

**ACCESS TO SANITARY PADS SERVICES AND ACADEMIC  
PERFORMANCE OF GIRLS STUDENTS IN PUBLIC DAY SECONDARY  
SCHOOLS IN MOROGORO MUNICIPALITY, TANZANIA**

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**2019**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: *“Access to Sanitary Pads Services and Academic Performance of Girls Students in Public day Schools in Morogoro Municipality, Tanzania”*, 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.

.....

Dr. Wambuka Rangi  
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.....

Date

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.....

Signature

.....

Date

**DEDICATION**

I dedicate this research work to my daughter Angelika, my son Barack, and to my lovely wife Happyness S. Njoka, who is always beside me through my struggles for Excellences.

## **ACKNOWLEDGEMENT**

I would like first to thank, the almighty God who granted me this opportunity that I have managed to work successfully in this research work.

In a special way, I address my innermost gratitude to my supervisor Dr RANGI, for her guidance, advice and total supervision from the initial stages up to the completion of this research, her constructive ideas and professional arguments and comments contributed to the completion of this research work.

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May God Bless You All!

**ABSTRACT**

This study explored the effects of lack of sanitary pads services to the academic performance of girl's students in day secondary's, in seven public day schools found in five wards in Morogoro Municipality. It seeks to find out the awareness of girls students on reproductive health and menstruation period sanitation in particular, to investigate the accessibility of sanitary pads in terms of purchasing power, to examine the attendance of girls as compared to boys at school per month and to examine overall girls performance in terms of missing assessments due to menstruation period in public day secondary schools in Morogoro municipality. 122 people responded; 7 heads of schools, 22 female teachers, and 93 girls students. This study was carried out using descriptive survey research design. Descriptive survey design was appropriate for this study because it enabled the researcher to collect information concerning, how lack of sanitary pads services to girls affected their academic performance in day public secondary schools in Morogoro municipality. The researcher drew conclusions from the findings of the study, which were crucial in narrowing the knowledge gap by providing information on day public secondary schools in Morogoro municipality. The findings of the study indicated that girl's students, in our public day secondary schools in Morogoro municipal are aware on reproductive health and menstruation period sanitation specifically; but it indicated that there is a big challenge on the sanitary pads accessibility; on the girls students school attendance compared to boys there were difference since girls miss attending to school for some days in a month, and hence the overall academic performance of most of the girls students in public day schools are poor, due to the fact that there some days they were missing schools due to menstruation periods.

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**LIST OF ABBREVIATIONS**

CSEE	Certificate of Secondary Education Examination
NECTA	National Examination Council of Tanzania
NGO	Non-Governmental Organization
UNDP	United Nation Development Programmes
SDG	Sustainable Development Goal
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United National Children's Fund

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

This chapter presents background information, statement of the problem, research objectives, research questions, significance of the study, and scope of the study, limitation and delimitations of the study.

#### **1.2 Background of the Problem**

Education is the total process of developing human behavior, hence it is said to be an organized and sustained instruction designed to communicate a combination of knowledge, skills, attitude and understanding value for all the activities of life. It is also said to be a social process in which one achieves social competence and individual growth carried on in a selected and controlled institutionalized settings (Hyline, 2013).

Education is generally regarded as a key tool for development and an invaluable means of addressing structural inequality and disadvantage through provision of life skills that enable people to prosper later in life. The skills help them to maintain a healthy and productive existence, hence grown into resourceful and socially active adults who can make cultural and political contributions to their communities (Hyline 2013).

The development of the education sector, has been a long standing objective of the Government of Tanzania since independence, in 1961 (Joyce 2015, 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). But it has been observed that, the general performances of girls in final National examinations are poor. As per Table 1.1 below:

**Table 1.1: Performance of Girls v/s Boys by Divisions of School Candidates CSEE from 2009 – 2011 (Mainland)**

YEAR	DIVISION			CANDIDATES	
	SEX	I-III	%	PRESENT	REGISTERED
2009	F	13788	12.10	113947	116583
	M	28886	21.49	134389	137677
	T	42674	17.18	248336	254260
2010	F	11866	7.79	152313	157285
	M	26908	14.67	183434	188902
	T	38774	11.55	335747	346187
2011	F	9825	7.12	138050	145700
	M	22785	12.23	186166	195331
	T	32610	10.0	324216	341031

Source (NECTA)

According to Mtinda 2015, UNICEF 2013, Low performance of girls students has been attributed to cultural norms, low economic status of their parents and inadequacy of education services to them. Also Mauan 2013, sirin 2005, added that reasons for girls underperformance at school, are such as medical problems, below average intelligence, emotional problems and poor social-cultural home environment. Poor school performance not only results in child having low self-esteem but also causes significant stress to parents. Most of the experts argued that the low socio-economic status has the negative effects on the academic performance of students for the reason that the basic needs of students remain unfulfilled and hence they do not have better academic performance (Adams et al., 1996). In addition the issue of proper sanitation during girl's menstruation period has been discussed as a challenge to girls' academic

performance. Example UNICEF (2011) argued that lack of knowledge around issues of sexual and reproductive health and menstruation in particular, creates several difficulties for girls in Tanzania including periodic absenteeism from school linked to the lack of soap and water and latrine privacy. Hence this study was conducted to explore the effects of lack of sanitary pads services to the academic performance of girl's students in day secondary's, in six public day schools found in four wards in Morogoro Municipality.

### **1.3 Statement of the Problem**

Many studies carried out to address about puberty education and menstrual hygiene management. UNESCO (2014) stated that every year a new cohort of learners reaches puberty, but there were little systematic and comprehensive guidance on this vital subject for the education sector. So they came up with the study, which was designed to articulate a rationale for the education sector to improve school health by addressing puberty education and menstrual hygiene management.

UNESCO (2010) stated that in 2010 boys' outperformed girls in the primary school Leaving Examination (PSLE) in all regions except Kilimanjaro. The report added that in several regions the gap was wider than 20 percentage points. The report continued that; in the absence of firm data and analysis of this trend, it seems likely that girl's poor performance is linked to insensitive pedagogical practices and gender expectation as well as poor school sanitation and other constraints that prevent girls from regularly attending school. Poor performance of girls in day public secondary schools is a problem, which needs investigation and possible solutions sought. The researcher therefore aimed at finding out, how lack of sanitary pads services does

affect academic performance of girl's students in day secondary schools in Morogoro municipal.

#### **1.4 General Objectives**

The general objective of this study was to investigate the effects of lack of sanitary pads services to the academic performance of girls in day secondary schools in morogoro municipality in Tanzania.

##### **1.4.1 Specific Objectives**

Specific objectives of this study were;

- (i) To asses the awareness of girls' students, on reproductive health and menstruation period sanitation in particular.
- (ii) To investigate the accessibility of sanitary pads to girls in terms of purchasing power.
- (iii) To examine the attendance of girls as compared to boys students at school per month.
- (iv) To examine overall girls performance in terms of missing assessment due to menstruation period.

#### **1.5 Research Questions**

Research questions of this study were;

- (i) Do girls' students have enough knowledge on reproductive health and menstruation period sanitation in particular?
- (ii) Does sanitary pads available to girls at school when they are in need of it?

- (iii) Are girls months' school attendance differs from boys?
- (iv) Is lack of sanitary pads services to girl's student's affecting their assessment at school?

### **1.6 Significance of the Study**

The study found to be important in the following: it provided the greater insight to theoretical value; the administrators and managers of public day secondary schools will know how lack of sanitary pads services is an obstacle to girl's student's academic performance in morogoro municipality.

Secondly on the practical value, the findings serve as reference points for the government officials, head of schools and all other teaching staff in public day schools on improving sanitary pads services that would lead to improvement of girl's student's academic performance. Besides, the findings would also enlighten head of day secondary schools, in order to address the problem of how to improve girl's students' achievement in their national examinations.

### **1.7 Scope of the Study**

The study focused on describing the effects of lack of sanitary pads services to the academic performance of girls in public day secondary schools in morogoro municipality. It was confined to Kingoruwila, Nane Nane, Tubuyu, Kola Hill, Kayenzi, Mwembesongo and Lupanga secondary schools in Morogoro municipality as a representative of all day public secondary schools in Tanzania. The main focus was on assessing the relationship between sanitary pads services and academic performance of girls in public day secondary schools at morogoro municipality. The

study included girl's students, female secondary teachers, and Heads of schools. Findings of this study can be generalized to all day public 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**

This research was constrained by financial difficulties, due to the fact that conducting a research is an expensive exercise. It involved expenses such as; field works, stationeries, secretarial work, books, report printing and binding, travel and communication; but all these were overcome by sponsoring myself. Also some informants were unwilling to give the key information fearing that, one may be studying to break their interests, this leads them to give some false information to protect their interest; but also through clearly explanation on the aim of the study to the respondents the challenge was overcome. However, all other activities with less importance were stopped until this activity was finished, and the question of informants being unwilling to respond, natural observation and secondary data was used to reconcile the findings.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents Scholars definition of the key terms reflecting the study, Theories related to the study, Theoretical literature review of the study, empirical studies, as well as the conceptual framework of the study.

#### **2.2 Definition of the Terms Reflecting the Study**

The scholar's definitions of the key terms, concepts and variable were as follow:

(LESANJIR. B. M, 2013) defined Public school as a school that receives financial support from the government (maintained or assisted out of public funds), Tuition is paid for education but is relatively lower compared to other types of schools. This study has adopted the scholar's definition of **Public day secondary school** as the secondary schools, which belong to the government, where students go to school and return home during the day time.

This study has adopted the definition of **Menstruation period** stated by (Pilliteri, 2012) as a normal natural process of blood flow, which occurs in all health adolescent and adult women who haven't reached menopause every month. This study has adopted the definition of **sanitary pads** stated by (UNESCO, 2014) that are things (can be cotton, cloth or industrial made) which a girl or a woman can use to protect herself from blood flow during their normal natural monthly period. This study has adopted the definition of **sanitary pads services** stated by (UNESCO, 2014) as all support which should be given to a girl including pads during her normal natural

monthly period. This study also adopted the definition of **Academic performance** stated by (Sommer and Marni, 2011): That this is a progressive result due to an assessment of a student in her subjects of study.

This study has also adopted the scholar's definition of **Morogoro municipality**: is one of six administrative districts in morogoro region in Tanzania (URT, 2002). This study has also adopted the scholar's definition of **Independent variable**: are variable which influence the dependent variables ( Kayunze, 2010). Lastly this study has adopted the scholar's definition of **Dependent variable**: as the one that is influenced by other variables, especially the independent ones (Kayunze, 2010).

## **2.3 Theory**

### **2.3.1 Social Climate Theory (Moos, 1974)**

Social climate theory stated that, the learning outcomes are affected by the environment where studies took place. Learning environment, in addition to aptitude, accounts for much of the consistent variability in student performance, leaving only a small portion to be determined by the teacher's actual instruction (Gabriel 2016). Two assumptions basic to Moos' approach were the psychosocial qualities of environment (perceived climate) and the way one perceived his or her surroundings. It was said that environments tend to shape potentials as well as facilitate or inhibit initiative and coping behavior (Moos *et al.*, 2016). Moos and social climate were concerned with promoting maximally effective human functioning (Moos *et al.*). To characterize psychosocial qualities of environments Moos and his colleagues developed a number of perceived climate scales that measured four types of environments which were

Ward Atmosphere Scale, Community Oriented Programs Environment Scale, Correctional institutions Environment scale, University residence Environment scale, Classroom Environment scale, Work Environment scale, The Group Environments scale and Family Environments scale (Moos *et al.*, 2016).

Perceived climate scales used to measure treatment environments are the Ward Atmosphere Scale and the Community Oriented Program Environment Scale; while Climate scales used to measure institutional environments were the Correctional Institutions Environment Scales, and scales used to measure educational environments were the University Residence Environment Scale and the Classroom Environment Scale. Finally, scales used to measure community environments were the Work Environment Scale, Group Environment Scale and the Family Environment Scale (Moos *et al.*, 2016).

### **2.3.2 Maslow's Hierarchy of Needs theory**

Maslow's "view of motivation was that physiological needs are strongest and demands satisfaction first before other needs. Once they are satisfied, they no longer motivate and the child can be motivated by next need in the hierarchy (Maslow *et al.*, 2016).

Maslow's hierarchy of needs was portrayed in the shape of a pyramid, where the largest and most fundamental levels are at the bottom, and the need for self actualization at the top. Physiological needs, safety needs, love and belonging and self-esteem were the first four needs which called deficiency needs, and their fulfillment greatly depended on other people.



**Figure 2.1: Maslow's Hierarchy of Needs**

Sources: McLeod *et al.*, (2016)

The uttermost-self-actualization was referred to as being need because its satisfaction is depended on the individual himself. Maslow's theory suggested that the most basic level of needs must be met before the individual will strongly desire or focus motivation upon the secondary or higher level of needs (Maslow *et al.*, 2016). If those requirements are not met, the human body simply cannot continue to function. These included the most basic needs that were vital to survival, such as the need for water, air (oxygen), food, and sleep or rest. Maslow believed that these needs were the most basic and instinctive needs in the hierarchy (Maslow *et al.*, 2016). After their physiological needs had been satisfied, people could work to meet their needs for safety and security.

## **2.4 Theoretical Literature Review**

### **2.4.2.1 Reproductive Health and Menstruation**

According to UNESCO (2014) much has been written on the purpose of education. It added that, many thinkers, from diverse contexts, have revisited and reinforced the theme of educating for the purpose of ‘learning to know, to be, to do, and to live together’. Practically, we could find the idea of an education to enhance one’s life and make sense of day-to-day realities all over the globe. It was from this tradition that we took the mandate for the education sector to teach about puberty, reproductive health and menstruation. (Sommer and Marni, 2011) wrote: the onset of puberty and specifically menstruation was an opportune moment for reaching girls as they transition into adolescence and young womanhood. Menstrual hygiene is fundamental to the dignity and wellbeing of women and girls and an important part of basic hygiene, sanitation and reproductive health services for which every woman and girl has a right (baseline survey report MHM 2014).

In many curricula, there was emphasis on the reproductive process but not on the practical issues girls need to learn to manage menstruation (Pillitteri, 2012). Menstruation is a vital sign of reproductive health, yet the main message is often that it is a ‘problem’ that must be managed privately, with an implicit suggestion that it is unpleasant and shameful, and should be hidden. This portrayal of female puberty reinforced negative attitudes around menstruation and could have negative psychological repercussions on girls (UNESCO, 2014). Menstruation is an issue that goes beyond learning, because it is concerns with the educational setting. Menstrual hygiene materials must be made available and safe latrines, clean water and soap.

These objectives are for the benefit of all members of the school community (students and staff). Failure to meet those led girls at risk of not having a high-quality educational experience.

Learners need to understand the changes they are experiencing and be equipped with the skills to cope with it. Thus, education should develop the knowledge, attitudes, values and skills needed to live healthy life. According to Pillitteri (2012) these skills are aimed at raising self-esteem and self-confidence, helping young people to resist peer pressure and increase their health-seeking behaviors. UNESCO (2014) added that; these skills have a social dimension, in that they aim to build empathy, tolerance and understanding of gender diversity. Adolescents also become more conscious of socially-constructed myths and taboos built around puberty, such as negative perceptions of menstruation or dismissal of emotion as un-masculine. A better understanding of puberty and life skills could help young people to make independent decisions and better cope with pressure from peers, family, community and media messages (UNESCO, 2014). Lack of knowledge around issues of sexual and reproductive health and menstruation in particular, created several difficulties for girls in Tanzania. Hence gap to be filled up was how lacks of sanitary pads services affected academic performance of girl's students in day secondary schools in morogoro municipality.

#### **2.4.3 Availability and Accessibility of Sanitary Pads**

According to (WSSCC 2012), every day, 300 million women including school girls experience menstrual flow. M.sommer, S. Connolly, & D. smiles(2015) stated that challenge mentioned by girls in most of the countries that they were researched, was

the absence of emergency sanitary supplies in schools for girls who get their first menstruation or their monthly menses unexpectedly. Example Tanzanian girls recommended that all schools should have emergency supplies of pads. While Cambodian girls suggested that someone should sell pads at school or in nearby market stalls. Not only that, Ethiopian girls expressed a strong desire for sanitary pads to be supplied free of charge in schools, particularly in the girls' latrines. This is to say, the provision of pads in school was considered especially important for girls who begin to menstruate unexpectedly and want to avoid being embarrassed or ridiculed by boys. M. Sommer, S. Connolly & D. Smiles (2015) added that, Ethiopia girls also expressed a hesitancy to buy sanitary pads in public shops due to the cultural or social implications of becoming a woman in Ethiopian society (e.g. readiness to marry and have children). Many shops in the Ethiopian rural areas did not actually sell sanitary pads, and even if available, the selection was often limited to a thin size, which would be inadequate for girls needing to manage monthly flow for long days with insufficient sanitation facilities in schools. Most of the experts argued that the low socio-economic status also has the negative effects on the academic performance of students for the reason that the basic needs of students remain unfulfilled. So there was a gap to be filled up by finding out how lack of sanitary pads services affected academic performance of girl's students in public day secondary schools in Morogoro municipality.

#### **2.4.4 Girls School Attendance and Academic Performance**

The success of the school in carrying out its primary charge of educating and socializing students is contingent on students attending school regularly (Smith, 1998).

Since Poor menstrual health management (MHM) in schools has been shown to worry and humiliate adolescent girls and contribute to monthly absenteeism (UNICEF et al., 2010). Several studies had described how too few safe, private, clean latrines, insufficient water supplies and soap, and absent mechanisms for disposal, such as a closed dustbin inside a stall and/or an incinerator on school grounds for burning used menstrual hygiene materials, detracts from schoolgirls' enjoyment and quality of learning (Pillitteri, 2012). An environment where these hygienic needs are met can lead to improved dignity and school attendance hence girls academic performance will be improve too.

## **2.5 Empirical Analysis of Relevant Studies**

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 1996 was 86% for girls and it was 69%, for boys.

As per URT (2010), the normal pass rate of girls (division I-III) has dropped by 7.91% from 20.30% of 2008 to 12.39% of 2009. The general failure rate of girls has risen by 14.37% from 18.63% of 2008 to 33.00% of 2009. Besides, the information demonstrates that for the year 2009, the failure rate of girls (33.00%) is 9.60% higher than that of boys (23.40%). Girls' academic performance is probably affected by cultural and customary convictions compared to boys, for instance, Torso (2006)'s study revealed that general poor academic performance for both boys and girls is a consequence of an extremely poor learning environment, yet the circumstance is more regrettable for girls since they are more vulnerable. As the adolescents, they have a

tendency to stick to non-academic issues and abandon the studies; as a result, they fail their certificate secondary examination (CSEE). On top of that, girls are more involved in domestic activities on their arrival from school, they don't have adequate time to concentrate on private study, or take home assignments. UNICEF (2010) stressed the importance of school toilets, which are built to accommodate menstruating girls' specific needs for privacy, space, washing facilities and correct disposal or cleaning of menstrual pads. An environment where these hygienic needs are met can lead to improved dignity and attendance, thus improving girls' education. Since Poor menstrual health management (MHM) in schools has been shown to worry and humiliate adolescent girls and contribute to monthly absenteeism, which leads to poor academic performance.

Katunzi (1995) stated that teachers' attention to their backyard projects lowered their concentration in teaching, and girls suffer more than boys because they need more help. Katunzi(1995) added that, 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.

## **2.6 Knowledge Gap**

Based on literature review, there exists a gap, which is to examine overall girl's performance in terms of missing assessment due to menstruation period. Some studies discussed on girls being taught about puberty, reproductive health and menstruation. But in many curricula, there was emphasis on the reproductive process but not on the practical issues girls need to learn to manage menstruation. However, there has been

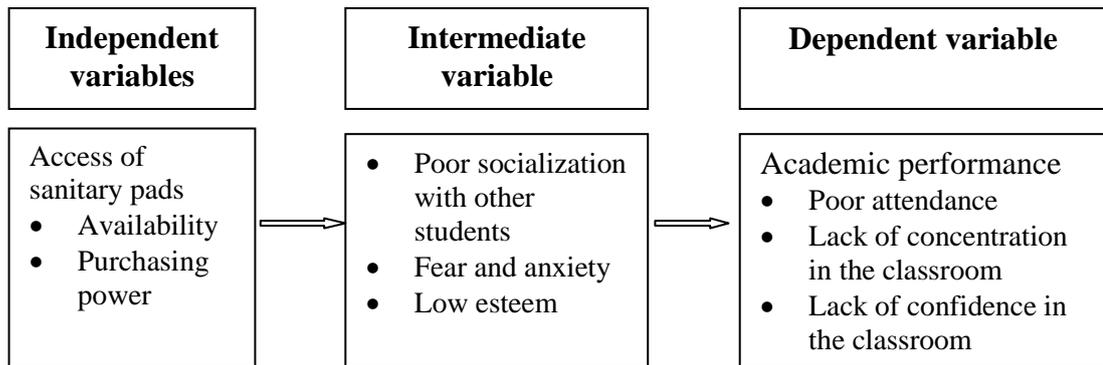
evidence that among challenges mentioned by girls in most of countries that were researched was the absence of emergency sanitary supplies in schools for girls who got their first menstruation or their monthly menses unexpectedly. Example Tanzanian girls recommended that all schools should have emergency supplies of pads.

Also several studies had described how too few, safe, private, clean latrines, insufficient water supplies and soap and absent mechanisms for disposal, such as a closed dustbin inside a stall or an incinerator on school grounds for burning used menstrual hygiene materials, which leads to poor school attendance for girls students; as results girls students perform poor in their academic results. From the existing literature, this question is not clearly answered. It is the intention of this study to examine the overall girl's performance in terms of missing assessments due to menstruation period in Morogoro municipality in Tanzania.

## **2.7 Conceptual Framework**

Conceptual framework is a set of coherent ideas or concepts organized in a manner that makes them easy to communicate to others (Mbuta 2015) in this study the conceptual frame work is used to assess the relationship between access to sanitary pads and girl's academic performance in public day secondary schools.

According to the above theory (Figure 2.2), learning process, involves students and teacher as well, 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 (Mbuta 2015). This study based on how girl's academic performance is affected by lack of sanitary pads.



**Figure 2.2: Conceptual Framework on How Academic Performance of Girls, is Affected Due To Lack of Sanitary Pads Services**

Source: Modified by a Researcher (2019)

Independent variable (Access of sanitary pads) has an influence on dependent variable (Academic performance). Intermediate variables like, poor socialization with other students, fear and anxiety, and low esteem are the ones through which the independent variable act to influence the dependent variable. The variances in independent variables cause variation in the variance of the dependent variable

## **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 Research Design**

A research design is a specific plan for studying the research problem (Kemunto *et al.*, 2013). A survey design is concerned with gathering of facts or obtaining precise information concerning the current status of phenomena and whenever possible to draws conclusions from the facts discovered (Kemunto *et al.*, 2013). This study was carried out using descriptive survey research design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Kemunto 2013).

Descriptive survey design was appropriate for this study because it enabled the researcher to collect information concerning, how lack of sanitary pads services to girls affected their academic performance in day public secondary schools in Morogoro municipality. The researcher drew conclusions from the findings of the study, which are crucial in narrowing the knowledge gap by providing information on day public secondary schools in Morogoro municipality.

#### **3.3 Description of the Study Area**

The study was conducted in Morogoro Municipality, which is one of six administrative districts in Morogoro Region. The others are Morogoro Rural, Kilosa,

Ulanga, Kilombero and Mvomero. The municipality or urban District is subdivided into nine wards and 275 administrative streets; Morogoro municipality lies between 60 5" and 60 55" south of Equator and between longitudes 370 55" to 38005" East of Greenwich Meridian. The district has total of 260km<sup>2</sup> mainly with insignificance water bodies (URT, 2002).

The study dealt with public secondary schools which are found in Morogoro Municipality and focus was on seven (7) public secondary schools named Kayenzi secondary school, mwembwesongo secondary school, kolahill secondary school, tubuyu secondary school, nanenane secondary school, kinguruwila secondary school and Lupanga secondary school. The reason for choosing Morogoro municipality is that, it is recognized to have a significant poor academic performance in its form four National examinations for its day public secondary schools as presented in he Table 3.1 shows 2018 form four national examination results.

**Table 3.1: 2018 form four National Examination Results**

Name of School	Div. I	Div. II	Div. III	Div. IV	Div. 0
Kayenzi Secondary School	05	13	35	86	46
Uluguru Secondary School	01	03	10	44	30
Sua Secondary School	01	08	15	53	60
Lupanga Practising Secondary School	05	12	25	50	26
Uwanja wa Taifa Secondary School	04	20	20	53	44
Bondwa Secondary School	00	02	06	42	13

Source NECTA (2018)

### 3.4 Target Population

The targeted populations were girl's students who study in selected day public schools, females teachers who teach in the selected day public secondary schools, and

head of selected day public secondary schools. The students being included in the study were randomly selected from form three and form four, so as to have small and reasonable sample size for the study.

### **3.5 Sampling Procedures**

Orodho and Kombo (2002) define sampling as the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Mugenda, (1999) suggest that a good sample is about 10% -30% of the target population.

The sampling procedures used were simple random sampling for both students and female teachers while for head of school purposive sampling was used. Since through simple random sampling, it was easy to get girls students and female teachers who were able to give out their information willingly, hence it simplified the task in data collection (Orodho and Kombo, 2002).

During the day of study in respective classes (Form three and form four classes), 115 girls students volunteered for the study, but among them only 100 were given questionnaires randomly, same as for female teachers 30 who were approached were ready to participate but only 26 among them were selected randomly to get the required number, while for head of schools all 7 heads of schools studied were approached to have their response for the study.

### **3.6 Data Collection Methods and Instruments**

This section highlights the main data collection instruments used as well as the procedures used in the data collection exercise.

### **3.6.1 Data Collection Instruments**

In designing research instruments, the researcher considered the objectives of the study and the research questions. For the purpose of this research, and in order to achieve the objectives, data was collected and both primary and secondary data were used. The secondary data contributed towards the formation of background information, needed by both the research in order to build constructively the project and the reader to comprehend better the survey outcome.

Primary data was collected in two ways. Firstly, a questionnaire was conducted with the girl's students, female teachers and head of schools. Secondly, during data collection, through observation the availability of sanitary pads at school was known. Also girl's students were counted in their classrooms to get the number of girl's students available. This helped the study to collect deeper and detailed information. Thirdly, information was also collected using documentary analysis of morogoro public secondary schools form four national exam results for the past years. Documentary analysis bridged the gap of information obtained from questionnaires and from teachers.

### **3.6.2 Data Collection Methods**

The researcher used multi-methods, the rationale for choosing a multi-method data collection strategy was to increase the reliability and validity of the findings. 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, questionnaire and through observation.

### **3.7 Ethical Considerations**

According to Cohen, Manion and Morrison,(2007) Research may have significant influence on respondents or educational systems. Hence a researcher needs to adhere to an ethical code of conduct. These ethical considerations are as follows:

#### **3.7.1 Confidentiality**

Due to the sensitivity of the information collected from students, female teachers and head of schools, respondents were highly insured that the information that they provided was for the use of this study and that would remain confidential. The researcher ensured that the information was handled carefully and treated with utmost confidentiality and the researcher did not require the respondents to indicate the names anywhere in the questionnaire.

#### **3.7.2 Informed Consent**

Participants were highly informed about the study purpose, process, the potential risks and benefits of their participation; and they were given the opportunity to agreed or disagreed to participate. According to Kayunze (2010) where young children/mentally challenged are involved the informed consent should be obtained from parents/guardians/teachers.

#### **3.7.3 Provision of Debriefing Counseling and Additional Information**

All research participants were respectfully viewed as subjects not objects with rights to agree to or withdrawal from the research process at any time. They were well counseled and guided before involved in the study.

### **3.8 Issues of Reliability and Validity**

According to Kayunze (2010) the validity of a measuring instrument is the extent to which differences in scores on it reflect true differences among individuals on the characteristics that we seek to measure accurately without errors. He added that, a valid instrument measures successfully the phenomenon for which it is intended to measure, example; a spring balance to measure mass or a measuring cylinder to measure volumes of chemicals in a laboratory should be able to measure them accurately and consistently. Likewise, a questionnaire should measure successfully variables conceptualized in a research.

The reliability of an instrument is its consistency in measuring what it is supposed to measure even if the values it gives are wrong. A valid instrument is reliable whereas a reliable instrument is not necessarily valid. Therefore, validity is superior to reliability (Kayunze, 2010). To establish validity and reliability of social research instruments, they are pre-tested by interviewing people with characteristics similar to those of the people to be studied before being used for actual data collection. If it is found that some variables are not well measured (that is, if respondents do not give consistent answers), the instruments (e.g. questionnaire) are amended to get a second version for actual data collection. People to whom the instruments were pre-tested should not be included in the actual survey.

### **3.9 Data Analysis and Interpretation**

Data analysis was conducted by a systematic process involving working with data, organizing and dividing them into small manageable portions. Also data were analyzed through Summation, Percentage, Ratio Mathematics formulas and Excel

software; finally data were presented using summary, tables, figures and diagrams. The analysis based on the research objectives and also be presented according to the research objectives as well. But descriptive in the analysis of data depended on how the data were obtained and this helped on the process of drawing conclusion and giving recommendation of the data obtained.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

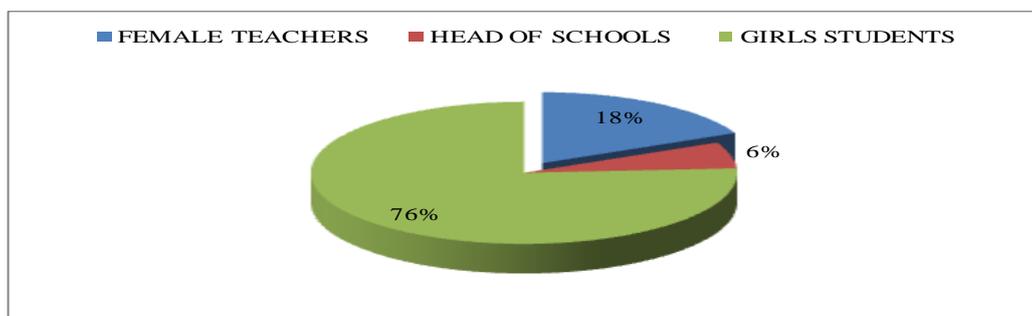
#### 4.1 Chapter Overview

This chapter presents the detailed analysis of the findings in line with the specific objectives. This presents the respondents profiles, perceptions of girls, perception of Female teachers, and perception of head of schools on girls awareness on reproductive health and menstruation period sanitation, accessibility of sanitary pads in terms of purchasing power, the girls school attendance as compared to boys students per month, and the effects on girls academic performance due to lack of sanitary pads services in their schools, for improving the performance of girls students in public day secondary schools in Tanzania.

#### 4.2 The Demographic and Socioeconomic Characteristics of Respondents

##### 4.2.1 Sex

The study collected information from 93 Girls students, 22 female teachers, and only 7 males who were head of school, which made the total of 122 respondents. The results as presented in Figure 4.1.



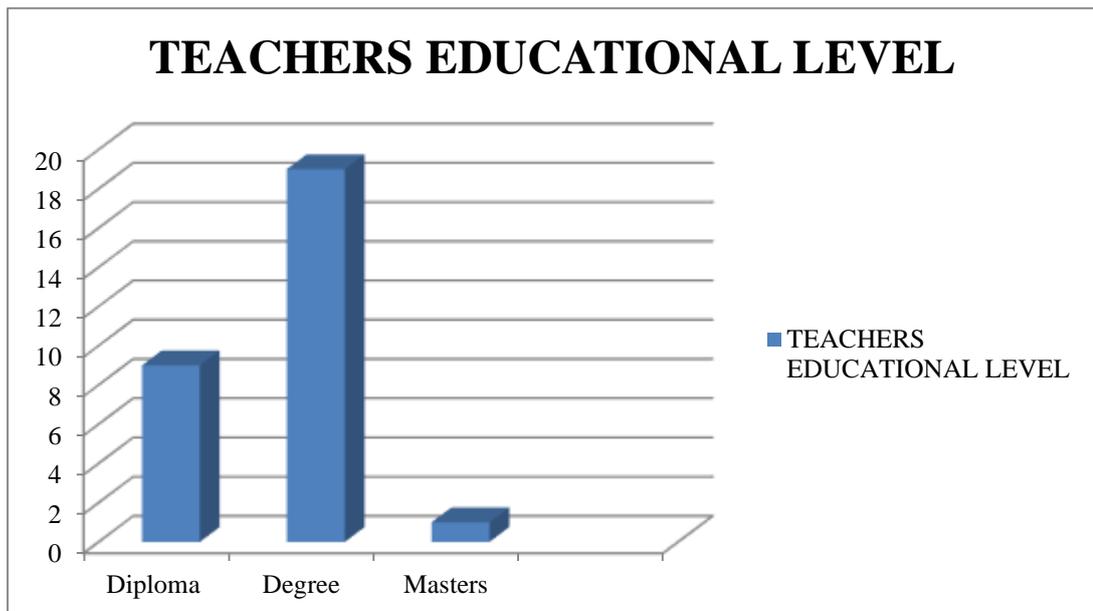
**Figure 4.1: Respondent's Sex (Students and Teachers)**

Source: Field data (2019)

Findings in Figure 4.1 have revealed that, the sex of the respondents majority were female as the focus of the study. Since only (6%) of respondents, were males. The nature of the study was researching about girls only. 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 (Joyce, 2015).

#### 4.2.2 Education Level of the Respondents

The researcher was interested with the level of teacher's education, so as to understand the educational level of the teaching staff and assess its contribution to girl's student's performance. That is to observe how girl's academic performance was affected by sanitary pads services in their day schools. Since the knowledge and skills female teachers had was very important as it related to the guidance they were giving girls on sanitary services and menstruations.



**Figure 4.2: Teachers Educational Level**

Source: Field Data, (2019)

Results in Figure 4.2, shows that teachers had different level of education whereby (7.38%) of them had diploma, (15.57%) had first degree and (0.82%) had masters degree. These findings show that, the highest level of education was master's degree but those who had first degree took a greatest portion of the teachers; this is to say many teachers have first degree. While girls students responded to the study were form Three and form Four girls, they were involved because the researcher believed that they were very familiar with their school environment and exactly knew their teachers and therefore can tell the situation on how lack of sanitary pads services affect their academic performance.

These findings show that respondents especially teachers in both schools had required qualifications as per Tanzania. It can 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 within their schools.

#### 4.2.3 Age of the Respondents

Age of respondents was an important factor for this study. Respondents were grouped into different age groups as 16 – 20, 21 – 25, 26 – 30, 31- 35, 36- 40, and above 41.

The results as presented in Table 4.1.

**Table 4.1: Distribution of Respondents (Students) According to their Ages**

Interval of ages	Frequency	Percentage
Bellow 16 years	26	27.96%
16-20	67	72.04%
Total	93	100

Source: Field Data, (2019)

**Table 4.2: Distribution of Respondents (Teachers) According to their Ages**

Interval of Ages	Frequency	Percentages (%)
21-25	6	20.69%
26-30	4	13.79%
31-35	6	20.69%
36-40	4	13.79%
41 and above	9	31.03%
Total	29	99.99≈ 100

Source: Field Data, (2019)

### **4.3 Girls Awareness on Reproductive Health and Menstruation Period Sanitation**

Objective one of the study explored the awareness of girls' students, on reproductive health and menstruation period sanitation in particular. Students were given questionnaires to fill on their perceptions towards reproductive health and menstruation period sanitation. It was found out that, respondents (students) had enough knowledge on reproductive health and menstruation in particular, this was obvious through their answers on the questions asked if they knew anything about menstruation and if they knew anything about reproductive health, all 93 girls student which is equal to 100% of sample responded that, YES they knew something on both questions. But also they gave different perception, when they were reacting to the question which asked that, how important is, reproductive health education to girls in their schools, by giving three importance each, of which its results are presented in the Tables 4.3.

Results in table 4.3 shows that, 21.51% of girls commented that having reproductive health education and menstruation sanitation education could help girls to raise their

self-Esteem which also could improve their academic performance, 19.35% commented that having reproductive education increases girl's confidence which is very important for girl's academic performance. 15.05% suggested that reproductive health education will raise their performance in class, and 13.98% said it help to improve girl's hygiene.

**Table 4.3: Girls Perception on Reproductive Health Education and Menstruation Period Sanitation**

<b>Perception</b>	<b>Frequency</b>	<b>Percentage %</b>
Increase girls confidence	18	19.35
Reduce early pregnancies cases	7	07.53
Increase comfort and class concentration.	9	09.68
Build self-esteem	20	21.51
Raise performance in class	14	15.05
Protect girls from diseases	8	08.60
Hygiene improvement	13	13.98
It improve class attendance	2	02.15
Other perception	2	02.15
Total	93	100

Source: Field Data, (2019)

Other girls perception were like, having reproductive health education and menstruation sanitation education increases their comfort and class concentration, protect them from disease, reduce early pregnancies cases and improve their class attendance.

Results in the Table 4.4 shows that 91% of female teachers agreed that social-cultural beliefs and practices hinder free discussion on reproductive health and menstruation

matters with girl's students in day secondary schools. 95.45% of female teachers agreed that lack of enough knowledge on reproductive health and menstruation affect academic performance of girl students in day secondary schools, and lastly 86% of female teachers agreed that socially constructed myths and taboos built around menstruation affects academic performance of girl's students in community secondary schools.

**Table 4.4: Female Teacher's Perception on Reproductive Health Education and Menstruation Period Sanitation**

S/N	Perception					Response
		Yes	%	No	%	Total
	Social-cultural beliefs and practices hinder free discussion on reproductive health and menstruation matters with girl's students in day secondary schools?	20	91	2	9	22≡ 100%
	Lack of enough knowledge on reproductive health and menstruation affect academic performance of girl students in day secondary schools?	21	95.45	1	4.55	22≡ 100%
	Socially-constructed myths and taboos built around menstruation affects academic performance of girl students in community secondary schools?	19	86	3	14	22≡ 100%

Source: Field Data, (2019)

(UNICEF 2000) a quality education must have a content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.

**Table 4.5: Head of Schools Perception on Girl's Reproductive Health and Menstruation Period Sanitation**

S/N	Perception					Response
		Yes	%	No	%	Total
1.	Social-cultural beliefs and practices hinder free discussion on reproductive health and menstruation matters with girl's students in day secondary schools?	2	40	3	60	5≡ 100%
2.	Lack of enough knowledge on reproductive health and menstruation affect academic performance of girl students in day secondary schools?	5	100	0	0	5≡ 100%
3.	Socially-constructed myths and taboos built around menstruation affects academic performance of girl students in community secondary schools?	3	60	2	40	5≡100%

Source: Field Data, (2019)

Results in the Table 4.5 shows that 40% of head of schools agreed that, social-cultural beliefs and practices hinder free discussion on reproductive health and menstruation matters with girl's students in day secondary schools, while 60% disagree due to the fact that deferent NGO'S has played a big role on educating the society on reproductive health and menstruation matters. 100% of head of schools agreed that, lack of enough knowledge on reproductive health and menstruation affect academic performance of girl students in day secondary schools, and 60% of head of schools agreed that socially-constructed myths and taboos built around menstruation affects academic performance of girls students in community secondary schools while 40% disagree.

#### **4.4 The Accessibility of Sanitary Pads to Girl's Students**

Objective two of the study assessed accessibility of sanitary pads to girls, in terms of purchasing power in day secondary schools which affected girl's student's academic

performance. Girls students were asked to respond by choosing one alternative out of three, on how they were getting sanitary pads during their menstrual at school hours, the alternative were, buying it themselves, offered by school, or coming with it from home, of which its results are presented in the Tables 4.6.

**Table 4.6: Access to Sanitary Pads**

<b>Means</b>	<b>Frequency</b>	<b>Percentage %</b>
Buying it themselves	21	22.58
Offered by school	19	20.43
Coming with it from home	53	57
Total	93	100

Source: Field Data, (2019)

Results in Table 4.6 shows that, 22.58% of girl's students were buying sanitary pads themselves during school hours, when happen they were in menstruation; Which was a very big problem to girls students lead to loss of time for classes; and 20.43% responded that sanitary pads were offered by their schools, when happen they were in menstruation, while 57% responded that they were coming with pads from home, for the sake of being ready to protect themselves, if it happen they get into menstruation. With many girls (57%) responding that they were coming with their pads and (22.58%) saying that they were buying and only 20.43% who said they were offered by school, it shows that there is still big need for sanitary pads in day schools during school hours.

Female teachers were also asked to respond by agree or disagree to the three perception given, on how girls in their day secondary schools were managing to get sanitary pads during school hours, they were supposed to say Yes or No, of which its results are presented in the Table 4.7.

**Table 4.7: Female Teachers' Perception**

S/N	Perception					Response
		Yes	%	No	%	Total
	Day secondary schools are suppose to provide sanitary pads to girls students	18	82	4	18	22≡ 100%
	Economic problems affect the accessibility of sanitary pads to girl students in secondary schools	20	91	2	9	22≡100%
	Mostly girls in day secondary schools fail to buy sanitary pads.	22	100			22≡100%

Source: Field Data, (2019)

Results in the Table 4.7 shows that; 82% of female teachers agreed that Day secondary schools are suppose to provide sanitary pads to girls students during school hours; 91% of female teachers agreed that economic problems affect the accessibility of sanitary pads to girls students in day secondary schools, and 100% of them agreed that Mostly girls students in day secondary schools fail to afford to buy sanitary pads.

These results from female teachers have shown the need to support girl's students in day secondary schools by helping the availability of sanitary pads in their schools. (UNICEF 2003) stated that UNICEF will continued support for community dialogue and the use of community theatre as a strategy for discussing gender issues, gender, sexuality, HIV/AIDS, water and sanitation issues with members of the wider community beyond schools, including family members.

Results in Table 4.8 shows that; 80% of head of schools agreed that Day secondary schools are suppose to provide sanitary pads to girls students during school hours, again 80% of head of schools agreed that economic problems were affecting the

accessibility of sanitary pads to girls students in day secondary schools, while 100% of sampled heads of schools agreed that mostly girls students in day secondary schools fail to afford to buy sanitary pads. This also is an alarm from school administrators that girl's students in day schools need to be supported by availability of sanitary pads in their schools.

**Table 4.8: Heads of Schools Perception on Girl's Means of Accessing Sanitary Pads in Terms of Purchasing Power**

S/N	Perception					Response
		Yes	%	No	%	Total
1.	Day secondary schools are supposed to provide sanitary pads to girls students	6	85	1	15	7≡ 100%
2.	Economic problems affect the accessibility of sanitary pads to girl students in secondary schools	6	85	1	15	7≡100%
3.	Mostly girls in day secondary schools fail to buy sanitary pads.	7	100	0	0	5≡100%

Source: Field Data, (2019)

#### **4.5 Girls School Attendance as Compared to Boy's Students per Month**

Objective three of the study sought to examine girl's school attendance compared to boy's students per month, in day secondary schools which affected girl's student's academic performance. Girls students were asked to agree or disagree to a question which was asking if their school attendance affected by menstruation periods, and if their answer were yes then to identify for how many day often happen by choosing one alternative out of three which were, one to two days, three to four days or five to six days, of which its results are presented in Tables 4.9.

**Table 4.9: Girls Response on the Number of Days they miss to Attend School as Compared to Boy's Students per month**

S/N	Number of Days	Yes	%	No	%	Total
						11.83
1.	One to Two Days	30	32.26			32.26
2.	Three to Four Days	41	44.09			44.09
3.	Five to Six Days	11	11.83			11.83
	Total	82	88.18	11	11.83	100.01≈100

Source: Field Data, (2019)

Results in table 4.9 shows that; 32.26% missed school for one to two days when they were in menstruation period, 44.09% missed school for three to four days when they were in menstruation period and 11.83% missed school for five to six days when they were in menstruation period. This is supported by (Kihombo, 2017 *etl* Ellis, 2007) that, Tanzania characterizes many countries in Sub-Saharan Africa in which low attendance and poor academic performance among girls in education , specifically at the secondary level, has been a great obstacle. This is one of the serious challenges for the Tanzanian Government in attaining the sustainable Development Goals (SDG), especially goal number five “To achieve gender equality and empower all women and girls”

**Table 4.10: Female Teacher's Response on Girl's School Attendance as Compared to Boy's Students per Month**

S/N	Perception	Yes	%	No	%	Total
	Does girl's monthly school attendance differ from boys?	15	68	07	32	22=100

Source: Field Data, (2019)

Results in table 4.10 shows that; 68% of female teachers agreed that girl's monthly school attendance differ from that of boys while only 32% disagreed due to the fact that some female teachers were saying No to avoid giving reasons on why there is difference on boys and girls attendance.

**Table 4.11: Head of School views on Girl's School Attendance as Compared to Boy's Students per Month**

S/N	Perception	Yes	%	No	%	Total
	Does girl's monthly school attendance differ from boys?	7	100	0	0	7=100

Source: Field Data, (2019)

Results in the Table 4.11 shows that; 100% of heads of school agreed that girl's monthly school attendance differ from that of boys.

#### **4.6 To Examine Overall Girl's Performance In Terms of Missing Assessment Due To Menstruation Period**

Objective four of the study sought to; examine the overall girl performance in terms of missing assessment due to menstruation period, girls students were asked by questionnaire, to give three ways to which they were affected by reacting to a question which was asking, how does lack of sanitary pads at school, contribute to relatively poor academic performance, of which its results are presented in Tables 4.12.

**Table 4.12: Girls Perception on How does Lack of Sanitary Pads Services at School, Contribute to Relatively Poor Academic Performance**

Perception	Frequency	Percentage
Missing classes/ Not attending to school	33	35.48%
Lack of confidence	18	19.35%
Lack of comfort and concentration in class during menstruation period	34	36.56%
Other perceptions like; Being laughed by boys due to pad leakage Some stomach & chest pain Lack of good toilets for change & clean themselves Some suffer fangs diseases	8	8.60%
<b>Total</b>	<b>93</b>	<b>99.99≈100%</b>

Source: Field Data, (2019)

Results in the Table 4.12 shows that; 35.48% of girls students commented that lack of sanitary pads services at their schools contribute relatively poor academic performance by causing them to miss classes or not attending to school at all, while 19.35% of girls commented that they lack confidence when they are in menstruation period during school hours, due to lack of proper sanitary pads services at their schools, also 36.56% of girls said that during menstruation period, they lack comfort and concentration in class due to lack of proper sanitary pads services at their schools and lastly 8.60% commented on other reasons which happen to affect their academic performance when they are in menstruation periods like being laughed by boys due to pad leakage, some stomach and chest pain, lack of good toilets to change their pads and clean themselves also some suffer fangs diseases.

**Table 4.13: Female Teacher's Views to Examine Girl's Performance in Terms of Missing Assessment Due to Menstruation Period**

S/N	Perception	Yes	%	No	%	Total
	Lack of sanitary pads services to girl's students is affecting their academic assessment in day secondary school?	16	72.73	6	27.27	22=100%

Source: Field Data, (2019)

Results in Table 4.13 show that; 72.73% of female teachers agreed that lack of sanitary pads services to girl's students affected their academic assessment in day secondary school.

**Table 4.14: Head of Schools Views to Examine Girl's Performance in Terms of Missing Assessment Due to Menstruation Period**

S/N	Perception	Yes	%	No	%	Total
	Lack of sanitary pads services to girl's students is affecting their academic assessment in day secondary school?	6	85	1	15	7=100%

Source: Field Data, (2019)

Results in the Table 4.14 show that; 80% of head of schools agreed that lack of sanitary pads services to girl's students affected their academic assessment in day secondary school.

#### **4.7 Summary of the Findings**

Day 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 the effects of lack of sanitary pads services to girl's students in their academic performance, it has been found out that, the overall girl's students' performance is affected due to missing assessments due to menstruation period, with the following factors; challenge on sanitary pads accessibility and poor school attendance compared to boys.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Chapter Overview**

This chapter presents the recommendations of the study, overall conclusion to the study, and suggestions of areas for further studies.

#### **5.2 Summary**

This research, was conducted in Morogoro municipality particularly in Kingoruwila, Nanenane, Cola-Hill, Tubuyu, Kayenzi, Mwembesongo and Lupanga secondary schools. The reason for choosing Morogoro municipality is that, it is recognized to have a significant poor academic performance in its form four National examinations for its day public secondary schools. The researched schools are all public schools with a recognizable poor academic performance specifically for girls, and they are having almost the same services, care, and learning environment.

The purpose of this research was to assess the effects of lack of sanitary pads services to girl's students on their academic performance. That is, to investigate different perceptions from girl's students, female teachers, and Head of schools on learning challenges facing girls when they are in menstruation period on day schools which affected their academic performance. Many day secondary schools in Tanzania including Kingoruwila, Nanenane, Tungi, Cola-Hill, Kayenzi and Mwembesongo have been providing education as mixed schools, which mean students are mainstreamed. All researched day secondary schools are enrolling students who finish their standard seven with good performance in their national examinations. However,

experience has shown that, despite these schools being enrolling students with good performance, yet boy's performance differ from girl's performance in their form four final examination. In most cases the performance of girls in day schools is much poor compared to boys, and this was the motive behind for conducting this research.

Day schooling as 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 the effects of lack of sanitary pads services to girls students in their academic performance, it has been found out that, the overall girls students performance, it has been found out that, the overall girls students performance is affected to missing assessments due to menstruation period.

### **5.3 Perceptions of Girls, Female Teachers and Head of Schools on Reproductive Health Education and Menstruation Period Sanitation**

By having reproductive health education and menstruation period sanitation, girls students said it help to increases their confidence, build their self-esteem and increases their comfort and class concentration in day secondary schools. This means that, girls student will have more time to enjoy their studies without having worry about menstruation period and other changes occurs during menstruation especially when they at school.

Also girl's students said by having reproductive health education and menstruation period sanitation, girl's students improve their hygiene and protect themselves from getting diseases like fungus. In order for the leaning process to take place effectively there must be a peace of mind. Having fungus in their genital parts disturbs the

learning readiness of girls therefore; girl's students in day schools should be educated about sanitation to facilitate learning. Also girl's students added that, having reproductive health education and menstruation period sanitation, girl's students in day schools will reduce the possibility of getting early pregnancies and hence raise their academic performance.

Generally through the research findings it shows that, even the perceptions of female teachers and head of school support girl's student's views in day schools. They said that social-cultural beliefs and practices hinder free discussion on reproductive health and menstruation matters with girl's students also lack of enough knowledge on reproductive health and menstruation affect girls academic performance and socially-constructed myth and taboos built around menstruation all together affects academic performance of girl students.

#### **5.4 The Accessibility of Sanitary Pads, to Girl's Students during School Hours**

From data collected and its analysis there has been found that, to a great extent girls depend themselves on sanitary pads during school hours when they are in menstruation period. Since very few girls students from researched schools, who said they were given sanitary pads by their schools, most of them said they were either coming with it from home or buying it in around school shops, this affected the girl's academic performance.

On the other hand, female teachers and head of schools said day secondary schools are supposed to provide sanitary pads to girls students when they need it during school hours, also they said economic problems affect the accessibility of sanitary pads to

girls students and mostly girls in day secondary schools fail to buy sanitary pads which leads them to use local means like piece of a cloths which is a big challenges facing girls students in day schools.

### **5.5 Girls School Attendance as Compared to Boy's Students per Month**

From the data collected, girl's students in day secondary school admitted that they do miss school for at list two days for each month during their menstruation period, but most of them said they missed three to four days and few missed five to six days. This is a bad news to girl's student's academic performance. Female teachers and head of schools also admitted that girl's monthly school attendance differ from boys. Hence girl's academic performance is in trouble.

### **5.6 To Examine Overall Girls Performance in Terms of Missing Assessment Due to Menstruation Period**

From data collected and its analysis there has been found that, to a great extent the performance of girls students in day schools are affected due to lack of sanitary pads services by a number of challenges. Learning challenges facing girls students in day secondary schools which affected their academic performance include; Missing classes, not attending to school, lack of confidence, lack of comfort and concentration in class, being laughed by boys due to pads leakage, some stomach and chest pain, lack of good toilets for changing pads and cleaning themselves and some girls suffer fungus diseases. On the other hand, female teachers and head of schools admitted that lack of sanitary pads services to girl's students is affecting girl's academic assessment in day secondary schools.

## **5.7 Conclusion**

Day 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 girl's students' success in terms of academic performance. According to the research conducted on the assessment of the effects of lack of sanitary pads services to girl's students in their academic performance, it has been found out that, the overall girl's students' performance is affected due to the following factors; challenge on sanitary pads accessibility and poor school attendance compared to boys. Therefore, it is important that, the growth of the economy in a country is strengthened as it serves an important role in education provision; since on the one hand this will guarantee mobilization of resources for funding education expenditures including providing sanitary pads for free, to girls students in Tanzanian day secondary schools.

## **5.8 Recommendation**

- (i) The study recommends to the central government through ministry of Education and Vocational Training that, enough sanitary pads should be supplied in all day secondary schools in Tanzania.
- (ii) The study recommends to girl's students that, girl's students need to attend to school regularly despite all the challenges that might be facing them during menstruation period.
- (iii) The study recommends to teachers that girl's academic performance depend on Teachers too. They should stand on their duties to supporting them morally and socially on the time they are in school.

- (iv) The study recommends to Parents that, they should continue helping and supporting girls to improve their academic performance by providing them with sanitary pads material.

### **5.9 Suggested Area for Further Studies**

This study was assessing the effects on the girls students academic performance in day secondary schools due to lack of sanitary pads services; a case of day public secondary schools in Morogoro municipality. The study covered kingoruwila, tungi, nanenane, kola-hill, kayenzi and mwembesongo secondary schools. Another study should be done on availability of good girls toilets, equipped with dust bins and enough water in day secondary schools; this is due to the fact that many girls in schools studied raised it as another challenge facing them.

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## APPENDICES

### Appendix I: Questionnaire for Teachers

I am a student at Open University of Tanzania pursuing Masters of Education in Administration, Planning and Policy studies (MED-APS). I am doing a research study as a compulsory part of my program. The purpose of the research is to explore the effects of lack of sanitary pads services to the academic performance of girls in day secondary schools in Morogoro municipal in Tanzania. Thus, I would be very grateful if you would spare some few minutes to fill in this questionnaire. The information that you provide will be treated confidential for academic purpose only and your identity will not be exposed.

#### A: Demographic Characteristics

\*Please tick where is appropriate.

1. What is your Sex?
  - a) Male ( )
  - b) Female ( )
  
2. What is your Age?
  - a) 10-15 ( )
  - b) 16-20 ( )
  - c) 21-25 ( )
  - d) 26-30 ( )
  - e) 31-35 ( )
  - f) 36-40
  - g) 41 and above ( )

3. What is your Level of education ?

- a) Primary ( )
- b) Certificate ( )
- c) Diploma ( )
- d) Bachelor's degree ( )
- e) Master's degree ( )
- f) PhD ( )

**B: The awareness of girl's students on reproductive health and menstruation.**

4. Below are the statements indicating your perception towards the awareness of girl's students in reproductive health and menstruation. (Please tick where is appropriate)

S/N	Statement	Response	
		Yes	No
i.	Socio-cultural beliefs and practices hinder free discussion on reproductive health and menstruation matters with girl students in day secondary schools.		
ii.	Lack of enough knowledge on reproductive health and menstruation affect academic performance of girl students in day secondary schools		
iii.	Socially-constructed myths and taboos built around menstruation affects academic performance of girl students in community secondary schools		

**C: The accessibility of sanitary pads, to girls in terms of purchasing power in day secondary schools**

5. Below are the statements indicating your perception on the way girls in day secondary schools do manage to get their sanitarian pads.(Please tick where is appropriate)

S/N	Statement	Response	
		Yes	No
i.	Day secondary schools are suppose to provide sanitary pads to girls students		
ii.	Economic problems affect the accessibility of sanitary pads to girl students in day secondary schools		
iii.	Mostly girls in day secondary schools fail to buy sanitary pads.		

6. Does girl's monthly school attendance differ from boys?
- a) Yes ( )
- b) No ( )
7. Is lack of sanitarian pads services to girl's students affecting their academic assessment in day secondary school?
- a) Yes ( )
- b) No ( )
8. If the answer is yes in question number eight, explain how?

**Thanks for your cooperation**

## Appendix II: Questionnaire for Girls Students

I am a student at Open University of Tanzania pursuing Masters of Education in Administration, Planning and Policy studies (MED-APS). I am doing a research study as a compulsory part of my program. The purpose of the research is to explore the effects of lack of sanitary pads services to the academic performance of girls in day secondary schools in Morogoro municipal in Tanzania. Thus, I would be very grateful if you would spare some few minutes to fill in this questionnaire. The information that you provide will be treated confidential for academic purpose only and your identity will not be exposed.

SEX ..... AGE.....

1. Do you know anything about menstruation?
  - a. Yes ( )
  - b. No ( )
  
2. Do you know anything about reproductive health?
  - a. Yes ( )
  - b. No ( )
  
3. How important is reproductive health education to girls in you school? Give three important.
  - i. ....
  - ii. ....
  - iii. ....

4. What are the challenges facing girls, when they are in menstruations period during school hours?

- i. ....
- ii. ....
- iii. ....

4. How do you get your sanitary pads during your periods at school hours? Tick one.

- a. Buying it yourself? ( )
- b. Are they offered by school? ( )
- c. Coming with it from home ( )

5. Does your attendance at school is affected by menstruation periods? Tick one.

- i. Yes ( )
- ii. No ( )

6. If yes in 6 above, for how many days you miss going to school, when you're in menstruation period? Tick one.

- a. One or two days? ( )
- b. Three or four days? ( )
- c. Five or six days? ( )

8. How does lack of sanitary pads at school, contribute to relatively poor academic performance?

- i. ....
- ii. ....
- iii. ....

**Thanks for your participation**