Objectives of the Study

The purpose of this study was to explore girls' participation in household chores and its impact on their academic performance in secondary schools in Morogoro Rural District. Specifically, the study will intend to achieve the following objectives:

- i). To explore the types of household chores and time on which the activities are performed by girls of secondary schools.
- ii). To assess academic performance of girls in secondary schools.
- iii). To determine the extent to which the time spent in household chores affect students' academic performance.

1.5 Research Questions

The following research questions guided the study:

To what extent do school girls participate in household chores? The underlying assumption behind this question was that type of household activities, amount of time spent, frequency and timing of doing household chores could influence a student's participation in learning. In this context, household chores were those routine domestic activities like cooking, cleaning utensils, washing clothes, cleaning the house, looking after children, fetching water and collecting firewood. Secondary school students will be assigned to perform certain household activities before or after school hours and/or during weekends. The study will intend to explore the variation in students' participation in household chores by sex.

What is the academic performance of girls in secondary schools? This question will base on the assumption that in any mode of educational services, assessment of students' academic performance was a crucial factor that facilitated the process of effective teaching and learning to accomplish educational goals and objectives. Academic performance is the learning standard which gives descriptions of broad expectations of what students are expected to know, understand, and be able to do at each grade level, and which depend on the student's academic readiness, motivation, family support, school support and community support. Therefore, assurance of support for students to engage in the leaning process would enhance academic performance.

To what extent does the time spent in household chores affect students' academic performance? The question base on the assumption that secondary school students should be relieved of household chores to enable them be punctual and regularly attending lessons, get enough time to study and do school assignments, and to provide them with reasonable time to rest and make preparations before embarking on studying or doing school assignments. Coltrane (2000) revealed that with no time for revision of what they have studied, students' chances of academic success are reduced. Hence, the wide variety of tasks to perform at home during school days and weekends, consumes time that should be used to do school homework and studies. Studying at home enhances learning, academic achievement, development of independent work and studying habits.

1.6 Significance of the Study

The findings of this study will expect to inform educational planners, administrators and policy makers on the influence of household chores on girls' academic performance in secondary schools so as to take appropriate measures to redress the situation. The findings might also be used by the Ministry of Education and Vocational Training and the government at large to evaluate the ongoing SEDP initiatives in terms of its achievements in providing quality secondary education. Moreover, the findings will be expected to add knowledge to the existing body of literature on the influence of household chores on girls' academic performance. In addition, it will hope that the findings would contribute towards further research undertakings on girls' academic performance in the education industry.

1.6.1 Definition of Key Terms

Household: In this study the term household refers to a collective group of individuals unified by commonly held factor of belonging and identity in which individual members have right and entitlements in which parents or guardians assume leadership roles.

Household Chores: In this study household chore refers to the duties or pieces of work that are done in a home, garden or on a farm beyond one's own self maintenance.

Academic Performance: In this study, the term is specifically used to refer to the marks scored by a student in the examination that earns him/her a particular grade.

Summary of the chapter and overview of the study: This study was designed to investigate the type and extents of household chores performed by girls and participation in household chores influenced girls academic performance in secondary school. The introduction chapter starts with research question and set them in context. The succeeding chapter presents the review of the Literature (chapter two). Chapter three present the methodology of the study chapter.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature. It starts with theoretical framework, followed by review of related literature that revolves around the three objectives developed in chapter 1. The final part presents gaps in the literature

2.2 Types of Household Chores Performed by Girls

Household chores undertaken by girls in their own homes, in reasonable conditions, and under the supervision of those close to them are an integral part of family life and of growing up, therefore something positive. However, in some cases, there might be concerns over certain situations where these workloads might interfere with the girls' education. In this context, The types of household chores performed by girls are like cooking, cleaning utensils, washing clothes, cleaning the house, looking after children, fetching water and collecting firewood.

2.3 Importance of Girls' Education

It is generally acknowledged that education is of great importance to any society. It raises the productivity of both men and women within and outside the home and helps individuals to control their environment and improve their lives. Education helps in creating and widening the choices and opportunities for the people, it reduces the twin burden of poverty and diseases and gives a stronger voice among the marginalized individuals in a society. The United Nations Charters of 1948 and

1996 both explained discrimination against girls' education and women's employment as a violation of human rights. It is within this context that international conventions campaigning for girls' education have been initiated and nations ramified. For instance, the World Conference on Education for All held in Jomtien, Thailand, in 1991, drew attention to the gender gap in education opportunities and its consequences for human development. Subsequently, the Beijing Platform for Action emphasized that investing in formal and non-formal education and training for girls and women had proved to be one of the best means of achieving sustainable development and economic growth.

UNICEF (2003) correlates girls' education and the development and welfare of the next generation in all aspects of human life. Educated mothers are likely to have smaller families, send their children to school, creating a virtuous cycle of education and poverty reduction, and enjoy a higher standard of living. Different theories try to illustrate the rationale of educating girls.

Omari (2001) points out that economic development theories focus on the importance of education to girls based on human capital point of view and the social justice model. He stresses that depriving girls' education is an injustice as it leads to girls being accorded a low socio-economic status and occupying low paid jobs. In a similar vein, Ishumi (1981) asserts that in any society, both girls and women have important roles to play to bring development to their communities. The social theorists have emphasized the provision of education from primary to the higher learning levels, regardless of gender (Chiuri and Kiumi, 2005).

The Human Capital Theory stipulates that education promotes social and economic development of any society. Educating girls, as for boys, is an investment in human capital, since it is the determining factors of an individual's earning capacity and employment prospects.

Moreover, investment in human capital through provision of education is associated with significant labour market gains for the individuals in question including greater participation in the labour market and improved employment probability (UNDP, 1996). Those who subscribe to Human Capital Theory do not perceive men as intrinsically superior to women. They proclaim that inequality in education is not a question of academic ability, but rather a question of opportunities, encouragement and facilitation (Omari, 2001). Hence, discrepancies in access, participation in learning and achievement in education between males and females are a function of extrinsic society's opportunities and barriers differentials.

2.4 Empirical Literature Review

Is a report summarizing the review of the relevant 'literature' like book, magazine and website discussing the topic to investigate. Also discuss technique and equipment that are appropriate for investigating the topic and summarize the theory behind the experiment

Hamad (1994) conducted a study on the effects of the home environment on girl's academic performance in secondary schools in Zanzibar. The study sought to identify home environmental factors based on work-habits, parental guidance and support at home to see how these affected girls' academic performance in school.

The findings of the study indicated that rural or urban areas' home work-habits adversely affected students' academic performance. Work habits had a greater effect on girls compared to boys. The findings also indicated that girls spent less time on academic matters after school hours than boys. Although both girls and boys were equally exposed to the mass media, accessibility to them was less for girls compared to boys. The findings showed that the majority (80%) of parents felt that there was a need to educate both girls and boys, but there were also parents who thought that girls did not need higher education and therefore did not take much effort to encourage them.

Katunzi (1995) sought to identify factors that influenced girl's academic performance given the fact that the number of girls joining Secondary schools and Universities in Tanzania portrayed a decreasing trend. She discovered that teachers' attention to their backyard projects lowered their concentration in teaching, and girls suffer more than boys because they need more help. Both boys and girls were adversely affected by uncondusive learning environment found in the schools such as overcrowded classrooms, lack of materials and teaching learning equipment and uncondusive hygienic environment for girls. Furthermore, low aspirations, confidence and non-competitive character among girls lead to lower performance among girls compared to boys.

Omari (1995) reports that the quota policy which selecting girls with lower aggregate scores than boys is the underlying cause of the underachievement and high dropout rates of girls in secondary schools. In similar line, Mbonile (1997) saying that

selecting girls with lower aggregate scores tends to reinforce the perception that girls are academically weaker. The quota policy is only useful as a short-term measure to improve access, but selecting girls with lower aggregate scores result in their underachievement and poor performance.

Mahinda (2005) who did a study on the assessment of the quota system on access and performance of girls in Tanzanian ordinary secondary schools, found out that the use of quota system contributed to girls' access to secondary education who performance poorly in their PSLE. The findings revealed that the use of quota system contributed to the low academic performance of girls in their Form II and IV examinations, compared with those who enrolled through the non-quota system. It was also revealed that there were no academic intervention programmes for girls enrolled under the quota system.

Moreover, Nasania (2004) has found that culturally men are expected to be responsible and independent community leaders while girls are expected to be dependent as well as submissive. In terms of job preference, for example, boys' aspirations are being drivers, mechanics, doctors and pilots while girls' aspirations are being mothers, nurses, teachers, office supervisors or secretaries. This cultural perspective has a great positive impact on academic performance for boys while it has a negative impact on girls' academic performance.

Katunzi and Ndalichako (2004) argue that education of girls is a low priority to many poor families, while that of boys is security for old age. Poverty and the unwillingness to bear the educational costs of books, uniforms, tuition and other

expenses for girls has contributed to the lower participation of girls in education. However, the origin of the preference of sending boys to schools is not solely economical, but also cultural. This results in the low participation of women in education, which leading to poor academic performance

Mashaka (2005) who conducted a study on Muslim girls and their academic performance in secondary schools in Tanzania found out that some Muslim girls secondary schools were performing better while some were performing poorly. She considers Muslim girls participator. Major factors for better academic performance were found to be availability of financial resources in relation to school owners, financially well off parents, good school management and less or full disengagement in home activities. Furthermore, she observed that, those students who were not engaged in household chores had a possibility of being helped by house girls and house boys, that can led them to perform well because they have enough time for studying.

2.5 Girls Academic Performance in Secondary Schools

A study conducted by Chinapa (1983) found out that, in Mauritius girls scored higher than boys. He further comments that, girls, if given good studying environment, an example time to study, performance higher. This was supported by his findings that, more than half of girls performed high comparing to boys, given the same conducive learning environment. He suggests that in order to eradicate the tendency of girl's poor performance there was the need of preparing good learning environment for them.

Malekela (2000), in his study concerning the quality of secondary education in Tanzania, noted that in Tanzania, girls' academic performance was poorer than boys. Whereas the average failure rate for boys in 1991 and 1996 was 69%, for girls it was 86% for boys as the participator. When Division IV and failed were aggregated. He added that girls' academic performance in Tanzania was poorer than boys, even when the results were analysed by subjects. For instance, over 85% of the girls failed in chemistry and physics.

Due to his finding he suggest that the girls to put more effort in all subject without select which subject to study more and which one to study partial that will help them to perform well.

Nasania (2004) analysed performance in the Certificate of Secondary Education Examination (CSEE) between boys and girls in co-education schools. It was found out that girls performed poorer compared to boys in the four selected co-education secondary schools in Mwanza region in Tanzania. For instance, it was observed that between 1997 and 2001 the percentage of girls who scored first division was 0.7% while for boys it was 9.4%. The average for girls in division II was 2.1% while for boys it was 14.3%. The majority of the girls (55%) scored division IV and the absolute failure rate was 30% for girls and 10.7% for boys in the four selected schools for the five years. A number of studies have been conducted to explore factors that militate against girls' academic performance compared to boys. A host of intriguing factors at schools, in homes and communities account for the discrepancies in performance between boys and girls.

UNESCO (2004) attributes the underlying causes of poor academic performance of girls to the cultural values of a given society. For instance, some tribes in Tanzania, on reaching puberty, girls are expected to participate in initiation ceremonies aimed at preparing them for womanhood and marriage. The practices are associated with introductory knowledge about puberty, reproduction, marriage and the control of female sexuality for female children. The Zaramo, Kwere, Luguru and Nguu ethnic groups would confine a girl in the house for three consecutive months after the first menstruation circle. Initiation ceremonies are often held during the school term and result in girls missing a considerable amount of time to attend school.

Participation in these ceremonies adversely affects girls' participation in education. These ceremonies are popular among communities with economically disadvantaged parents, with little or no education, who have little awareness of the advantages of education for girls (Bendera, 1994).

Abeshi (1997) investigated academic performance of boys and girls in relation to parenting practices among Ethiopian families. Families were classified into four categories of parenting groups namely authoritative, authoritarian, indulgent, and neglectful. Results indicated that parenting practices had significant impact on the academic performance. However, the impact of parenting practices was moderated by the effect of sex of the students. Boys who characterized their parents as authoritative scored higher in academic performance than their counter part girls who came from all four parenting style families. The general perception that girls are intellectually inferior as compared to boys in many societies also contributes to poor

academic performance of girls. This perceived inferiority of women is often given as a justification for their being restricted from playing an important role in society. Such a view has also had an impact on the self-esteem of girls.

Dupont (1989) argues that images of women reflect the values and pressures of society, while at the same time permeating mental attitudes and underpinning social conventions. In addition, they mould thoughts and habits together with the family and economic structures peculiar to each society. Therefore, the society helps to determine the status of women in all walks of life including academic achievement through psychosocial influences. For instance, girls' self efficacy influences their decision to pursue science subjects.

Mushi (1996) has observed that girls normally express less confidence in mathematics and are more likely to question their ability than boys even when their performance in tests and class assignments is better. Consequently, girls' underestimating and doubting their own ability is a factor that influences their academic performance.

Bendera (1994) demonstrated that there was remarkable different treatment in classes/schools reinforced by teachers, parents and society in regard to future expectations among boys and girls. It was observed that some of the statements discouraged girls to excel academically, which impacted the social and psychological set up for a child in academic environment. This induced academic superiority for boys and inferiority complex for girls.

A study conducted by FEMSA (2000), revealed that boys and girls believed that girls could never perform well in Science and Mathematics. Furthermore, it was found out that girls did not like each other. When one of them asked for assistance from a boy, others said that she loved the boy and this hindered their cooperation with boys thereby undermining their academic achievement.

On the other hand Kigoonya (1998) conducted a study on the impact of school culture on girls' participation and achievement in co-education and non co-education secondary schools in Kampala, Uganda. The study found that in the co-education secondary schools, the school culture was patriarchal and hence the girls found themselves being pushed off the gender space by the boys. This was due to the socialization process at home and at the schools.

Consequently, girls tended to succumb to social control of the boys and tended to be shy and unassertive in utilising all the facilities provided for them. This in turn rendered the girls' participation and performance ineffective compared to boys and their counterparts in girls secondary schools. Furthermore, some studies attribute the low academic performance of girls to their socio-economic environment. However, such a relationship is not found to be conclusive in developing countries as in the developed ones.

Kann (1981) found a positive relationship between the level of urbanisation which was an aspect of the socio-economic environment and female students' achievement. He also found a weak relationship between the socio-economic background of

parents and the achievement of Uganda's and Botswana's students in schools, due to these factors cause poor performance of girls in Secondary school, He suggest that in order to help girls to perform well there are the need for parents to make strong relationship between the socio-economic background.

Elsewhere contradicting results have been established pertaining to relationship between socio-cultural factors and students' academic achievement. For instance, Sule (2002) who conducted a study on the relationship between socio-cultural dynamics and academic achievements of secondary school students in the Plateau State of Nigeria observed that both favourable and un-favourable nature of socio-cultural dynamics of gender, family size, family location, family structure and socio-economic status, did not meaningfully determine the directions of academic achievement levels. The interaction of the socio-cultural dynamics had an insignificant effect on the academic achievement levels of the students. However, the schools as socialization institutions could have levelled off the assumed socio-cultural differences between the majority of the students and so insignificant differences emerged in the academic achievements of the students in respect of the other factors that were considered. In this regard, the school was perceived in the study to be the most important predictor of school achievement.

2.6 Influence/effects of Household Chores On Girls' Academic Performance

Academic achievement of the girls is likely to be affected by the girls undertaking household chores. Household work is often mentioned as occupying most of the girl's time.

The study of Karani (2006) argues that poor performance by girls in Secondary schools especially in rural areas is attributed to a greater demand imposed on girls to assist with household chores such as fetching water, collecting firewood, helping with the cooking and caring for the young. This household chores interferes with schooling and depresses girls performance.

The study of Mbilinyi (2003) observe that most students especially girls are engaged in such activities as caring for their siblings when their parents are away, fetching water and taking care of the sick children in their family thus limit them to have enough time for study and make revision concerning their study which affect their academic performance.

Kakonge *et al* (2001) who conducted their study on girls' education in Wajir and Mandera districts of Kenya discovered that the home environment had an impact on girls' academic performance in secondary schools as reflected in their national examinations. Girls suffer from overwork in the home, which makes them exhausted and many lose their interest in doing school works. Even in a family where there is both a female and male student, the girls will always be busy from the time they wake up to the time they go to bed while boys will spend most of their time loitering, playing and studying. They found that these practices put girls at a disadvantage because they scores poor performance.

Jacobs and Kathleen (2004) noted the role of women in society and the organisation of the schools system to be the major causes of poor academic performance. Girls

are expected to contribute to childcare or home production at an early age. In addition, they found out that adults were judging the division of labour at home to be fair. Thus, adults, including parents, supported the division of labour at home. On the other hand, children judged the division of household chores based on gender as unfair. That unequal division of labour at home discouraged those who seemed to have more duties to perform.

Study of Mwaba (1992) found that a sample of South Africa Secondary school girls characterized house cleaning, nursing and all sweeping as predominantly girls only job. This kind of gender socialization invariably negatively affects girls' performance and ultimate attainment at school. The study found that there are plethora of challenges facing the girls students in schools, these factors affect their academic performance and career aspiration

2.7 Household Decision Making on Girls' Education

Mbilinyi (1999) conceptualises a household as a group of individuals unified by commonly held factors of belonging and identity, in which individual members have rights and entitlements, as defined by the norms of the wider society. Kamugisha (2000) goes further by classifying the households into three categories namely nucleus, extended and composite households. The nucleus household comprises of the father, mother, and their children. The extended household comprises of the father, mother, children, and relatives such as grandfather, grandmother, and cousins. The composite households comprises of the father, mother, their children, relatives and non relatives such as friends and house caretakers.

The common categories of household which exist in Tanzania are extended and composite households. Household is an important social institution which shapes gender relations, transmits gender norms from one generation to the next and determines roles and opportunities available to the household members based on sex (Chilembo, 2004).

The link between school and household is coined in decisions of child enrolment, placement, progression, and ultimate academic achievement. In developing countries the parents/guardians' decision to enrol a child in school is determined by household size. Thus, household size may reduce children's participation and progress in school as well as parents' investment in schooling (Lloyd, 1994). He further points out that the magnitude of this effect is determined by socio-economic development, the level of social expenditure by the state, family culture and the phase of demographic transition. Rugh (2000) also argues that parents/guardians' decision to enroll a child in school is determined by the perceived returns on investment as far as schooling is based on social and economic rationale. For example, female children, through marriage, are expected to benefit their husbands' families. In contrast, many parents think that male children deserve education because they are likely to benefit from their education. These are common perceptions within patrilineal systems where males are expected to stay with their families.

In Malaysia and China girls appear disadvantaged in larger households but their brothers are not (Shreeniwas, 1993). In India, families from urban slums in Tamil Nadu discriminate girls in order to provide quality private education to few children,

mainly boys. Where mothers enter the labour force, it is girls who must stay at home. In rural Maharashtra, if there are fewer younger siblings, boys benefit with more schooling and less work, and girls must ensure tasks traditionally assigned to them are completed (Jejeebhoy, 1993)

Empirical studies conducted on the factors accounting for girls' poor academic performance in examinations (Malekela, Cooksey and Ndabi 1990; Bustillo, 1993; Hamad, 1994; Kapinga, 1997; Sandra, 2000; Omari, 2001; Puja, 2001 and Bhalalusesa 2003) have disclosed that it is socio-economic, cultural, attitudinal, self esteem, motivational and unfavourable school and home environment, as well as the level of parents' education which are the underlying factors behind girls' poor academic performance.

However, there is no comprehensive study that has examined the impact of household chores on girls' academic performance. Therefore, the study intended to fill the gap by exploring girls' participation in household chores and its impact on their academic performance.

2.8 Conceptual Framework

A conceptual framework explains, either graphically or in a narrative form, the main things to be studied, including the key factors and the presumed relationships among them (Miles and Huberman, 1994). Performance of girls being low or high involves multiple variable factors each exerting influence in different ways. Therefore the present study employed the interaction system of analysis to explain how girls' participation in household chores influenced their academic achievement.

This study drew some insights from Bloom (1982) and Omari (1995), who focus on three dimensions, namely the predictor variables, mediating variables and outcome variables to illustrate the conceptual framework. Predictor variable is a variable whose values are used to predict the values of the outcome variable. Outcome variable is the one whose values are to be modelled and predicted by the other variables. Mediating variable is the variable that facilitates or interacts with predictor variable to influence the outcome variable (Figure 1).

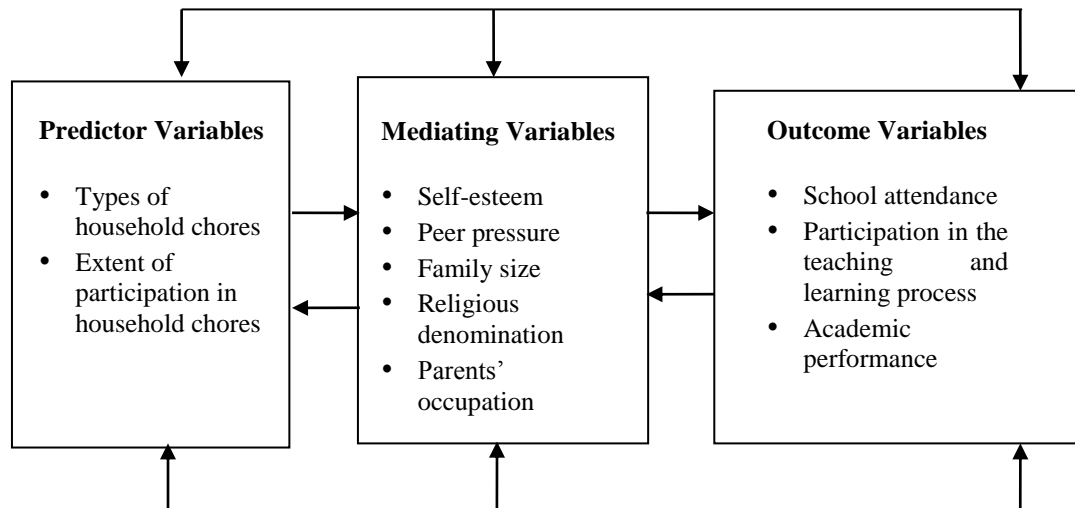


Figure 2.1 Conceptual Framework of the Study

Source: Bloom (1982) and Omari (1995).

Figure 1.1 summarizes the three categories of variables that guide the framework of this study. The predicting variables include types of household chores and the degree of participation in household chores. The mediating variables include self-esteem, peer pressure, family size, religious denomination and parents' occupation. The outcome variables include school attendance, participation in the teaching and learning process and academic performance. It will assume that, although the

mediating variables may influence the impact of predicting variables on girls' participation in teaching-learning activities and/or academic performance, lack of their precision will not assist the researcher directly. The predictor variables will be assume to be more stable and thus will use as factors that contribute to school attendance, participation in the teaching and learning process and academic performance of girls in the secondary schools.

2.9 Gaps in the Literature

The review literature will reveal that girls' education is of paramount importance for empowering women in all dimensions of human growth and development and well-being of communities at large. In addition, girls' access to secondary education will improve significantly though their academic performance considerably lags behind that of boys. Individual and structural factors in schools, homes, and communities militate against ineffective participation in learning of girls. Hence girls under perform when compared to boys. Comparatively, the home environment predicts more participation in learning and the ultimate achievement because some of the school attributes are just carry overs or spill overs of the home attributes that adversely influence girls' participation in learning in favour of boys.

Little is known about variations in the participation in household activities of girls and boys who attend secondary schools. Moreover, scanty literature is available on the influence of girls' participation in household chores and its impact on their academic achievement in secondary schools in Tanzania. The study will design to bridge this gap of knowledge by investigating the type and degree of participation in

household activities of girls attending secondary schools, to analyse the extent to which they influence their academic performance using school scores and Form Two National Examination Results.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research design and methodology employed in undertaking the study. It comprises of the research design, area of study, the target population, sample of the study, sampling techniques, data collection methods, data analysis procedure, validation of the research instruments and ethical considerations.

3.2 Research Design

Kothari (2004) defines research approach as an arrangement of appropriate conditions for collecting and analyzing data in a manner that reflects the research purpose. The study employed both qualitative and quantitative research designs. Qualitative research design was used collect and analyze data on exploration of types of household chores and the time in which the activities were performed. Quantitative research design on the other hand was employed to find out the girls' academic performances in secondary schools as well as to examine the proportion of girls' students performing poor academically due to more time spending in household chores.

3.3 Area of the Study

The study was conducted in Morogoro rural District in Morogoro Region. Morogoro Rural District has a total of 28 secondary schools of which 27 are public secondary schools and the remaining 1 is private owned secondary schools. A number of factors prompt the researcher to select the district as the area of this study. Morogoro Rural

District has the largest number of secondary schools compared to other districts in the region. The secondary schools were the targeted schools in this study which investigated participation of girls in household chores to establish how school academic performance of girls was impacted by the household chores. Thus, provided the researcher with a reasonable pool of secondary schools for picked the three schools to be involved in the study.

The study was conducted in Morogoro Rural District due to the fact that the district had two rainy seasons which allows agricultural activities to be conducted throughout the year. This leads to household members to be involved in farming activities for most of the time during the year. Therefore, the study area provided a setting where students' participation in household chores and its impact on academic performance examined in details.

3.4 The Targeted Population

Population is a group of individuals who have one or more characteristics in common that are of interest to the researcher (Best and Kahn, 2006). The study population included all girls secondary school students in Tanzania. Participation of girls students in secondary schools in this study helped to provide data and get a real picture on how their involvement in household activities influences their academic performances.

3.5 The Sample of the Study

A sample is a selected portion of the individuals or items that represents the aggregate of the population for the study (Cohen, Manion and Morrison 2000).The

sample of the study comprised of secondary schools, girls students in secondary schools, heads of schools, teachers, parents and students.

3.5.1 Sample of Secondary Schools

The study was conducted in three (3) secondary schools, which was Mikese, Nelson Mandela and Kinole secondary schools. The selection of these secondary schools was based on the fact that the selected schools located on environment with varieties of economic and social activities for peoples' daily earnings such as agriculture, livestock keeping as well as trading activities.

However, sampled secondary schools locates on areas with scarcity of water, and sources of energy such as electricity and gas, hence people, particularly girls students spend much of their time working far distances looking for services like water and firewoods. The study sought to use these sampled secondary schools together with its unit of study such as head teachers, teachers, parents and students to get a real picture on how household chores influences girls' academic performances.

3.5.2 Girls Student Sample

Girls in secondary schools was a part of the target population of this study because they were/are the prime participants in household chores in accordance with African norms and traditions but also experiences revealed in many of households in Tanzania. Twenty (20) girls from all sampled secondary schools from form three and form four were involved in the study to give their experiences on household chores and how it affected their academic performances. The researcher used form two

national examination results to trace the performances of girls' students studying form three and form four who were used as a sample of the study.

3.5.3 Head of Secondary Schools, Teachers, Parents and Students Sample

The heads of school will be selected by virtue of their positions because they were the main implementers of academic activities at schools. They would be purposively involved in the study to give a broad picture of girls' academic achievements and reasons that influence their academic performances. The study also used 14 teachers and 30 students to give their experiences on academic performances of girls students and what affected their achievements. Thirteen (13) parents were involved in the study due to the fact that they assigned household duties to their children particularly girls and hence they had rich information on how household activities performed by girls affected academic performances of their children. Table 2 shows sample of the study.

Table 3.1: Heads of Schools, Teachers, Parents, Students and Girls' Students, Sample

No	Sample Category	No. of respondents	No. of respondent used
1	Heads of Schools	3	3
2	Teachers	15	14
3	Parents	15	13
4	Boys, Students	30	30
5	Girls, Students	60	60
	Total	123	120

3.6 Sampling Techniques

Sampling is a definite procedure of obtaining individuals or items to comprise the sample from a given population (Kothari, 2004). This study used purposeful

sampling technique for selecting members of the study. The purposive sampling technique was used to select sampled secondary schools including its unit of study such as head of schools, teachers, parents, students and girls' students.

Due to the nature of the study, the researcher designed a required sample number for the study and visited study respondents who were available, accessible and ready to provide information for the study. This was because some of respondents such as parents, heads of schools and teachers were not easily accessible hence it was difficult to employ random sampling techniques.

3.7 Instruments for Data Collection

This section provides a description of the instruments to be used in the data gathering process. The study employed a variety of methods which allowed comparison and analysis of data obtained from all methods, leading to increased validity of the data (Denscombe, 1998). The study involved documentary reviews and questionnaire.

3.7.1 Documentary Review

Documentary review refers to studying of existing documents to obtain relevant data. Denscombe (1998) revealed that review of records provides more insights into the phenomenon being studied by cross validating and augmenting evidence obtained from other sources. Moreover, documentary review provides a vast amount of information; it is cost effective and provides data that are permanent and available in a form that can be checked by others. The documents review in this study was employed to find out the academic performance of girls in secondary schools

(Appendix 2) and to examine the proportion of students performing poor academically due to more time spending in house chores (Appendix 3).

3.7.2 Questionnaire Method

The study employed questionnaire method to gather data from form three and form four girls' students on the types of household chores and the time in which the activities were performed by girls' students of secondary schools in Morogoro District, Tanzania (Appendix 1). This was for the reason that girls' students have experience of performing domestic activities at homes comparing to boys. Questionnaire in this study gave respondents some time to think and give out true information.

3.8 Data Analysis

Qualitative data were subjected to thematic analysis by grouping similar kinds of information together in categories; relating different ideas and themes to one another. (Rubin & Rubin, 1995). Quantitative data was analysed by using the Statistical Package for Social Science (SPSS) for window software package version 16.0. Frequencies were run to determine the percentage of responses for various items.

3.9 Validation and Reliability of the Study

Validation of the research instruments is concerned with identifying ambiguities and unclear questions in order to make the necessary corrections (Rea & Parker, 1997). The researcher developed drafts of the research instruments from review of related literature. Thereafter, the researcher and her postgraduate colleagues in education

with teaching experience in secondary schools in rural and urban areas reviewed the initial drafts of the instruments. The review of the items focused on the relevance of instruments' items, clarity, and coverage of items as per research objectives. Thereafter, under guidance of the supervisor, appropriate comments for correction and modification effected before embarking on fieldwork for data collection.

Realibility on the other hand refer to the degree to which scores obtained with instrument are consistent measures (Kothari 2008) .The study employed piloting study in Nelson mandela Secondary School for the purpose of testing reability of the research instruments. In insuring reliability and validity of data, research instrument were skillful prepared and administered. This also insured smart research objective, clear questions, data collection tools and right sample size, statement of the problem, and study area so as to produce the intended outcome.

3.10 Ethical Consideration

On meeting with the participants, the researcher introduced herself, clarified the purpose of the study and how it was conducted. The researcher explained that besides enabling the researcher to accomplish her study as a partial requirement for her programme, findings of the study will be used for introducing changes geared at promoting learning and academic achievement of students in similar settings. The researcher added that personal details like names will not be shown in the research report. Lastly, participants were informed that they were free whether or not to participate in the study.

3.11 Chapter Summary

This chapter described research methodology that was employed to examine the influence of household chores on girls' academic performance in secondary schools. The chapter comprised of research design, area of study, population, sample and sampling techniques, instruments for data collection as well as ethical consideration of the research.

CHAPTER FOUR

4.0 THE RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents finding of the study in reflection of the purpose of the study, research objectives and research questions. This study sought to achieve the three objectives developed in chapter 1: to explore the types of household chores and time on which the activities are performed by girls of secondary schools; To assess academic performance of girls in secondary schools; and To determine the extent to which time spent in household chore affect students' academic performance.

4.2 Respondents' Background Information on their Positions

Table 4.1: Respondents' Background Information on their Positions in Frequencies and Percentages

No	Positions	Frequency	Percent
1	Heads of Schools	3	2.5
2	Teachers	14	11.7
3	Parents	13	10.8
4	Students	30	25
5	Girls, Students	60	50
	Total	120	100

Source: Field Research Data, 2014

This study solicited information from 120 respondents from three secondary school visited. Three (3) were heads of schools which counted for 2.5 percent of the total sample and 14 were teachers which made 11.7 percent. 13 parents were also involved in the study, the same to 10.8 percent while the study employed 30 students amounting for 25 percent of the total sample of the study. In parallel to that, the

study used 60 girls' students as the main participant of the study, the same to 50 percent of the total number of respondents used. Table 3 shows respondents' background information on their positions at schools more clearly.

Half of the respondents employed in the study were girls' students who basically were directly involved in the study. Household activities in most of African families are performed by females while males are purposefully the "bread winners" performing outdoor activities. Different studies shows the way females spend almost the whole day performing domestic activities (Bogonko 1992). This has been affecting girls' students who are supposed to use the same day hours in academic activities. This brought interest for the study to use such number of girls' students as respondents to give out their experiences and opinions on how household activities affects their academic performances.

Other respondents such as heads of schools, teachers, parents and students were also involved for the reason than they were part of implementation of academic goals at school levels.

4.3 Household Chores Performed by Girls at Homes

The first objective sought to explore the types of household chores performed by girls of secondary schools in Morogoro District, Tanzania. The aim was to assess whether these chores had any relationship to what they studied in school. Two different questions were asked to parents and students (boys and girls) the research participants. The question was: What household chores do secondary school girls and boys perform at home? The following are the responses:

Girl 1: I normally fetch water, wash the kitchen utensils, prepare supper and at times wash my young brother. My brother may help me, but it is when he wants to

Girl 2: I fetch water, wash dishes and cook. My brother looks after the cattle

Girl 3: My duties are to collect firewood and fetching water. I also cook, wash dishes and sweep the floor as well as look after my young sisters. I don't have a brother, but normally boys help their fathers at home.

The above narratives show that girls have many activities to do at home, which may take a lot of time, leaving them very little time to rest and study. Boys on the other hand, have specific chores, look after the cattle, and help the father. Some of respondents however declared to spend much of their time walking far distance in searching for scarcity water which was a big challenge in Morogoro Rural District. In parallel to that, girls moved far distance looking for firewood as, other sources of energy such as charcoals, gas and electricity was too expensive to be afforded by many families in Morogoro Rural District. This means that, girls spent most of their time before and after school hours in domestic activities. The study examined effects associated with many hours being spent in domestic activities including coming to school late for girls' students, having few hours per day for private academic studies at homes. Some girls reported waking up very early and sleeping very late: One the respondents argued that:

I wake up early in the morning, around 5:00 to 5.15 am. I start by fetching water.... I normally finish all activities at 20:30 pm, start self studying at 21:00 pm, and then went to bed by 22.00 pm.

These findings are in line with that of Hyera (2007) who found that in most families almost all domestic activities are performed by female members of the family

particularly girls' students regardless of the fact that they also have the right to use some of their time to perform academic activities at homes. Boys on the other hand, had this to say:

Boy 1: We live far from school. I help my parents with any activity they ask me to do. My sister fetches water, wash dishes and prepare breakfast. I sometimes help her.

Boy 2: I spend my time at home playing with my friends after school hours. All domestic activities are performed by my sisters and mother

These findings show that girls performed more household activities than boys. In line with (Hamad, 1994), the most common household chores mentioned by the majority of girls as cooking food for the family, while washing family clothes and collecting firewood were reported to be performed by only one girl in each day.

The same question was directed to parents. Here is what some of them said:

Parent 1: I do not discriminate my children. Everyone can do anything. Even my sons cook although many people think cooking is women's chore.

Parent 2: Girls normally work with their mothers in the kitchen. Boys may help when they are free. But household chores are supposed to be done by girls.

Parent 3: prefer to give freedom to boy rather than girls. Boys can be allowed to go for discussion in different places both in the daytime and at night.

But, for girls we are afraid that they will go to their boyfriends instead of going we to discussion

From the responses from the parents, though they do not consider household chores to be performed by any member of the family member regardless of gender deep down they feel girls have to perform them. These findings are in line with those of Dupont (1989) who argued that it is quite better for education to be provided to parents and society at large on the rights of children and girls in particular which they are entitled with. Besides, effective laws on rights of girls should be made and implemented to society so as preserve rights of girls including that of getting good environment for education.

From the above findings, it is safe to suggest that girls than boy spend more time in household chores and these chores such as fetching water from far away and need a lot of energy. These chores may lead them to have little time and energy to read and pass examinations alongside the boys. Also parents seem to believe that they do not discriminate girls against the boys, but they also agree that they cannot give the girls the same freedom as the boys. In a nutshell, girls and boys are treated differently just because of their sex.

4.4 Girls' Academic Performance

The second objective was set to assess academic performance of girls in secondary schools. Documentary review was used to trace the performance in form two national examination results of form three and form four girls' students who were the majority respondents of the study. The aim was to get correlation of the same sample

on how the sampled girls' involvement in household chores affected their academic performance in relation to boys.

Out of 846 girls student who sat for form two national examination in 2012 and 2013 in sampled secondary schools (Mikeese, Kinole and Nelson Mandela secondary schools), 582 girls' students the same to 68.8 percent scored below 30 average marks which can be termed as poor performance. It was only 264 girls students which counted for 31.2 percent who scored 30 average marks and above in their form two national examination. Table 4 shows form two national examination results in 2012 and 2013 of the sampled girls' students who were currently form three and form four students.

**Table 4.2: Academic Performance of Girls in Form Two National Examinations
in Sampled Secondary School**

Sampled Secondary Schools	2012		
	30% and Above		Total
	Girls	Boys	
Mikeese	48	84	132
N/Mandela	51	79	130
Kinole	45	80	125
2013			
Mikeese	41	169	210
N/Mandela	41	87	128
Kinole	38	83	121
Total	264	582	846
Percent	31.2	68.8	100

Source: Field Research Data, 2014

The study showed that there were poor academic performances of majority of girls' students in their form two national examination results. However, some of girls'

students had better academic performance. Apart from various factors for poor academic performance that has been discussed and analysed in item 4.5, household chores has been proved to be associating with girls' academic performances. The study examined that, most of girls' students claimed to spend much of their time in performing household chores to the extent they had little time to engage themselves in academic activities at home environment. These findings corresponds with that of Hamad (1994) who conducted a study on the effects of the home environment on girl's academic performance in secondary schools in Zanzibar. Hamad found that rural home work-habits adversely affected students' academic performance and this had a greater effect on girls compared to boys.

From the above findings it can conclusively said that the lagging behind academically among girls is more affected by the household chores that they perform, which are different from those performed by boys.

4.5 The Extent to which Time Spent In Household Chore Affect Students' Academic Performance

The third objective sought to determine the extent to which time spent in household chores affected academic performance among girls. Heads of schools and teachers were asked to determine the to which time spent on household chores affect academic performance of girls. The question was: To what extent do you think time spent in household chores affect students' academic performance?

The following were the responses:

Head of school 1:

For my opinion the nature of household has very great negative impact for the students' performance because students cannot separate which time to study and which time for them to perform household chores.

Head of school 2:

Yes, it affect academic performance but the most important things for students they must make sure they can make revision and which time they help their parents by performing daily activities.

Head of school 3:

Household chores affect academic performance of girls especially in harvest period. Most families in rural areas depend in agriculture production, when parents participate in harvest activities girls remain home in order to prepare meal for their parents when they came back.

Teacher 1:

Always I have a tendency of prepare homework for my students everyday but when I collect my exercise book in order to mark I find most of girls did not do my homework and their main reasons concern most of their time they spending doing household chores.

Teacher 2:

When I enter in class girls normally look tired and I can tell it is because of what they do at home. It is hard for them to concentrate

From the above, all the respondents agreed that household chores affect academic performance and such observation was also seen in Karani's (2006) study where he found that poor performance by girls in secondary schools especially in rural areas was attributed to a greater demand imposed on girls to assist with household chores such as fetching water, collecting firewood, helping with the cooking and caring for the young.

In summary, this chapter confirmed all the assumptions about the poor performance of girls in secondary schools in Morogoro. It was found that girls than boy spend more time in household chores such as fetching water from far away and need a lot of energy. These chores, it was suggested may lead them to have little time and energy to read and pass examinations alongside the boys. The study also found that girls lagged behind academically and this was linked with the household chores that they performed, which are different from those performed by boys. Furthermore, the study found that household chores affected academic performance.

4.6 Chapter Summary

This chapter presents finding of the study in reflection of the purpose of the study research objectives and research questions. This study sought to achieve the three objectives developed in chapter 1, to explore the types of household chores and time on which the activities are performed by girls of secondary schools, To assess academic performance of girls in secondary schools, and To determine the extent to which time spent in household chores affect students academic performance.

CHAPTER FIVE

5.0 SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study

This study was to explore the influence of household chores on girls' academic performance in secondary schools in Morogoro Rural District. This was done by exploring the types of household chores and time on which the activities are performed by girls of secondary schools; assessing the academic performance of girls in secondary schools, as well as examining the proportion of students performing poor academically due to more time spending in household chores. The study employed both qualitative and quantitative research methods in collecting and analyzing data where, interview guide was used to collect data from 60 girls' students as the key informants of the study. Documentary review guides however, were used to collect data from 3 heads of secondary schools, 14 teachers, 13 parents, 30 students as well as 60 girls' students in sampled secondary schools in Morogoro Urban District.

Findings revealed that, girls' students at homes performed household chores such as cooking food for the whole family, cleaning utensils, washing clothes, cleaning the house, looking after children, fetching water and collecting firewood.

5.2 5.2. Discussion

If education is a liberating tool for both males and females, and if education is the only way Tanzania will realize the National 2025 and Millennium goals, it is high

time that we look into the causes that impede girls from competing on equal foot with boys in schools. However, if the schools and the government do not provide gender awareness to parents and the community at large, girls will continue been subjected to household chores and remain with very little time to school, thus making the attainment of Millenium goals a dream in Tanzania.

Despite the continued and increased efforts by international community on the importance of gender in development, gender imbalance in treating boys and girls at homes continues to put the girls at the back in academic context. Consequently, academic performance data are characterised by females as losers in academic performance. As a result of which most female students fail to complete their studies or complete with very low grades. (Adams and Kruppenbach, 1987; Nafziger, 1988: Bogonko, 1992).

Given the current status of female academic performance in secondary schools in Tanzania, there is a need to gender in the families from seen the girls as household managers to seeing them as children in need of education alongside their boy counterparts. Teachers and community members need to be concerned with how to transform gender in the homes and in schools for girls and boys to access education equally. To that end, we need to understand the types of household chores and time on which the activities are performed by girls of secondary schools. T

he academic performance of girls in secondary schools; and the extent to which the time spent in household chores affect students' academic performance. When we

come to know more about the types of household chores and time on which the activities are performed by girls of secondary schools and the extent to which the time spent in household chores affect students' academic performance, we will be in a better position to efficiently and effectively deal with gender imbalance at home and in secondary schools. The present study attempted to address this need by exploring the types of household chores and time on which the activities are performed by girls of secondary schools; assess academic performance of girls in secondary schools; and determine the extent to which the time spent in household chores affect students' academic performance. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

As Hamad (1994) reported, girls' academic achievement was impeded by the household chores they performed at home, leaving them very little time to concentrate in school work. Likewise, in the current study the respondents admitted that they used a lot of time travelling long distance to fetch water for household consumption. This implies that household chores performed by girls contribute to their lagging behind in academic achievement. If teachers and the community members fail to curb this problem, gender imbalance in academic performance will be a huge threat to reach millennium goals.

5.3 Conclusions of the Study

On the basis of the results of this study, the researcher was able to reach at the following conclusions on the influence of household chores on girls' academic performance in secondary schools in Morogoro Rural District.

- Girls' students served the major role in performing household activities. This included cooking food for the whole family, cleaning utensils, washing clothes, cleaning the house, looking after children, fetching water and collecting firewood. The activities consumed much of girls' students' time to the extent they had an estimate of only one hour to study.
- Girls' students spent almost four (4) to five (5) hours per day in performing household activities comparing to only one (1) hour for their private studies. This influenced largely to their poor academic performance
- Many girls' students performed poor in their examination. It is quite conceivable to be contributed by their limited time to involve themselves in academic activities at home due to much time they spend in doing domestic activities.
- Much time girls' students spent in doing household chores was a second major factor contributing to girls' students' poor academic performance preceded by the shortage of teaching and learning resources.

5.4 Recommendations of the Study

Based on the research findings and the conclusions drawn in the preceding section, two categories of recommendation are made:

5.4.1 Recommendation for Action

- The local government authorities should collaborate with local communities to mobilize resources for constructing dormitories or hostels for girls in secondary schools. Dormitories or hostels will reduce the problems of girls staying at home

and spending more time and energy on doing household activities at the expense of their studies.

- It is recommended that the government, CBOs and NGOs should organise education campaigns to sensitize parents and raise their awareness about the need to lessen girls' participation in household activities and on how activities could be performed without negative effects on girls' academic work.
- The government should train and deploy more female teachers and other workers such as nurses in rural areas who would act as role models. Female role models are likely to encourage parents to support their children in school activities, leading to good academic performance.
- In alternative to that, it is advisable that parents should arrange special schedules for home activities that will make their children specifically girls' students have the time to perform home duties and also do private academic studies at home. This will enable children to have clear timetables at homes that gave them time to perform household chores but also provide changes to perform their academic homework and private studies. This will not only improve students' academic performance but also enhance students' punctuality. Government should also improve social services such as water services near societies and villages to enable people, particularly girls' students to spend short period of time for getting water services and save much time that could be used to walk far distances looking for water.

5.4.2 Recommendation for Further Research

- This study was confined to rural area. Therefore, there is a need to conduct a similar study in urban areas, for comparative analysis, on how participation in household activities among girls' students influences their academic achievement.
- A similar study could be conducted to investigate the influence of household activities on girls' academic performance at other levels of education such as primary education and college levels. This may allow comparison of the results from different levels of education.
- Other studies could be conducted to investigate gender differences in participation in community activities and its influence on academic achievement of school students in both urban and rural settings.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE SCHEDULE FOR STUDENTS

Ward.....

School.....

Date of the interview ____/____/____

1. What household chores do girls of your age perform at home?

.....

.....

.....

2. (a) At what time do you perform those activities mentioned in question 1?

(i) In school days

(ii) On weekends

(b) How much time do you spend in performing those activities mentioned in question 2 (a)?

(a) In school days.....

(b) In weekends.....

(c) To what extent do household chores affect your academic performance?

APPENDIX 2: DOCUMENTARY REVIEW

Academic Performance of girls in Form Two National Examinations in Sampled

Secondary school

Sampled Secondary Schools	2012			2013		
	30% and Above	Below 30%	Total	30% and Above	Below 30%	Total
Mikese						
N/Mandela						
Kinole						
Total						
Percent						

APPENDIX 3: QUESTIONNAIRE SCHEDULE FOR PARENTS

Ward.....

Date.....

1.What types of household chores does your children perform after school hours?

.....
.....

2.Do you assign your children to perform household activities according to their gender?

.....

3.How much time does your children spend in performing those activities mentioned in question 1?

.....