

**FACTORS CAUSING LOW ACADEMIC PERFORMANCE AMONG
FEMALE STUDENTS IN PASTORAL COMMUNITY: A CASE OF ITILIMA
DISTRICT IN SIMIYU REGION, TANZANIA**

VALERIA NGONYANI

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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2020

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a thesis entitled: *Factors Causing Low Academic Performance of Female Students in Pastoral Community. A case of Itilima District, Simiyu Region*". In partial fulfilment of the requirements for award of the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

Dr. Reginard Zacharia Rwajuna

(Supervisor)

.....

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.....

Signature

.....

Date

DEDICATION

This work is dedicated to my beloved mother Kitone Ngonyani , for her loving, prayers and unwavering support always when I faced any difficult shat helped me to grow in full personality, something that always keeps me in touch with her now and then. May our Lord Jesus give her much Graces.

ACKNOWLEDGEMENT

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ABSTRACT

This study was based on Factors Causing Low Academic Performance Among Female Students in Pastoral Community in Itilima Simiyu, Tanzania under four specific objectives namely, to assess socio-economic factors contributing to poor performance of female students among selected schools in Itilima district, to assess the environmental factors that hinder academic performance of female students in Itilima district, to assess the school based factors contributing to poor academic performance in Itilima district and to assess strategies to improve academic performance among girls in pastoralist society in Itilima district. The study adopted survey research design. Interview, questionnaire, FGD and documents were used. The study indicated that socio-economic (girls are source of income, being taken to do paid work, less opportunity compared to boys, doing cultivation and businesses); environmental (girls work over long distance to attend school 5 to 10 km, early marriage and no electricity); and some of school based (bullying girls, teacher negative assumption that girls are weak, teachers doing affairs with girls and unsupportive school system) were factors contributed to low academic performance of female students in Itilima district. Strategies to improve girls education were (hostels approach, free towel to girls, stopping bad culture of assuming girls are source of wealth and strict laws to protect girl child). Recommendations were: The community should be sensitized on the importance of educating their children particularly pastoral community, the government and NGO's should provide adult education to these community.

Keywords: *Low Academic Performance, Female Students, Pastoral Community, Itilima Simiyu*

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT.....	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF ABBRIVIATIONS.....	xv
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE PROBLEM.....	1
1.1 Introduction	1
1.2 Background to the Problem.....	1
1.3 Statement to the Problem	4
1.4 General Objectives	4
1.4.1 Specific Objectives.....	5
1.4.2 Research Questions	5
1.5 Significance of the Study	5
1.6 Conceptual Framework	6
1.6.1 The Cultural Variables	7
1.6.2 The Environment the Pastoralist Live in.....	8
1.6.3 The Infrastructure Available in Itilima Ecologies	8
1.6.4 Economic Activities of the Nyatuzu and Access to Education	9

1.6.5	Language	9
1.7	Theoretical Framework	10
1.8	Delimitation of the Study	11
1.9	Limitation	11
1.10	Definition of Key Terms	12
CHAPTER TWO		14
LITERATURE REVIEW.....		14
2.1	Introduction	14
2.2	Socio- Economic Factors Causing Low Academic Performance among Female Students in Pastoral Society	15
2.3	Environmental Factors Causing Low Academic Performance of Female Students in Pastoral Community	19
2.4	The School Based Factors Causing Low Academic Performance of Female Students in Pastoral Community	20
2.5	The Strategies to Improve Academic Performance among Girls in Pastoral Community.....	22
2.6	Research Gap.....	24
CHAPTER THREE		25
RESEARCH METHODOLOGY		25
3.1	Introduction	25
3.2	Research Approach	25
3.3	Research Design	25
3.4	Area of Study	26
3.5	Population and Sample.....	27

3.5.1	Justification of Population Selected	27
3.6	Sample and Sampling Technique	28
3.6.1	Sampling Technique.....	29
3.6.2	Reasoning for Employing Purposive Sampling	30
3.7	Data Collection Methods.....	30
3.7.1	Questionnaire	30
3.7.2	Focus Group Discussion.....	31
3.7.3	Interview.....	31
3.7.4	Documents.....	32
3.8	Validity and Reliability of Data	32
3.8.1	Validity.....	32
3.8.2	Reliability	32
3.9	Data Analysis Procedures.....	33
3.10	Ethical Considerations.....	33
	CHAPTER FOUR.....	35
	DATA PRESENTATION, ANALYSIS AND DISCUSSION OF	
	FINDINGS	35
4.1	Introduction	35
4.2	Questionnaire Return Rate	35
4.3	Background Information of Respondents.....	35
4.3.1	Education Level of Parents	35
4.3.2	Occupation of Parents	38
4.3.3	Family Size.....	39
4.3.4	Family Status.....	40

4.4	Factors for the Low Academic Performance of Female Students in Itilima District	40
4.4.1	Socio-Economic Factors Causing Low Academic Performance among Female Students in Pastoral Community in Itilima District	41
4.4.2	Environmental Factors Causing Low Academic Performance of Female In Itilima District	49
4.4.3	School Based Factors Causing Low Academic Performance of Female Students in Itilima District	54
	CHAPTER FIVE.....	64
	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	64
5.1	Introduction	64
5.2	Summary	64
5.3	Socio-Economic Factors Contributing the Poor Performance among Female Students	65
5.4	Environmental Factors Affecting Girl’s Academic Performance in Pastoral Society	65
5.5	School Based Factors Causing Low Academic Performance Among Female Students	66
5.6	Strategies to Improve Academic Performance among Girls in Pastoralist Society	66
5.7	Views of the Heads of School and Parents Regarding Ways of Improving Academic Performance of Female Students in Itilima District.....	67
5.8	Conclusion.....	67
5.9	Recommendations	68

5.9.1 Recommendation for Further Studies	68
REFERENCES	70
APPENDICES	75

LIST OF TABLES

Table 1.1: The Performance of female students in the year 2015-2018..... 3

Table 3.1: Sample data 29

LIST OF FIGURES

Figure 1.1: A Map of Tanzania showing regions with pastoral community	2
Figure 1.2: Conceptual framework	7
Figure 4.1: Level of education of mothers	36
Figure 4.2: Represents the level of education of fathers in Itilima district.....	37
Figure 4.3: Family Size.....	39
Figure 4.4: Family Status.....	40
Figure 4.5: The socio-economic factors labeled 1,2,3,4,5,6,7,8 and 9.....	41
Figure 4.6: The factors are labeled 1,2,3,4 and 5 from the questionnaire and discussed below	49
Figure 4.7: The school-based factors causing low academic performance of female students labeled 1,2,3,4,5,6,7, and 8 from the questionnaire and discussed below	54
Figure 4.8: The strategies to improve academic performance among girls in pastoralist community labeled 1, 2,3,4,5,6,7,8 and 9 from the questionnaire and discussed below	59

LIST OF ABBRIVIATIONS

DAS	District Administrative Secretary
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
NBS	National Bureau of Statistics
OUT	Open University of Tanzania
SACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
SPSS	Statistical Package for Social Sciences
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter contains the background to the research problem, statement of the research problem and purpose of the study. It also presents information on research objectives, research questions, and significance of the study. The chapter ends with a section on delimitation and limitation of the study.

1.2 Background to the Problem

Education is a weapon to improve and change in socio-economic, environmental and cultural one's life. Education for a child begins at home. It is a lifelong process that ends with death. Educating girls has directly proportional to the development of certain community as evidenced on EFA (2000) aiming to meet the learning needs of all children. URT (1990), one of the key elements of Tanzanian's education policy has been the promotion of equitable access to education for all groups of the population, great inequalities still exist between children from pastoralist community especially girls and non-pastoralist community, male and female, children from different geographical location and those from different cultural groups URT (1992). For the pastoralist community it has been the challenge to access education for all due to multiple challenges facing female students like socio-economic, environmental and school based factors which hinder them from reaching their desired goal.

In this regard pastoral community are the most disadvantaged of all because most of

them still live colonial era, the awareness of educating their female students is very low due to the belief that girls are supposed to be marriage and boys are the one to study because they are like bicycle, they increase their family while girls not. Parents from these communities have low level of education which has strong impact on academic performance of their children. Okantey (2008) noted that educated parents would have increased emphasis on education excellence. Educated parents are equipped by virtue of their education. Kombo (1983), said that level of education and occupation is among the factor that had a crucial effect on students' academic performance.

The provision of education in pastoralist societies has been a big challenge due to their mobile way of life. Pastoralist society is a social group of pastoralists whose way of life is based on pastoralism, and is typically nomadic. According to Lane (1998) and Odhiambo (2006), the pastoralist society in Tanzania are found in Shinyanga, Manyara, Arusha, Simiyu Tabora and Mwanza regions as shown in figure below.



Figure 1.1: A Map of Tanzania showing regions with pastoral community

Despite the effort made by the government to improve education in pastoralist society yet there still some challenges which hinder the performance of students in those areas as stated by different scholars like Africa Education Trust (AET 2011), as follows. School hours do not allow for the domestic duties of pastoralist children due to the fact that the time for the children to be at school is the same time for them to send domestic animals to the pastures. Not only that, but there are few teachers who are willing to work in remote areas due to the shortage of social services. Most of pastoralist societies are located in remote areas example Simiyu, Shinyanga, Manyara, Arusha and Mwanza regions which makes most of the appointed teachers to refuse going to these areas.

Table 1.1: The Performance of female students in the year 2015-2018

Year	School	Div I	Div II	Div III	Div IV	Div 0
2015	Shishani	-	-	01	-	-
2016				03	02	
2017	-	-	01	06	01	
2018		-	-	-	-	01
2015	Madilana	-	01	01	02	03
2016		02	05	08	-	
2017		01	03	08	02	
2018		02	05	06	-	
2015	Kanadi			04	07	01
2016			02	08	03	
2017	-	-	03	07	10	
2018		01	01	07	06	
2015	Ndoleleji			02	04	-
2016	-	-	-	05	-	
2017	-	-	-	04	02	
2018			01	07	-	
	Total 153	00	07	29	82	31
		0%	4.6%	19%	53.6%	20.3%

Source: NECTA 2019

However, the focus of studies in pastoralist societies does not match the skills and competences needed by pastoralist communities. The kind of education provided to the pastoralist society is not appropriate to their way of living and does not satisfy their needs. However, the performance of female students in the pastoralist society has been very poor compared to the male students especially in Simiyu region at Itilima district by referring to the National Examination Council of Tanzania results as shown in table below including five schools which found in Itilima district.

1.3 Statement to the Problem

Despite the great effort made by the government to ensure that there is high performance in pastoralist society by providing different instructional material like books, training more teachers of different subjects and construction of permanent school buildings .Yet the results of female students in pastoralist society is still very low, by looking at the National examination results from 2015-2018 where the number of girls who were passing is very minimal in percentages, for example in four years no one (zero percent) score division one, 4.6% got division two, 19% got division three, 53.6% got division four and 20.3% got division zero. From this data most of female students fail. In this light, this study specifically is designed to investigate factors which are associated with socio-economic factors, environmental factors and school-based factors which might hinder the performance of female students in Itilima district.

1.4 General Objectives

The purpose of the study is to investigate the Factors Causing Low Academic

Performance of Female Students in Pastoral community in Itilima district.

1.4.1 Specific Objectives

- i) To assess socio-economic factors contributing to poor performance of female students among selected schools in Itilima district.
- ii) To assess the environmental factors that hinder academic performance of female students in Itilima district.
- iii) To assess the school-based factors contributing to poor academic performance in Itilima district.
- iv) To assess strategies to improve academic performance among girls in pastoralist society in Itilima district.

1.4.2 Research Questions

- i) What are the socio-economic factors that contribute to the poor academic performance among girls in pastoralist society at Itilima district?
- ii) What are environmental factors affecting academic performance of female students in pastoralist society in Itilima district?
- iii) What are the schools based factors that hinder academic performance of female students in Itilima district?
- iv) What are the strategies which will improve the academic performance among girls in pastoralist society in Itilima district?

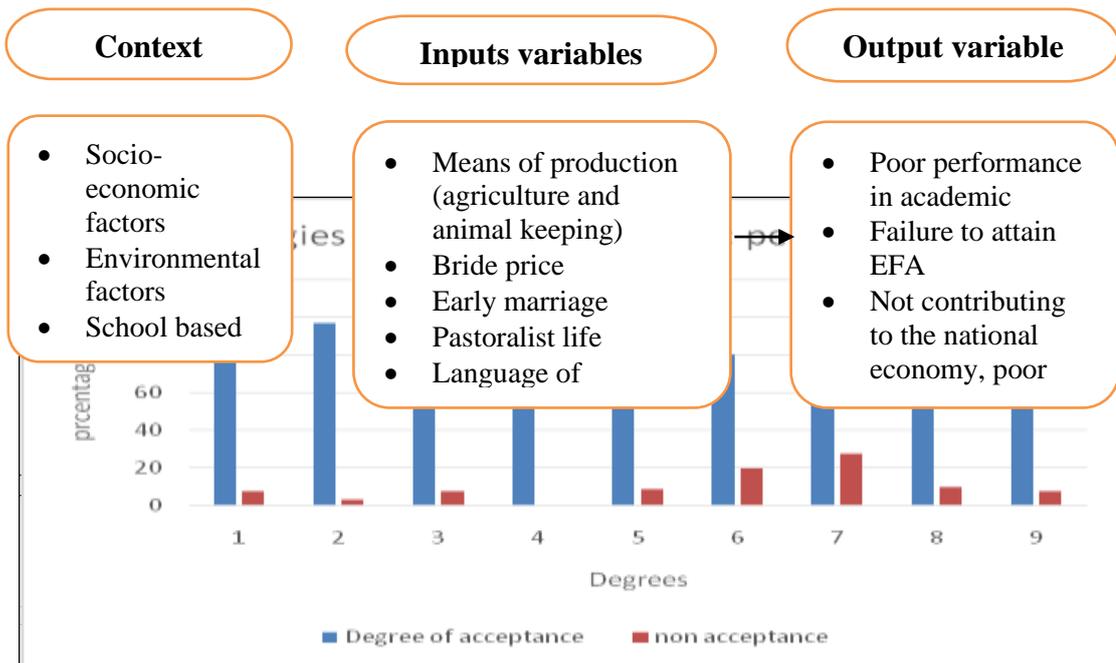
1.5 Significance of the Study

The study of factors causing low academic performance among female students in

pastoral community in Itilima district secondary school would yield the following importance: The study expected to help the policy makers, educational planners and other stakeholders to be aware of the academic challenges facing female students in pastoral society in Itilima district. The study focuses to help parents to change their bad attitudes towards girls' education. The information obtained from this study can create awareness on importance of educating girls for development of their community at large. The study also intends to help parents to think about other sources of income without depending on girls who need to study and develop their career. The study is expected to reveal what the school should do to ensure the girls are encouraged to perform better academically in the context of pastoralist society. The study is expected to help the government under the ministry of education and vocational training to make the strategic planning on education particularly in pastoralist society because they are still left behind. The study also intends to inform the institute of social welfare that should provide education in pastoral society on the importance of educating girls.

1.6 Conceptual Framework

Omary (2011) argued that a conceptual framework is a mental map of understanding of how the research objectives and purpose can be adequately and efficiently tackled. Also conceptual framework is a graphic model representing the relationship between the study variables of the research (Barifaijo, 2010).



The inputs variables include payment of bride price which forces the girls to get married early so as to avoid hardship of life caused by severe poverty facing the families. Early marriage is marriage before the age of 18 is a reality for many young women. In many parts of the world parents encourage the marriage of their daughters while they are still children in hopes that the marriage will benefit them both financially and socially, while also relieving financial burdens on the family (UNICEF 2005).

Over valuing of cattle which cause the female students to miss school due to the fact that they are needed to herd cattle and to perform domestic activities for preparation of becoming good wife. Sukuma tribe in Simiyu region which are known as Nyantuzu are proud of their cattle's and farms than the value of education to female students. The male superiority reinforced by decision making like, selling of farm product and setting bride price. Women in pastoralists' societies have minimal

influence on major decisions in the community. They are voiceless and they are over protected by men. Education for them is made complicated by the school management systems which are also dominated by men (Mbilinyi *et al* (1991). This means that the culture as a context variable give rise to input variables and give rise to output variable which affect the performance.

1.6.2 The Environment the Pastoralist Live in

Many pastoralists live in dry lands, area with low amount of rainfall based on raising animals which include cattle, sheep and goats. Due to aridity most of them tend to shift in other areas for the search of water and pastures. Due to the fact that cattle grazing requires wide lands for pasture, population is widely scattered. Due to the need of adequate grazing land, they tend to live far apart to avoid animals mixing. The security of girl's students endangers to school due to distances covered and the presence of dangerous animals like hyena, snake and elephant. The availability of these animals has discouraged the girls from schooling which leads to low academic performance.

1.6.3 The Infrastructure Available in Itilima Ecologies

Dry lands are often areas with very few economic activities. As a result, there are no good roads and if they exist, they are in very poor conditions. This situation affects interaction between the town people and the pastoralists. The isolation caused by poor infrastructure result in low commercial interaction with the other town communities and thus, cash economy or availability of cash is a problem. Lack of good infrastructure also causes minimum interaction among the sedentary groups and

the nomads. The effect of poor interaction has influenced the pastoralist to depend on single economic activity which is agriculture.

1.6.4 Economic Activities of the Nyatuzu and Access to Education

Pastoralists of Simiyu region depend mainly on pastoralism and farming (maize and cotton). Their economy depends on selling farm product cattle an activity that is not done frequently. The profitability of animals' sales among pastoralism is affected by aridity and animal diseases. During the dry season, many animals die and pastoralists are forced to sell animals at low prices (Engdasew, 2011). This reduces the pastoralist's capacity to pay for other necessary social needs like education for their children. This situation affects education access of their children to school due to the inability to pay for the expenses required (Kratli, 2009). The group which have been affected from this situation are female students who got less support when comes to the shortage of resources.

1.6.5 Language

Language, a system of convectional spoken, manual, or written symbols by means of which human beings as members of social group and participants in its culture, express themselves (encyclopedia Britannica). Most of the pastoralist area are located in the interior where they do speak vernacular language, despite the government to make sure that the teachers are available for them still the problem is there because those teachers are coming from different ethnic group as the students are likely to speak a different language resulting in serious problems of communication in the classroom (IDS 2001).

1.7 Theoretical Framework

This study was based on Pearson's gender relation theory, this theory was developed by Pearson (1995). This is where the society views all activities that are carried out to be based on social roles and interactions of men and women. The society seems to have ultimate authority on the precise nature of what women and men actually do and their real contribution to production and reproduction which turns out to be biased against women.

Pearson's gender relation theory was appropriate for this study because it emphasizes the various social, cultural and economic norms and standards which must be considered for women to take opportunities to participate in social activities such as education. These cultural and economic norms emphasized in the theory are the factors that affect girl students' academic achievement in school. This theory is relevant for this study because it captures the variables, in the traditional set up the family is headed by a household head, a position usually held by the male parent. The patriarchal ideology is thus dominant. The role assigned to women are narrowly defined. They are expected to be good wives and mothers, girls and women are seen as subordinates and education for them is less important. Studies on the situation of girl's education shows that, disadvantage and discrimination start even before birth with parental and societal negative attitudes which elevate the value of sons against daughters (Wamahiu, 1995 and Heneveld 1995).

The benefit of education for girls can be explained by the effect that education has on girls' achievement. Educated girls acquire and use new personal, social and

economic behaviours that in turn affect societal change (Moulton, 1997). As such gender become a crucial factor in deciding who goes to school and for how long (Psacharopoulous and Woodhall, 2005). Before parents make decision, considerations are taken concerning family priorities. In most cases girls are more disadvantaged by factors operating within the home and school than boys. They include socio-economic, environmental and cultural factors consideration for example, parental level of education, occupation, family size, tradition division of labour, early marriage and negative perception by parents regarding girl's education and hence this reduces girls' academic achievement. This applies in this study where several barriers of poor academic performance among female students in pastoralist society in Itilima District are to be analyzed.

1.8 Delimitation of the Study

This study focused on finding the reasons for the Poor Performance of Female Students in Pastoralist Society in Secondary School. The study will be conducted in Simiyu region at Itilima district, involving secondary school female students from some selected schools.

1.9 Limitation

The study had to ask the experience of the parents and teachers on the factors hindering the female students not to perform well on their academic. Involving parents who had no school experience on the topic to the parents suggested that they were stressed by the police or the court measures. This made some parents to hide

some information during data collection. The current researcher persuaded them to participate and ensured the protection of the volunteers.

Not only that, another challenge is the demographic settlement which is very scattered to get the required sample. Also, there was communication barrier particularly on language used by native community which is Sukuma language, they didn't respond well to the question asked. Sometimes I had to use interpreter to simply communication during interviews.

1.10 Definition of Key Terms

According to this study the key terms are defined as follows.

A female student is a female learner who attends the formal education.

Pastoralist social organization based on livestock raising as the primary Economic activity.

Feminist Is as social movement and ideology that fight for the political, Economic and rights for women.

Masculinity is a set of attributes, behaviors and roles associated with men.

Patriarch the male head of a family or tribe.

Socio-economic activities, activities practiced by a given society for financial gains but based on the locality

Academic performance, this refers to the improvement of grades in the continuous assessment of the midterm and end term exams based on school exams.

Gender the state of student being male/ female in a classroom rather than the physical differences.

Duka, according to Sukuma is a girl who brings wealth to the family through bride price of cattles.

Mbina, traditional dance which involve competition of witch doctors showing their capability and powers of using traditional medicine, magic and witchcraft.

Chagulaga, this is a word used during mbina which means choosing any girl who is ready for marriage.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. It involves teachers, the students and the institution (Claudio, 1987). Pastoralist educationally appears to be a incongruity. From the point of view of official education, they are considered as a complete failure where enrolment, attendance, performance, pass rates and selection to higher education levels are concerned. They regularly score low marks at the bottom of the ladder compared to other communities (Kratli, 2001).

Nomads are mainly found in Africa, Middle East, and South, South West and Central Asia. Nomads include some of the poorest and most vulnerable and often reaching them with formal schooling is a major challenge. Millions of nomadic and pastoralists children do not attend school and remain outside the education system. To them, article 1, 3 and 5 of the Education for All Declaration does not apply, not that deliberate efforts were made to isolate them but, the culture, environment, the infrastructure, type of their economy, social organizations which exist in their communities and the non-existence of role models cause them not to access the education effectively. The case is worse for the girls.

2.2 Socio- Economic Factors Causing Low Academic Performance among Female Students in Pastoral Society

A family's socio-economic status is based on parental occupation and social status in the community such as contact within the community, group associations and the community's perception of the family (Abdi, 2011). High socio-economic status within families enhances success in preparing and enrolling the young children in standard one because typically they have a wide range of resources to promote learners resources and support young children development. Thus, the level of household poverty at the present time has significant on children enrolment (Currie, 2017)

Kipuri, A & Ridgewell, A (2008) study on The Exclusion of pastoralist Women in the East and Horn of Africa, the study reveals the following women from pastoralist societies are often portrayed as silent and subordinate individuals existing on the margins also women face multiple challenges in achieving their potential and most of them lag even further behind than men due to socio-cultural factors such as bride wealth and FGM. UNDP's Achievement of Economic, Social and Cultural Rights Report (2011) indicate that in Nyatike District, widows are still forced with inheritance and denied rights to properly such as land and remain ignorant on how to seek redress against such atrocities because of poor academic orientation, having dropped off school pre-mutually and the scenario is being repeated with their young daughter. The report recommends that such disadvantage widow be supported to engage in economic activities so that they can take full responsibility of keeping their children in schools.

Jacky (2011) observes that girls face a lot of challenges while in institution of learning and are readily frustrated when they experience financial difficulties and consequently drop out of school. She believes that due to the unique financial needs of girls, society should be ready to spend much more to keep in schools. Ombur (2007) observes that there is misconception that women are women, learned or illiterate and that girl do not necessarily need high education qualification to perform their duties.

Observing from another study, done in Kisumu Rural District, Juma (2010) indicated that inadequate funds had forced more young girls than boys from school and such drop out girls were busy looking for financial engagement in Kisumu city just to meet their needs. Another survey conducted by the ministry of Education, Science and Technology in Kenya in 1999, showed extreme poor quality of services including unhealthy boarding condition, frequent practices of child abuse, high costs for education necessities, lack of employment after graduating all discourage parents to send their children to school.

Another study conducted by Olekambanei in Ngorongoro (2013) which was guided by five objective that focused on enrolment status of girls, retention and completion rate, passing rate for form IV examination, selection to form V and other tertiary institution and barriers to girl's education compared to boys. The research study found that more girls than boys dropped out and barriers to girls access to education included poverty and poor quality of teachers and care of animals. For example Mbilinyi, (1991) in his study noted that some nomads also keep their children out of

school because girls are more affected by the cultural factors which force the parents to remove the girls from school. Girls are the producers and reproducers in the society so they are very protected.

A research conducted by Education Development Trust (2016) on the pastoral community's perspectives on girls 'education, based on their attitudes, parents' and girls' educational aspirations and impediments to girls realizing their aspirations. Findings were based on observations and interviews with parents, elders, children and traditional leaders. Although some members of the community had positive attitudes, many still held negative stances concerning the value of educating girls. Many girls aspired to achieve specific careers that would enable them live what they called a 'better life'. Girls strived to achieve education in order to overcome the lack of freedom that has held them back, yet their opportunities were still limited by issues like the community norms as well as parental attitudes, support and considerations, and poverty.

According to Outa (2010), a research consultant on social issues in modern society, particularly on matters on education, uneducated girls in society are more dangerous for they often turn to prey on educated and financially endowed men, gradually disintegrating the sanctity of marriage. He notes that when girls are supported to acquire education, they become very responsible in keeping the family fabrics stronger.

Aosa (2012) notes that, in communities where social-cultural ties were still strong,

women were continuing to face discrimination such that they were often viewed as for marriage in their tender ages a factor that put to focus their low transition to higher levels of learning in most public institution. This also is true for pastoralist society a good example Itilima were young girls are supposed to be in school for the level of secondary school they tend to be married before national standard seven exams.

Another study conducted by Auralia (2008) observed that the cultural aspect of community was still traditional oriented that girls were only being viewed as home maids entrusted with responsibility of taking care of homes, while their male counterparts could adventure into emerging issue such as education. Owano (2011) in her research on factors that influence the retention of female students in secondary school in Muhoroni division, Kisumu country revealed several factors that influenced the retention , initiation rites which interfered with the normal school and class attendance, the attitudes of parents which at times were negative on the girl child and most of the parents preferred educating boys to girls, the roles in the society and domestics labour were overwhelming for the girl child leaving the girls to be seriously exhausted and cannot concentrate in the class work and lastly poverty which affect seriously the education of girls as a result of the death of parents leaving the girls child to lack school fees and depend on the guardians and well-wishers.

Asalo (2006) observe in his study based on the influence of social-cultural parameters on academic progress of the girl-child in Rongo District that most rural communities still view girls as caretakers of home and therefore are not necessarily

to be exposed through extensive education attainment to begin competing against men. According to Figueroa (2012) in Kingston Jamaica girls in most developing countries has been steadily chipping the ideological and cultural stereotyping perspectives based on simplistic premise boys are academically superior.

2.3 Environmental Factors Causing Low Academic Performance of Female Students in Pastoral Community

Nomadic pastoralists are depended on their school age children for herding animals and undertaking other household tasks which are important for their survival. Nomadic pastoralist requires flexible education delivery modes that take into account their children work at home, that which schedules lessons outside nomadic working time and at the same time transfer learning to the homestead (GOK, 2012). Kratli (2001) conducted research and in his study, he noted that the nomadic people move constantly in search of grass and water. They are scattered and their low-density distribution make education provision expensive and difficult to organize.

Kitavi (2005) in his thesis observes that parents and the community influence are the two most important factors the home background affecting both learning and performance in schools. He argued that good home environment supplements teacher's effort in school and in related studies UNESCO (2011), observes that quality education requires strong support from the home of the learner. If the home is poor there will be minimal support.

UNESCO (2002) in collaboration with the ministry of education in Mali, Uganda and

Zambia in monitoring learning achievements established that children who had no regular meals achieve much lower than those who had two or more meals per day. It was further observed that availability and adequacy of food at home and in school affect children's learning, poor nutrition contributes to lack of concentration and reduced perseverance in school. The school programmes are meant to overcome the problem of malnutrition.

According to SACMEQ (2005), children from parents in North Eastern Province who live nomadic life style and were relatively rich in terms of livestock recorded low access and performance rates in education. Parents often opted to make their children take care of livestock rather than attend classes regularly. Southern and Eastern African Consortium for Monitoring Educational Quality (2005) in the studies on socio-economic status and condition of school in primary schools established that in Kenya, pupils from poorer homes tend to come from sites where the quality of housing is poor, parents have fewer possessions and the educational levels of parents are low.

2.4 The School Based Factors Causing Low Academic Performance of Female Students in Pastoral Community

Odola, (2009) noted that an education curriculum that only for causes of raw acquisition of knowledge with little relevant to the needs of the people obviously account for lack of an urge of soldiers on and given that girls in many rural communities and slummy estates in urban centre experience more difficulties in school than when one is out of school. Not only that Kratli, (2011), reported that

pastoral areas due to isolation and harsh condition have high staff turnover. Teachers are dissatisfied due to isolation, lack of teaching resources, harsh life and practically paid low salaries. A study conducted by Wafula, (2006) indicated that about 56% of the girls who drop out of public school and 24% of the boys stated that school did not offer them relevant skills for survival, but rather being associated with a lot of difficulties that were frustrating learners.

Furthermore Kenrick, (1998) conducted research and argued that parents do not like the idea of giving custody of their children to people they do not know or related to them because they do not trust their moral integrity. Even in Itilima district as a teacher I have witnessed the situation of parents of not cooperating with the teacher simply because teachers are of different culture so they believe we shall transform their customs things which is not true. Wochami (1986) notes that the student's achievement is determined by the school quality, which in turn are determined by the performance of the teachers where effectiveness in working partly depends on the school administration.

Kombo (1988), affirmed that the availability and the use of teaching aids or resources in school are among the factors which explain why poor performance in examination is a characteristic of secondary school. Kathuri (1991), observes that apart from the facilities and resources teacher's ability to communicate, organize and manipulate those resources into useful products in order to achieve desired objectives become important. Teachers training levels were also found to have a significant effect on the performance in Brazil (Lockheed, 1971), Thailand (Jemenez, 1988) and

in Zimbabwe (Fuller, 1987). In those countries secondary school qualities vary significantly. All these researchers agreed that performance in examination largely depended on teacher qualification alongside other qualities.

A report by the World Bank (1974) indicated that educational resources in most developing countries are inefficiently used and do not meet their quantitative and qualitative objectives. The ever-increasing cost of education and the result of financial strain on the government, parents and stakeholders call for efficient use of resources.

2.5 The Strategies to Improve Academic Performance among Girls in Pastoral Community

Different scholars from different areas have recommended on different strategies to improve academic performance among girls in pastoralist society as follows: According to Rum Berger (1983), school administrators could devise strategies to assist the students on good performance. He advice that school administration could develop program that are in course with the student's interest, needs and understandings. Daly (1981), in his causal analysis on performance said "it is expected a school principal to use his administrative authority to produce opportunities for teachers influence in decision making in collaborative planning and collegial work". This implies that a school principal cannot produce good results without support and collective efforts from his teachers.

A research done by Nawose (2016) concludes by proposing a multifaceted approach to the education of nomads. However, mobile schools with a non-formal curriculum package may be an especially attractive option due to expected suitability in nomadic setting and their relatively low cost, given expected financial constraints. Also, Husein (2016) conducted research on Effects of Pastoralists Community on Quality Education in Mandera country concluded that there must be community sensitization and mobilization, girls 'own actions to pressure their parents to take them to school, provision of all girls 'school staffed by female teachers, and grants and bursaries for poor bright girls.

The study conducted by Mauan (2013) on the Factors Influencing Academic Performance of Girls in Public Primary School in Samburu Kenya recommends that the government intervenes to create awareness on the need of parental involvement in the education of their children. This can be done by encouraging teachers under the auspices of education officials to sensitize the parents on the importance of education for their girls' future and hence the need to get involved in it. The study further recommends that various forums be organized so as inspire and inculcate the importance of education of the child in Sereolip education zone.

Wamburu (2012) in his study on the Effects of Socio-Economic and Cultural factors on Accesses and Participation in Secondary School Education in Igembe , the study recommends that school should liaise with community leaders ensure that all students are retained in school by ensuring there is no child labor. Campaigns against retrogressive cultural practices such as female circumcision should be done in

the district. Civic education should also be done in public gatherings. Life skills, as a subject should be emphasized in secondary school

2.6 Research Gap

At this point ,it is evident that many studies have been conducted inside Tanzania concerning the cultural, socio-economic, environment and school based factors which influence academic performance in Ngorongoro, Masaai but good enough our neighbor Kenyan they have done more research on the causes of low performance on female students in pastoralist community nearly the whole district for example a study by (Wangu, 2013) on factors influencing provision of education for pastoralists children in mobile primary school in Marsabit Northern district, Kenya, (Nawose, 2016) in Factors Affecting Primary Schools pupils' from Nomadic pastoral communities in Turkana East District, Kenya, (Hussein, 2016) on Effects of Pastoralists Community on Quality Education In Mandera country, Kenya, (Mauan, 2013) on Factors Influencing Academic Performance of Girls in Public Primary schools in Sereolipi Education zone in Samburu country, Kenya and the last but not least a study by (Abdinoor, 2012) on Socio-economic, Socio-cultural and School based factors that are Affecting the Performance in Kenya. Nevertheless, there are hardly any studies which have been conducted in Tanzania to investigate the causes of low Academic performance of female students particularly in Itilima district. Therefore; the current study is designed to bridge the identified knowledge gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is on research methodology. It is presented in the following sections: research approach, research design, and description of the area of study, target population, sample, sample size and sampling procedures. The sections include data collection and instruments, validity and reliability of instruments, data analysis procedures and information on ethical considerations.

3.2 Research Approach

This study adopted both qualitative and quantitative approach, qualitative approach is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The choice of this approach helped a researcher to emerge questions and procedures and data was typically collected from participant's setting, data analysis and interpretation. The meaning of the data was by quantitative approach, it is an approach which emphasizes objective measurement and the statistical, mathematical or numerical analysis of data collected through questionnaire and survey. The numerical data was obtained from frequencies and percentages where the data was generalized across groups of people and explain a particular phenomenon by examining the relationship among the variables which tend to influence poor performance among female students in pastoralist society.

3.3 Research Design

Research design is a careful set of plans developed by a researcher to provide criteria

and specifications for the research to be carried out (Leedy and Ormrod,2001). Therefore, it serves as a guide to the researcher to determine what to do and the way to do it. In this study survey research design was used. Under this design the investigator tends to administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behavior or characteristics of the population. Use of survey design was not accidental, it aimed at capturing opinion of wider respondents such as students, parents, and teachers on thier way they see the girl access school in pastoral society and what social economic factors affecting them in schooling.Coverge of these geoups required a survey design.As Silverman (1997) puts that survey design has power to collect data from wider sample with less costs and of distant located respondents.

3.4 Area of Study

The study was conducted in Simiyu region at Itilima district. Itilima district is one of the five Districts in Simiyu Region.Its administrative centre is the village Lagangabilili. It is bordered to the north by Bariadi district, to the east by Ngorongoro district, to the south by Maswa district and Meatu district and to the west by Magu district. The population by the year 2012 was estimated to be 313,900, (NBS, 2012).

Study area is chosen because the researcher is aware of the geographical location of the place and she was working there as a teacher since 2017.The researcher hopes to get the main reasons for the poor performance among girls she knows the environment well. In addition from that the selected district simplified the process of

data collection since researcher was familiar with some parents and teachers in selected schools as Patton et al (2002) hold that researchers popularity on the researched area help to build positive relationship where increase the number of respondents to volunteer information for the research.

Also Gray (2009) holds that close relationship is a key factor in enabling the researcher to collect data. Since the current researcher has been working and living in Itilima has known some cultures. This has made the researcher to interact freely and thus when it comes to the question of collection of data it was easier to access them for data collection, thus choice of the area for data collection.

3.5 Population and Sample

A population is a group of individuals, objects or items from which samples are taken for measurements (Kombo & Tromp, 2006). In this study, the target population comprised all secondary school female students from six selected schools, parents and the head of schools at Itilima district.

3.5.1 Justification of Population Selected

Students: The students were very important in this study because are the one having challenges in academic performance. The students in selected schools were in good position to provide information since they know their culture, perception from their parents towards girl's education. Therefore, with them research can explore socioeconomic, environmental and cultural factors that hinder the academic performance among girls in Itilima district.

Heads of schools: The heads of schools were included in this research because they are the one leading the school, they know how supportive from the parents and challenges facing female students and also could provide information of how adequate the facilities in their school for the girls. The heads of schools responsibilities is to ensure the students perform well on their academic. Their involvement in the study was rational as they could be in a position to explain better the issues they handle in their daily administration of school, hence included on the sample.

Parents: Also the parents were very important in this research because is one leaving with female students, could provide information about their attitudes towards educating girls. Their involvement in this study was rational as they could easily explain experience, they face in managing their female child towards schooling.

3.6 Sample and Sampling Technique

Webster, (1985) A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people, it can be defined as a set of respondents selected from a larger population for the purpose of a survey. In this study, researcher selected a considerable number of teachers including the Heads of school, students and parents. The researcher decided to use these groups mainly because are the one who deals with education matters daily in life. They are like main stakeholders and they were in good position to provide information of factors causing low academic performance of female students. Other people could provide the required information but in this study research ignored them because the

process of involving them as sample is costly in terms of time, financial and scattered settlement.

3.6.1 Sampling Technique

Sampling as the procedure a researcher uses to gather people, place and things to study (Patton, 2002). The number of people selected in the population should have characteristics that are found in entire population (Orodho et al.,2002). Patton (2002) suggest that it is important to select your sample in a systematic way so as to ensure that the community see it as credible and inductive sample. He further recommends that samples in qualitative research are usually purposive.

In this study the researcher adopted non- probability sampling technique specifically purposive technique during process of sample selection. According to (Bamora, 2010) hold that sampling involves selecting respondents who can provide information that answer the research questions of the study. The researcher selected three groups of target population purposively in order to gain more and relevant information on factors causing low academic performance of female students in Itilima district.

Table 3.1: Sample data

Category	Males	Females	Total
Teachers	06		06
Students		90	90
Parents	10	20	30
Sample Total	16	110	126

Source: Field Data (2019)

3.6.2 Reasoning for Employing Purposive Sampling

To ensure that sample is credible and covers the main group it is better to employ purposive sampling, (Patton *et al.*,2002). With reference to this assumption in this study researcher adopted purposive sampling technique during process of selection of head of school, students and parents. The technique enabled researcher to cover target population in order to meet objectives of the study.

3.7 Data Collection Methods

Data collection method is a process of collecting information from all relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. Where under this study primary and secondary method of data collection were used. In order to collect information needed to address objectives of this study, the questionnaire, Focus group discussion and interview method were used.

3.7.1 Questionnaire

This is research instrument consisting of a series of questions for the purpose of gathering information from the respondents (Silverman, 1997). The current study intended to seek opinions from students, parents and teachers on the factors that hinder the academic performance of girls in pastoral society. The study is true that target a bit larger sample. The design that covers large sample is the survey design with its uses of questionnaire. The method therefore has the advantage of covering large part with less cost. The method however is not free from the low response rate and fake respondents that affect the quality of data. Those who cannot read and write are far eliminated by this methods.

3.7.2 Focus Group Discussion

This was another method used in data collection which involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest. It is form of qualitative research where questions are asked about their perception's attitudes, beliefs, opinions or ideas. The focus group discussion usually involves six to eight people convening to discuss common theme of the interest to the researcher.

Focus group discussion generates opportunity to collect data from the group interaction, which concentrates on the topic of the researcher's not only that it has low cost in relation to other methods. The researcher took efforts to include the FGD because there are respondents who share better the theme during focus discussion than when they are responding the questions during interviews. Through the FGD is a method that can gather data quickly, it may provide difficulty to the researcher as the group may turn into the un directional discussion.

3.7.3 Interview

Interview this is a qualitative research technique which involves conducting intensive individual interview with small number of respondents to explore their perspectives on a particular idea, program or situation (Patton, 2009). The choice of this tool is because they are useful to obtain detailed information about personal feelings, perceptions and opinion. Its disadvantage is that it is a very time consuming is setting up, interviewing, transcribing, analyzing, and feedback and reporting. English will be used for interview to female students, Swahili and Sukuma language will be used in

interviewing parents. The data collected from those groups will be summarized and analyzed to get the intended data for this study.

3.7.4 Documents

This is form of qualitative research n which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009), the choice of this is because provide supplementary research data , making document analysis a useful beneficial method for most research and its disadvantage is that some document may provide a small amount of useful data or sometimes none at all.

3.8 Validity and Reliability of Data

3.8.1 Validity

According to Ary and Sorensen (2006) validity is the extent to which the instruments measured what was supposed to be measured. The study ensured validity by piloting the questionnaire to some teachers, parents and students to see if the respondents were correctly understanding the asked questions. After piloting it was realized that all respondents were well with the questions only that some parents needed coded switch to Kisukuma and this made me to plan and use the interpreter during interviews.

3.8.2 Reliability

Reliability this is about consistency of the research result (Gray 2009).it is how the results from the investigation play consistence over time. The study attained reliability by use of triangulation as suggested by Silverman (1997). Triangulation used in the study was triangulation of sample and methods. For example, the study

used questionnaire to collect data at the same time additional data were collected by using interviews. This was because the information collected from questionnaire could be authenticated by the way of interviews and even documents and thus made data collection procedure be more reliable than if one method could have been used only.

The study also used multiple samples. it is evident that the study used parents, students and teachers to get experience on the social economic factors affecting girl's education in pastoral society in Itilima district. The sample enabled the researcher to confirm and cross check information collected from these groups, thus increase the credibility of data than if the researcher could have concluded findings from a single group of samples.

3.9 Data Analysis Procedures

Owing to the fact that the study is descriptive in nature, with the main data collection tool being questionnaire, descriptive statistics was used in data analysis using Statistical Package for Social Sciences (SPSS) such as frequencies and percentages and information was presented using frequency distribution tables. Tromp (2009) noted that data collection is a vital in everyday living and comprehensive data about the characteristics of the population gives clarity of fact. The methods used in data analysis are influenced by whether the research is qualitative or quantitative.

3.10 Ethical Considerations

Before conducting this study, the researcher considered and adhered to research

ethical issues and procedures as required by the Open University of Tanzania (OUT). The research permit letters was obtained from OUT which was submitted to the District Administrative Secretary (DAS) for Simiyu Region in order to be allowed to conduct this study in Simiyu Region. DAS introduced the researcher to the head of selected secondary school. After being permitted by the head of school and obtaining consent from the respondents and the data was collected. The respondents who volunteered in the data collection, their opinions were respected and they were protected for research purpose only. This technically is known as confidentiality as recommended by Silverman (1997).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter focuses on the questionnaire return rate, demographic information of the respondents, presentation, analysis, interpretation and discussion of findings. The presentations were done based on the research questions.

4.2 Questionnaire Return Rate

Is the proportion of the sample that participated as intended in all the research procedures? Out of six head of school all of them (100%) returned the questionnaire. All the students from public secondary schools in the district 90(100%) returned the questionnaires.

4.3 Background Information of Respondents

This section dealt with background information of the respondents which include education level of parents, occupation of parents, family size and family status.

4.3.1 Education Level of Parents

The level of education of parents have great impact on the performance of students, this study sought to find out the level of education of parents in Itilima district and its influence on the performance of the students as shown on the chart below. From the findings, 35(38.9%) have no education while 54(60%) have primary education and 1(1.1%) have gone secondary education and no one has tertiary education. From the

findings most of parents (mothers) have primary educations which imply that even their children will get no academic support from them.

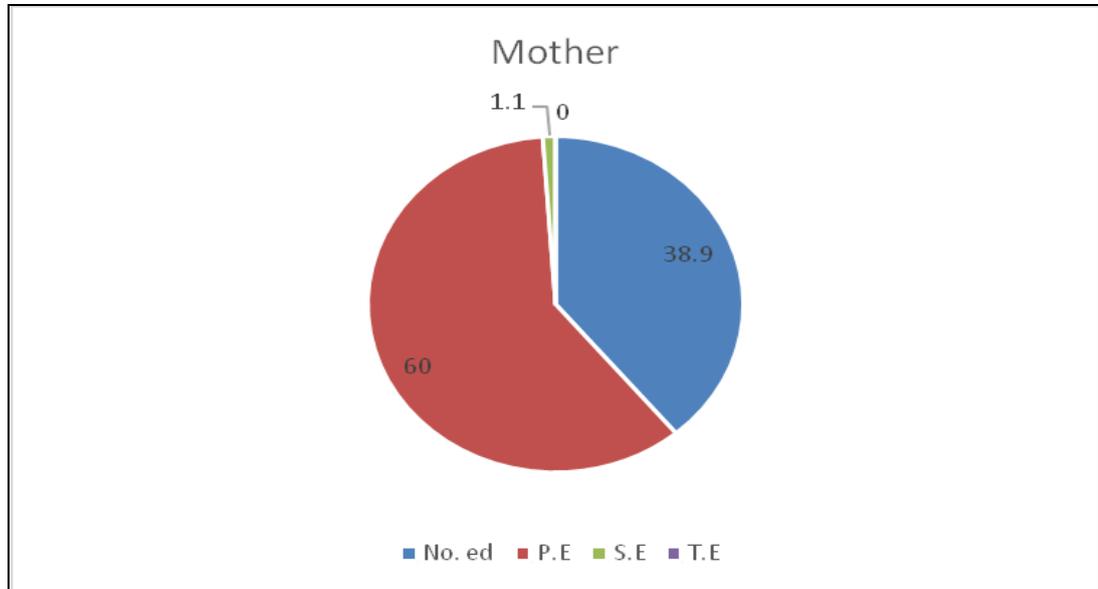


Figure 4.1: Level of education of mothers

Note: No. ed means No education, P.E means primary education, S.E means secondary education and T.E means tertiary education

Above findings can be correlated with (Fantuzzo, 2000) who reveals that parents who are educated have more positive relationship with school than those who are less educated. Those parents that come from an educational background feel comfortable being involved in the school setting. They do feel intimidated by communicating with the teachers of their children. They also tend to put more emphasis on the educational achievement of their children and spend more time helping with homework and educational skills at home.

Not only that, Sarigiani 1990 noted that parental educational level is known as a factor positively related to children's academic achievement. The educational level

of parent is a powerful factor influencing children's academic success. Sarigiani continues to point that it has been established that generally the educational level of parents is greatly connected to the educational attainment of their children

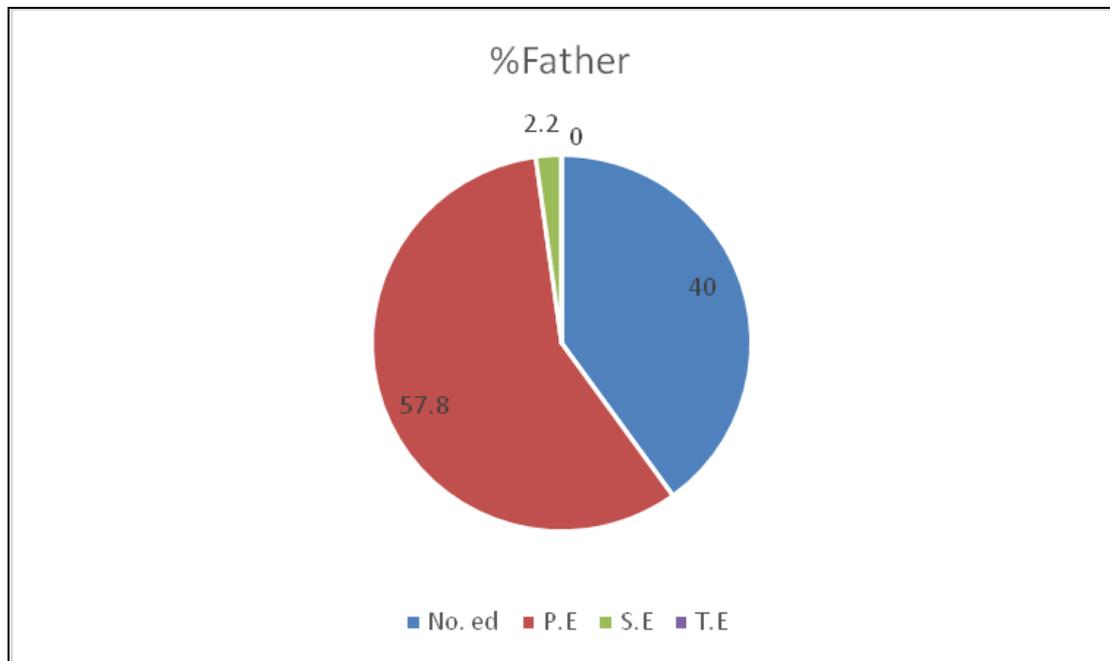


Figure 4.2: Represents the level of education of fathers in Itilima district

Note: No. ed (No education) (P.E means primary education), (S.E.means secondary education), (T.E. means tertiary education)

From the findings, most of the fathers have primary education 52(57.8%) where 36(40%) have no education while 2(2.2%) of the respondents have gone to secondary education and no one has reached tertiary education. Also, the findings from focus group accepted that parents have low level of education and they believe on marriage than educating their children. According to the findings, most of the parents at Itilima district have low level of education which has affect the academic performance of the female students.

The above findings are correlated by (Okantey ,2008) concluded that parents play an immense and significant role in the academic performance of their children. Educated parents would have increased emphasis on educational excellence. Educated parents are equipped by virtue of their education to take cognizance of the fact that parent- student-school-community relationship is important in order to promote educational attainment and academic achievement of their children and so they make the partnership a priority. Thus, educated parents have the capacity to build bridges out of poverty and benefit from better quality of life. Parental education which leads to good income empowers parents to give their children a solid foundation for school and life success and enables them to build up strong partnership between parents and schools in order to sustain achievement standards. This also evident from the study conducted by (Kombo ,1983) which found out that parental level of education and occupation is among the factors that had important effect on student's academic performance.

4.3.2 Occupation of Parents

From the findings,90(100%) of the respondents reveals that their parents are farmers. This shows that people from Itilima district depends on agricultural activities and the main participants of these activities are the girls who are prepared to be good wives, which leads to poor academic performance and drop out from school not only that when there is climatic changes girls are forced to get marriage in order to compensate the loss from agricultural activities.

The above findings can be supported by (Haveman, 2007) who said that parent's

occupation is an important variable which determines the economic status of the family. Higher occupational levels of the parents indicate better economic condition and this result in material support for the education of their children. Georgewill (1987) conducted a study to find out the effect of parental occupation on their children's academic achievement. The sample consisted of 500 parents in Port Hartcourt city. The results revealed that civil servants children perform better followed by children of business parents, but the poorest performance came from farmer's children.

4.3.3 Family Size

The family size has big influence to the performance of students particularly the pastoralist society in providing basic needs to the students, below is the chart showing the family size of the respondents in Itilima district.

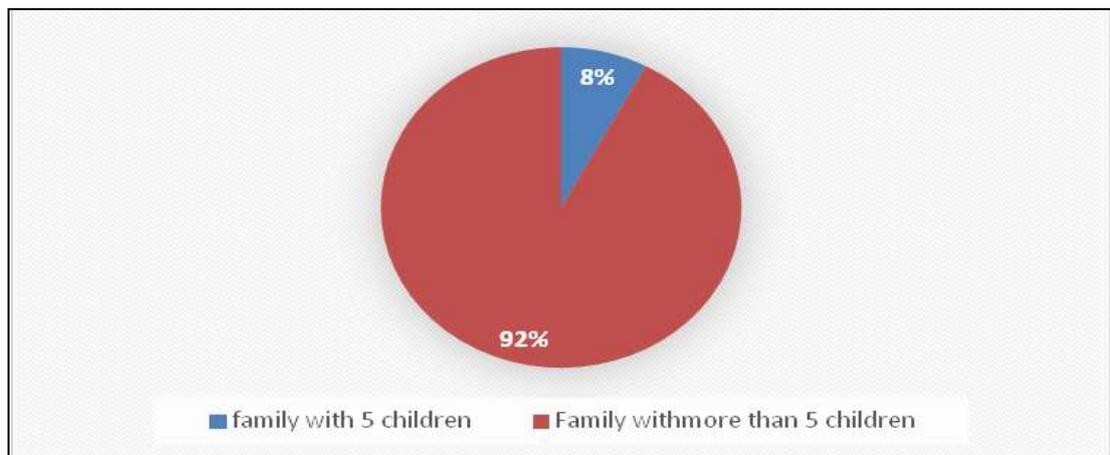


Figure 4.3: Family Size

According to the findings, 83(92%) of the respondents reveals that their families have more than five (5) children and 7(8%) of the respondents states that their families have five children. This show that most of the family have large number of

children which lead to poor distribution of basic needs and when coming to education opportunity boys are the one to be considered first.

4.3.4 Family Status

Also, the findings reveals that, most of the family 55(66%) have more than one wives and 28(34%) have only one mother. The response from the field, show that most of the family status are polygamy which leads to conflict over the resources available to the family members, the one who have been affected the most are girls in such most of the time tend to be forced to get marriage so as to increase the resource which sometimes tend to be used by men as bride price.

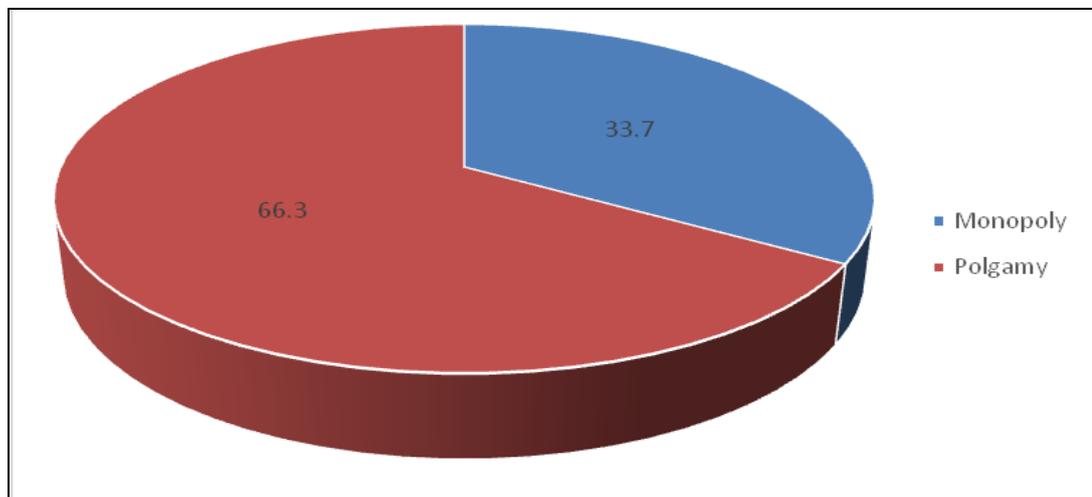


Figure 4.4: Family Status

4.4 Factors for the Low Academic Performance of Female Students in Itilima District

The study sought to find out the factors for the low academic performance of female students in Itilima district, the factors are socio-economic, environmental and school based factors which are discussed below.

4.4.1 Socio-Economic Factors Causing Low Academic Performance among Female Students in Pastoral Community in Itilima District

The study sought to find out the socio-economic factors affecting the female academic performance. Below is the graph representing the degree of acceptance and non-acceptance among the socio-economic factors.

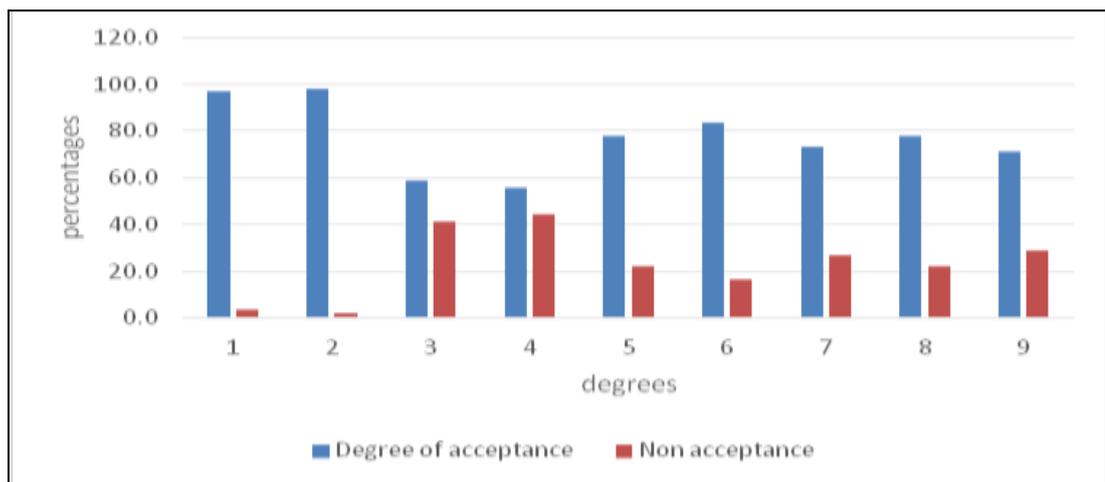


Figure 4.5: The socio-economic factors labeled 1,2,3,4,5,6,7,8 and 9

The Factors Have Been Collected Through Questionnaire as Discussed Below

4.4.1.1 Girls are Source of Income to the Sukuma Tribe

According to the findings, majority of the respondents 87(97%) accepted that girls are the source of income to the sukuma tribe while 3(3%) did not agree. Most of the respondents reveal that girls are the source of income, parents used to force the female students to leave school, to write false answers in their exams in return they get marriage so that they can get income. The above findings is supported by (Hardy, 2006) who noted that poverty has a strong association with low academic achievement of pupils. The low poverty level increases the number of dropouts, grade failure and school disengagement. The longer a child is embedded in poverty-

stricken conditions, the more detrimental his/her environment is for the progress of academic enhancement.

However, (Sirin, 2005) stated that there are many variables to consider when determining a student's socio-economic status effect on academic achievement. He pointed out that parental income has a strong effect on student performance due to the economic resources allowed for more academic components to be implemented. Resources available at home are an important indicator for the relationship between socio-economic status and academic achievement.

4.4.1.2 The Facility Practice Assumes are Work to Be Done by Girls

According to the findings, 88(98%) of the female students accepted that all works at home are done by girls and 2(2%) did not accept. Most of findings shows that girls have a lot to do when at home like domestic chores especially fetching water, washing and cooking, taking care of livestock which leads to tiredness and poor concentration during class hours and makes them to underperform in their exams. The findings above can be supported by (Chege, 2008) who reveals that high illiteracy rates of the parents adversely affected community school links. Often the parents from nomadic areas do not see the point in supervising homework or even of keeping girls in school. At the family level, parents have negative attitudes towards girls' education and that girls suffer from domestic work overload, a situation that reduces their interest in pursuing education.

4.4.1.3 School is Located far from Home

The research data reveals that 53(59%) accepted that school located far from home

while 37(41%) were not accepting the reason of the school to be located far from home. From the field data respondents shows that the most of female student live far from school thus they spent a lot of time to move from home to school that make them tired and totally make them discouraged to proceed with schooling. For stance girls from Mwanyitanga walk 8km to school without any other means of transport, this is big challenge for them to concentrate during class hour. Also, the findings from the interview show that most of the female students are living far away from the school premises. Also, Chege (2003) discovered that academic performance is influenced by various demographic factors such as distance from home to school. The distance has huge implication on the performance of female students where there is no other means of transport especially in rural area.

4.4.1.4 Sometimes Family Activities Like Cultivation and Harvesting Are Done by Girls Alone

According to the findings, 50(56%) of the respondents accepted while 40(44%) did not accept that family activities like cultivation and harvesting are done by girls alone. The field result revealed that during cultivation and harvesting season most of the female students directly involve in agricultural activities that result into poor attendance to school hence low academic performance. Furthermore, the interviews show that in their society when man get marriage the activities like cultivation and harvesting are the work to be done by women and her children.

According to the findings, majority of female students accepted that family activities like cultivation and harvesting are done by girls alone, in Itilima district girls and the

women are the one who feed the family, so during rainy season girls are forced by their parents and guardians to leave school and work for shamba. This habit makes female students to lose some of class period for so long while the class is proceeding in return girls tend to perform poor because of many activities which are to be done by them.

4.4.1.5 Culturally the Boys are Given Chance over the Girls Whenever There is Home Resources Struggle for Schooling

According to the findings, majority of female students from Itilima district 70(78%) accepted that whenever there is struggle for resources boys are given more chance than girls while 20(22%) did not accept. From the result academic priority are given to the boys rather than girls in Itilima community, therefore from this perception girls are less motivated to perform in academic even if they will perform well, they won't continue with further studies. The findings from focus group said that the female student lack support from parents and also, they believe that girls are inferior in all aspect. For example, one respondent said that

“Her sister got division three in form four national examination instead of their parents to support her for further studies they decided to support her brother who were not interested in studies”, from this quotation it shows that their younger sister was discouraged for studying.

According to data from interview it shows that culturally the boys are given chance over the girls whenever there is home resources struggle for schooling, this is one of the factors that discourage most of female students to concentrate in studying because they know even if they will academically perform well they are going to remain aside and get marriage, so most of female students are less motivated on

studying because they lack support from their parents and guardians.

The above findings can be correlated with Psacharopoulos and Woodhall (2005) concur with Udo (1979) in that they also noted that parents, especially mothers favour boys' education because they depend on adults for old age insurance. This in the end may lead to low girls academic achievement in National examinations, which will impact negatively on the society because lack of education for girls has a negative influence on child mortality, economic growth and fertility rate. Also Kelly (1998) had the same view in his study. He reveals that when parents are confronted with constraints of limited opportunities or resources for schooling, they generally favor the education of male children. Emphasis was placed on boys because boys were seen as a vehicle of continuity in the lineage and the girl was on transit. Thus property inheritance, social recognition and therefore empowerment are accorded to the boy.

4.4.1.6 Girls are Not Expected to Take Leadership in Pastoral Society Like Sukuma

From the findings, 75(83%) of the respondents accepted that girls are not expected to take leadership in pastoral society like Sukuma and 15(17%) did not accept the reason. The result from the field shows that majority of female student they won't be a leader from their society therefore their parents does not encourage girls to be seriously in their studies. From the findings, one of the factor that hinder the academic performance of female students is that girls are not expected to take leadership in pastoral society like sukuma, the perception that girls are weak in

everything makes them inferior even to try on small things, girls are not participating even in school leadership because their parents and guardians does not encourage them to do so, this goes into studies where they are less motivated to perform well because they know they are going to be nobody else in their community rather than being a wife of somebody.

4.4.1.7 Most Girls are Source of House Keeper a Big Towns Like Mwanza and Other Places

According to the findings, 66(73%) of the respondents accepted the reason while 24(27%) did not accept that most girls are source of house keeper in big towns like Mwanza and other places. From this result most parents use their girls as source of income by sending them into big cities to work as housekeepers, from this perception girls are less serious on studies because they know they have to go somewhere else. According to the findings, most female students have low academic performance because of the low concentration on studies which is influenced by being the source of house keeper in big towns like Mwanza, majority leave the school and the other who are remaining lack support from their parents.

4.4.1.8 Most Girls Engage in Small Business During Class Hour to Fulfill Their Basic Needs

From the findings, majority of the respondents 70(78%) accepted that most girls engage in small business during class hour to fulfill their basic needs and 20(22%) of the respondents did not accept. From that result of (78%) majority of female students was seriously on small business to earn money than studying which leads to

questionable performance. The result from interview shows that due to large number of children in the family, they have been forced to engage in small business in order to buy school materials. One of the respondents said that

“I am selling the oranges to buy my basic needs because no one if after me”

From the field data, majority of the respondents accepted that most girls engage in small business during class hour to fulfill their basic needs. This is one of the most challenge facing girls in pastoral community, due to lack of support from their parents they are forced to engage in small business where they spend lot of time to think about money which could help them to get basic needs, from this situation girls put short time on studying which leads to questionable performance.

The findings above is correlated with (Nduku 2009) who noted that poor academic performance attributed to lack of parental support of their children while doing assignments, failure to purchase books and failure to show up in schools to discuss their children’s performance, lack of concern when their children performed poorly and financial constraints also Jacky (2011) observes that girls face a lot of challenges while in institution of learning and are readily frustrated when they experience financial difficulties and consequently drop out of school. She believes that due to the unique financial needs of girls, society should be ready to spend much more to keep in schools. Also, Jacky (2011) observes that girls face a lot of challenges while in institution of learning and are readily frustrated when they experience financial difficulties and consequently drop out of school. She believes that due to the unique financial needs of girls, society should be ready to spend much more to keep in schools.

4.4.1.9 Cultural Belief Supporting Marital Acts after Maturity

According to the findings, 64(71%) of the respondents accepted that there is cultural belief supporting marital act after maturity and 26(29%) of the respondents did not accept. From that result the majority of girls believe that they are ready for marriage and the schools are the places for them to grow this indicate that they are not serious on studying hence poor academic performance.

From the focus group discussion, the research revealed that when the children reach puberty stage the community give them room to do what they want especially involvement in love affairs. They believe that when they don't engage in love affairs their pubic hair won't ever grow. One of respondent said that

“my parent was advised me to be in love relation with any man so as to my pubic hair to grow and attain maturity as a real woman, but after doing so I ended up with many relations with different people and instead of concentrated in studies I used lot of time in Love affairs”

Disparities education among pastoralist communities on cultural conservatism where modern education is not taken seriously for girl child. Some of the parents among this society still prefer to marry off their daughters at an early age instead of schooling them. Even those who are not married lack the motivation to work hard because they know after all they are not going to complete the school, hence the cause for their poor performance. The study conducted by the world bank policy studies on education in the Sub-Saharan Africa (1988) also said that girls do not do well in school because most parent believe that the social benefits derived from female education are not likely to have much impact on the family.

4.4.2 Environmental Factors Causing Low Academic Performance of Female In Itilima District

The study sought to determine the extent of environmental factors how affect the performance of female student. According to the table below the figure 4.6 explains the environmental factors affecting academic performance of female students.

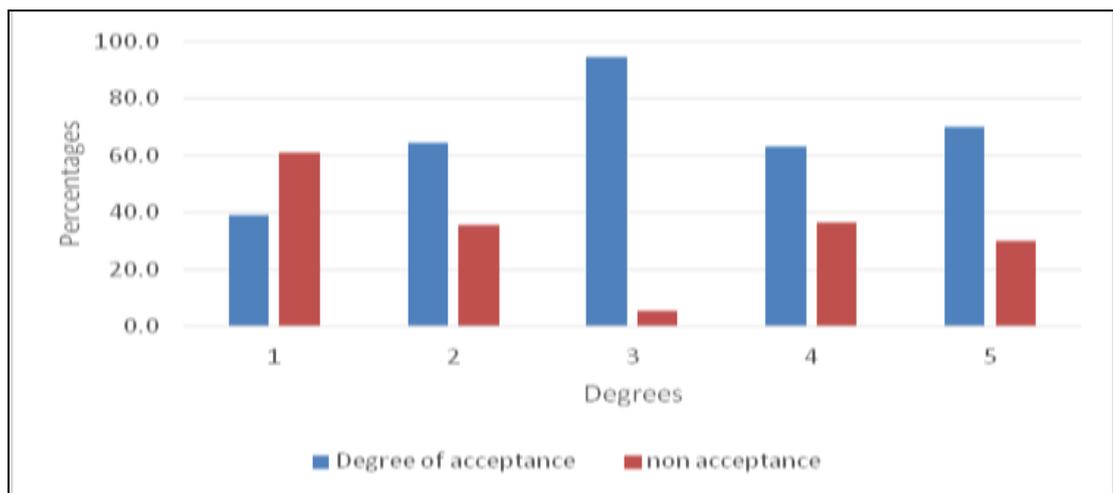


Figure 4.6: The factors are labeled 1,2,3,4 and 5 from the questionnaire and discussed below

4.4.2.1 Girls Walk Over Ten Kilometers to Access School

According to the responses obtained from the students, majority of the students 55 (60%) did not accept that they walk over ten kilometers to reach school. However, 35 (40%) accepted that they walk over ten kilometers to reach school. From the result it shows that majority of female students does not walk over ten kilometers to access school, this imply that few of them are affected with long distance from school. According to the research set up which include interview, questionnaire and documentary showed that minority of female student walk more than 10km to school this has a lot of implication to their academic performance because before class hours

they become tired and totally exhausted due to long journey in the rural area where there is no other means of transport. From the result it shows that majority of female students does not walk over ten kilometers to access school, this imply that few of them are affected with long distance from school.

From respondents' own response, the researcher interpreted that some of them traveled a very long distance from their residence to where schools are located. This is because some respondent respondents that they traveled more than ten kilometers from their homes to school every school day. When the researcher wanted to know the mode of transport used to reach school, student respondents some used bicycles while many traveled on foot. It is this information when the researcher concluded that, female students at Itilima district were traveling a very long distance from their homes to school and this was among factors which lower their academics.

4.4.2.2 Girls Walk Over Five Kilometers to Access the School

According to the responses obtained majority of the students 58 (64%) accepted that they walk over five kilometers to access the school and 32(36%) did not accept that they walk over five kilometers to access the school. From the field result shows that majority of female students walk over five kilometers to access school, this imply that they tend to spent lot of time to access school they become tired and hungry even before studies.

From focus group discussion, the respondent agree that they walk long distance in the rural areas where they meet with wild animals like elephant thus make them

afraid and return back home instead of going to school, one of the respondents reported that

“I am coming from Songambebe village where it takes three hours to reach school but during the journey I met with wild animals like elephant and hyena which are very dangerous to me, this tend to post pond the journey to school”

From this quotation some of the female students tend to miss the class as the result they perform poor. It was learnt from the field during research that most of female student walk more than 5km to school this distance has directly impact on their academic performance due to fact most of the community in Itilima district live in scattered settlement due to small population and they are pastoral community which lead to few schools and have been located far apart from each other. For example, Ndoleleji Secondary School constructed to accommodate five villages where by each village is located far away from each other and respectively to school. The female students tend to spent lot of time to access school they become tired and hungry even before studies also they meet with wild animals like elephant and hyena which is very dangerous to them thus make them afraid and return back home instead of going to school thus they miss class as the result they perform poor.

4.4.2.3 Girls are Dropping School Due to Natural Practices, Early Marriage

The research showed that the majority accepted that most girls in pastoralist society drop the school due to natural practice like early marriage, about 85 (94%) while 05 (6%) of the students did not accept that girls were dropping school due to natural practice like early marriage. From the findings it shows that majority of female students drop school due to natural practice like early marriage, this imply that most

of female students take less serious on studying but on other hand they spend lot of time on marriage issues which is supported by their parents and elders. Also, further study reveals that girls tend to be treated in harsh by their parents and guardians so as to be discouraged on studies and finally the girls tend to drop school.

Triangulation sources in the interviews informed this study that girls in pastoralist society drop the school due to natural practice and traditional practices like early marriage, Mbina and chagulaga this imply that most of female students take less serious on studying but on other hand they spend lot of time on marriage and traditional issues which is supported by their parents and elders also unequal treatment between girls and boys. Girls tend to be treated in harsh by their parents and guardians so as to quit the studies and get marriage.

4.4.2.4 Girls Are Source of Wealth to the Families

The data indicated that most of the students 57 (63%) accepted that in pastoralist society girls have been used as source of income to their families and 33 (37%) of the students did not accept that girls have been used as source of income to their families. The findings revealed that most female are source of wealth to their family therefore their parents facilitate them to get marriage instead of studying in order to become rich.

It was revealed from the research data that most of the girls in pastoralist community are source of wealth, among of the source of income of most parents and guardians are the girls through bride price and they call them “DUKA” that means they invest

on the girls for marriage instead of studying. Parents are ready for early marriage of their daughters so as to get bride price which is cattle used for their brothers to get marriage and other cattle used for farming.

4.4.2.5 Unavailability of Source of Power in Their Home

According to responses obtained it was revealed that 63 (70%) of the female students accepted that the absence of source of power in their home affects them in academic performance while 27 (30%) of the female students did not accept that unavailability of source of power in their home is the reason for poor academic performance. This imply that most of female students they lack source of light in their home environment so they depend on class studying only this hinder their academic performance because they spend short time on studying.

The findings from FGD revealed that there is poor learning environment in their home which can support them in academic performance. One of the respondents said that:

“I’ m failing because in our home we don’t have source of light, table and chairs and studying room”

From this quotation means that most female students were not studying at home during night hours. The general interview and focus group discussion revealed that unavailability of source of light in their home place act as strong obstacle for them to perform academically, for example from the findings most of the family has one rechargeable solar which is used for the whole family and for specific activities like cooking and meal time, then it goes for the head of the house until then.

This imply that most of female students they lack source of light in their home environment so they depend on class studying only this hinder their academic performance because they spend short time on studying.

4.4.3 School Based Factors Causing Low Academic Performance of Female Students in Itilima District

The study aimed at also establishing the school-based factors affecting poor academic performance of female students. In light of this, the researcher ought the views of female students regarding the school-based factors that affect academic performance in Itilima district as seen in table below

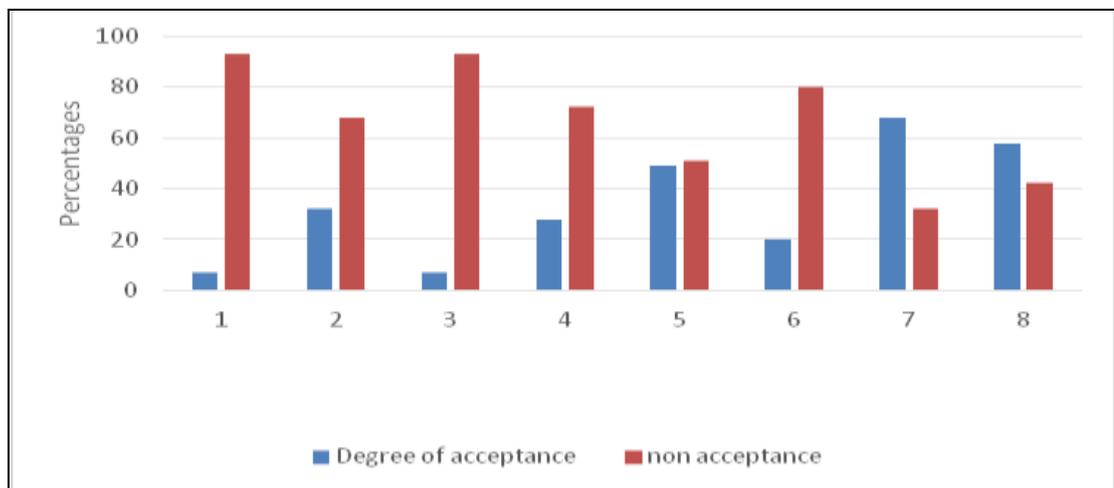


Figure 4.7: The school-based factors causing low academic performance of female students labeled 1,2,3,4,5,6,7, and 8 from the questionnaire and discussed below

4.4.3.1 School Allows Bullying of Girls

The research findings indicate that 83 (92%) of the female students did not accept that school allows bullying of girls while small number of female students 7(8%) were accepted that the school allows bullying of girls. The triangular setup of

research including interviews, FGD, and documentary showed that there is equality between female students and boys in government school although in some cases which is rarely situation discrimination can happen for female student.

4.4.3.2 Teachers Assumes Girls Are Weak In Subject Particularly Science Subject

According to the findings 61(68%) of the female students did not accept the reality that teachers assumes girls are weak in subject particularly science subject while 29 (22%) did not accept. The findings showed that teachers treated all students equally regardless of their gender. Although perception from community science subjects is hard for girl so it is better for them to take art subjects.

4.4.3.3 Girls are Not Supported by School System to Perform Academically

The data from the findings reported that most of the female 83(92%) did not accept that the school system is not supporting them to perform academically and 7(8%) accepted that school system is not supporting the female students to perform academically. The triangulated methods including interviews, focus group discussion and documentary review showed that adequate supply of qualified teachers, furniture's, proper sanitary services enough classrooms, special room for girls, teaching and learning materials in Itilima district for secondary schools provide reliable environment for education for all specifically boys and girls.

4.4.3.4 Girls are Less Motivated to Progress Because They are Not Expected to Be Future Leaders

According to the findings 65(72%) of the respondents did not accept that girls are

less motivated to progress because they are not expected to be future leaders while 25(28%) accepted that are less motivated to progress because they are not expected to be future leaders. It was observed from finding that girls are motivation from teachers in school. For example, during interview held to different student confirmed that instead of being motivated only girls is encouraged by teachers and other government leaders to increase the effort on their studies but the challenge come from their traditional believes and perspectives that motivation for girls is only during marriage so parents and other family does not motivate female student in academic aspect.

According to the data from interview, most female students accepted that there is cultural belief supporting marital act after maturity which makes them to believe that after maturity, they have to get marriage instead of studying, this makes female students to have low concentration on studying hence low academic performance.

4.4.3.5 Girls Enter into Love Affairs with Teachers

The findings show that 46(51%) of the female students did not accept that girls enter into love affairs with teachers 44(49%) accepted that girls female students enter into love affairs with teachers. The findings showed that there was sex relationship between female students with their teachers for the reason that they will benefit from their teachers.

4.4.3.6 Monitoring Girls Discipline is Weak at School

From the finding's majority of the female students 72(80%) did not accepted that

monitoring girls' discipline is weak at school and 18(20%) accept. That means all students are equally treated regardless to their gender. From the findings majority of the female students were accepted that monitoring of discipline was active and strong to encourage them increase effort on their studying.

4.4.3.7 Poor Quality of School

According to the findings, 61(68%) of the respondents accepted that the school has low quality while 29(32%) did not accept. Most of the respondents from the interview stated that most of school in Itilima district has poor quality in terms of classes, chairs, the number of class is very minimal while the number of students is big, most of the school they don't have complete laboratory, hostels for female students and small number of teachers.

The findings showed that most school in Itilima district have low quality in terms of teaching and materials, tables and chairs, laboratories and shortage of classes, during examination some of the students are forced to stay out of classes and sit on the glasses in order to do exams because the number of classes is very minimal to accommodate the whole students.

The above findings can be supported by survey conducted by the ministry of Education, Science and Technology in Kenya in 1999, showed extreme poor quality of services including unhealthy boarding condition, frequent practices of child abuse, high costs for education necessities, lack of employment after graduating all discourage parents to sent their children to school. Also SACMEQ (1999) indicated

that shortage of physical facilities, text books and other equipment affected students learning and their subsequent performance. Supporting this view, Eshwan (1983) stated that difference in school facilities such as libraries, laboratories, playing fields and electricity seemed to account for the difference in achievement. In view of this, it can reasonably be concluded that the lack of adequate facilities and enough teaching and learning resources is one of the factor causing low academic performance of female students in Itilima district.

4.4.3.8 Difficultness of Language of Instruction in Class

From the findings, majority accepted that difficultness of the language of instruction is one of the reasons by 52(58%) while 38(42%) of the respondents did not accept. The interview done from students themselves stated that they have poor background of English and Kiswahili. In their community the language which is spoken is Sukuma only and sometimes when they reach home, they are required to speak Sukama instead of Kiswahili. But this also a problem to teachers in communicating with parents when they visit school.

Moreover, Smith (2017) showed that communicating using language require strong background in instruction and learning situation so as to increase understanding. Competency in the language of instruction is a necessary requirement for understanding the concepts being taught. Phakiti, Hirsh, and Woodrow (2013) stated that in universities where instruction is carried out in English, a student's ability to master the English language is a critical aspect of academic success.

4.4.3.9 Strategies to Improve Academic Performance among Girls in Pastoralist Society in Itilima District

The Table Below Shows Several Findings from Female Students:

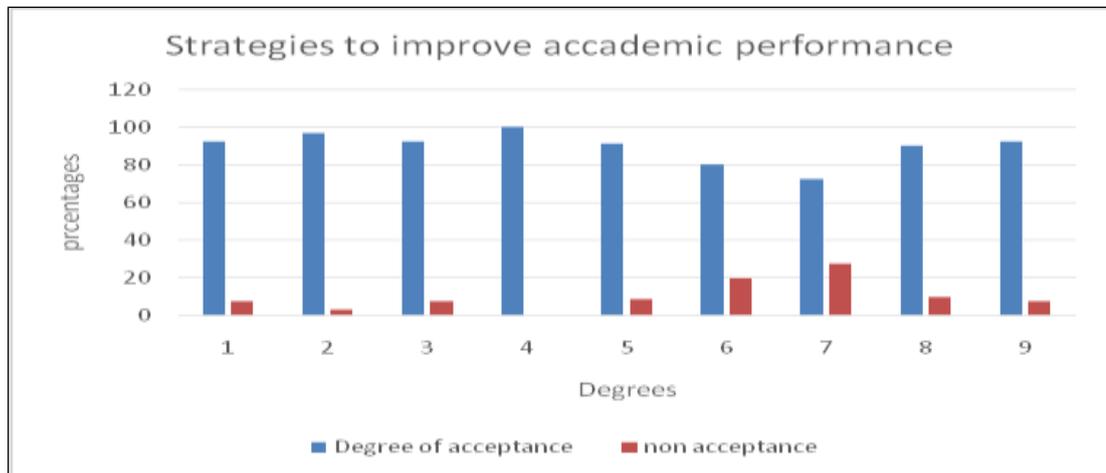


Figure 4.8: The strategies to improve academic performance among girls in pastoralist community labeled 1, 2,3,4,5,6,7,8 and 9 from the questionnaire and discussed below

4.4.3.10 Equality Treatment with Boys in The Class

According to the findings, 83(92%) of the respondents accepted that equality treatment with boys in the class will influence performance of the female students while 7(8%) did not accept. From the finding majority of female students agree with the strategies that equality treatment with boys in the class will influence their performance since they will be free cooperating with boys in the matters of education.

4.4.3.11 Control Girls Discipline Protects Girls

Majority of the female students 87(97%) was accepted that controlling girls discipline protect girls will influence the performance of female students in Itilima

district and minority of the respondent was rejected. From the findings most of female students agree that if the school will control the discipline it will lead to protection of girls. Discipline and education goes hand to hand that means if you want to perform well you have to maintain the discipline in learning, keeping time of studying and respecting those who responsible in teaching, this will lead into improvement in education.

The school administration should handle indiscipline case with maximum care because when students are indiscipline, the disciplinary action taken against them depend on gravity of the offence and they can be suspended from school or even expelled. This may force some of students to drop out of school or come only during exam hence provide poor performance. Mbiti (1981) states that sometimes what is seen as indiscipline may be an expression of deeper problems which may require specialized experts in school guidance and counseling.

4.4.3.12 Avoid Early Marriage among Girls

The research data indicated that 83(92%) accepted the ideas of avoiding early marriage among girls will influence the performance of female students while 7(8%) of the female students did not accept the strategies. From the field data majority of female students reveals that avoiding early marriage among girls will be better strategies for them to improve in their academic.

4.4.3.13 Avoid Bad Culture of Assuming Girls Are Source of Wealth

The whole majority 90 (100%) accepted that avoiding bad culture of assuming girls

are source of wealth is one of the best strategies to take out. From triangulation methods of getting the data from the field which involve interview, questionnaire and documentation shows that bad culture and traditional believes such as early marriage and assuming girls as source of wealth in pastoral community is very common and is among of hindrance of girl's academic development.

4.4.3.14 Strict Laws to Protect Early Pregnancies Among Girls

According to the finding, 82(91%) of the respondents accepted that strict laws to protect early pregnancies among girls will be useful strategies while 6(9%) of the respondents did not accept the strategies. From the findings it was shown that strict laws and good enforcement of laws which prohibit early pregnancy and early marriage it will promote girls, academic performance also from document it has been shown that child protection laws if well enforced in the community it increases the right education to the child especially girls in pastoral society.

4.4.3.15 Hostel Approach to Girls

According to the research, most of the female students 72(80%) accepted that hostel approach to girls is one of the best approaches while 18(20%) of the respondents did not accept. Most students, teachers and parents wanted the government to build hostel for the female students in order to reduce the challenges facing them. Also, from the finding it has been shown that due to low value o education on girls in pastoral community as well as their value of girls in education it is better for girls to be in boarding or hostel so as to increase their performance in their academic aspect.

4.4.3.16 Equal Distribution of Duties to Boys and Girls

From the findings, 65(72%) accepted that there must be equal distribution of duties to boys and girls while 25(28%) did not accept the approach. According to the result of findings it is shown that most of the household activities is done by girls compared to boys this reduce the time for girls to study so if household activities is equally distributed to boys and girls it will give the time for both of them to study and perform well in Itilima district.

Mushi and Mwakasangula (2008) had similar findings in their study about strategies to enhance girls' enrolment and participation in education in Morogoro municipality when they conclude that increasing schooling costs result in more work for women hence relying on girls' labor. This also puts more pressure on girls to stay at home rather than participating in school. To avoid the problem Fentiman *et al.* (1999) recommended that gender sensitive programs should be adopted to enable school girls to combine schooling with their work responsibilities.

4.4.3.17 Girls Towel to Girls Approach

According to the findings, most of the female students 81(90%) accepted the strategies of distributing girls, towel while 9(10%) did not accept the strategies. From the findings it has shown that providing towel to girls during the menstrual period and special room for girl to change and maintain their hygiene. Infact the government is requested to provide free the girls towel to school girls as the neighboring Kenyan did by their president Uhuru Kenyatta president.

4.4.3.18 Prizes to Girls Who Perform Well

According to the findings, 83(92%) accepted that prizing girls who perform well will also be the best way to influence the performance and 7(8%) did not accept the approach. Motivation for girl is very crucial for female students who did best also it add competition in academic performance as well as it motivates the family and community if their girls get prizes on their academic performance. Furthermore, the findings from the interview show different measures that can be taken to ensure high academic performance of female students in Itilima as follows, educating parents about important of educating girls and removing all obstacles that hinder provision of education to girls, Good guidance and counseling to girls, Enforcement of available laws that protect girls and collective support from all stakeholders.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further records.

5.2 Summary

The purpose of this study was to investigate the factors causing low academic performance among female students in pastoral community in tilima district in simiyu region. Four research questions were formulated to guide the study: Research question one sought to determine the socio-economic factors that contribute to the poor performance among girls in pastoralist society at Itilima district. The second research question aimed at finding the environmental factors affecting performance of female students in pastoralist society in Itilima district. While research question three aimed at finding the schools-based factors that hinder academic performance of female students in Itilima district. Finally, research question four aimed at finding out the strategies which will improve the academic performance among girls in pastoralist society in Itilima district.

This study adapted survey descriptive design. The target population for this study therefore comprised about 90 female students from public secondary school, 6 head of school, 10 parents. The sampling of students was based on total number of female students present in school that is 40,10,17,12 and 11 in all six schools. The study used questionnaire, interview and focus group discussion.

5.3 Socio-Economic Factors Contributing the Poor Performance among Female Students

Findings reveal that there were socio-economic factors that affected female students' performance. For example, majority of the students numbering 87(97%) said that in their community they do believe that girls are the source of income to the Sukuma tribe. Parental level of education was another factor which was reported by all the head of school 6(100%) is affecting the female students' performance. Also, majority 88(98%) of the female students reported that all works at home for example domestic chores especially fetching water, washing and cooking, taking care of livestock after school are to be done by girls. Not only that 70(78%) reported that most girls were engaging in small business during school hour to fulfill their basic needs. All these activities reduced their engagement in schooling leading to drop out and poor academic performance as shown in their examination results.

5.4 Environmental Factors Affecting Girl's Academic Performance in Pastoral Society

It was revealed that environmental factors affect student's performance. For example, 85(94%) of the female students reported that girls were dropping school due to natural practice like early marriage also 63(70%) of the students reported that unavailability of source of power in their home is one of the main reasons. Furthermore 58(64%) of the students reported that they walk over five kilometers to access school also 6(100%) of the head of school stated that school are located far from home.

5.5 School Based Factors Causing Low Academic Performance Among Female Students

It was also revealed that school-based factors affected students' performance for example 61(68%) of the students reported that the school has low quality in terms building, light teaching materials and shortage of teachers particularly science subject. Also, the report from the heads of school revealed that 6(100%) there is inadequate of facilities in their school like books, laboratories. The study also finds out that 52(58%) of the students facing the challenge of difficultness of language of instruction in class because they have poor background in English and Kiswahil. Also 10(100%) of the parents were not able to speak Swahili language and they don't want to learn.

5.6 Strategies to Improve Academic Performance among Girls in Pastoralist Society

The findings revealed some of the strategies which can be taken for example, 90 (100%) of the students wants the community to avoid bad culture of assuming girls are source of wealth. Also 87(97%) of the students agree the measure of controlling girls' discipline in order to protects girls. Not only that 83(92%) of the students also agree to the measure of avoiding early marriage among girls by providing awareness to the parents the importance of educating girls. However, 83(92%) of the students agree with the measure of prizing girls who perform well.

5.7 Views of the Heads of School and Parents Regarding Ways of Improving Academic Performance of Female Students in Itilima District

The findings also revealed that according to all the heads of school in order to improve academic performance in Itilima district the government should employ more teachers and school should be provided with enough facilities and teaching resources. Moreover, 6(100%) of the heads of the school recommended that all stakeholders should be involved in solving social economic limitation, 6(60%) of the parents recommended that government should provide awareness to the nomads, building hostels and dormitories for the female students in order to reduce some challenges facing them.

5.8 Conclusion

Based on the findings of the study, it was concluded that socio-economic factors, environmental and school-based factors are affecting female student's academic performance in Itilima district. Majority of the students' families reared livestock and practiced farming as the source of income which did not sufficiently cater for the students' needs in school hence affecting students' academic performance. The study also concluded that environmental factors are affecting the performance in Itilima. These factors are girls are dropping school due to natural practice like early marriage, girls are source of wealth to the families, unavailability of source of power in their home and girls walk over five kilometers to access school. It was concluded that there some school-based factors were among the factors affecting academic performance of female students, these are poor quality of school and difficultness of language of instruction in class.

It was also concluded that all secondary school should have hostel for female students, educating parents about the important of educating girls and removing all obstacles that hinder provision of education to girls and collective support from all stakeholders. The study concluded that majority of the respondents' perceived that socio-economic, environmental and school based factors are affecting the academic performance of female students in Itilima district.

5.9 Recommendations

Based on the findings it was recommended that;

- i) The community should be sensitized on the importance of educating their children
- ii) The government and NGO's should provide adult education to these community because majority they don't know to read and write.
- iii) Great effort is needed to avoid bad culture of assuming girls are source of wealth.
- iv) Government with other stakeholders collectively constructs hostels for female students.
- v) More study on the Role of Family in Influencing the Academic Performance of female students.

5.9.1 Recommendation for Further Studies

- i) The current study focused on the pastoral society in Itilima, the new study is recommended to other pastoral regions like Manyara, Kilindi and Kilosa to see what will be findings.

- ii) The family unit in pastoral society was observed to be responsible for the poor academic performance among girls. Anew study is recommended to assess how the family can improve the girl education in pastoral society.

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APPENDICES

QUESTIONNAIRE FOR THE HEAD OF SCHOOLS

The study seeks to analyze Reasons for the Poor Performance of Female Students at Itilima District in Simiyu region. The information provided will be strictly for the purpose of research and will be treated confidentially. Please DO NOT indicate your name.

INSTRUCTIONS

Kindly ensure you answer the following questions to the best of your knowledge. Please tick (✓) or provide the information as required in each section or question.

SECTION A

1. Gender (tick one) Male Female
2. Age in years
3. Years you have been in the current school
4. Level of education (tick one) Diploma Degree Masters
5. Type of school you are managing (tick one) Mixed Single Day
Boarding

SECTION B

1. Number of girls in form 4 in your school.....
2. Number of girls in who joined form 1 and currently in form 4.....
3. Number of female teacher in your school.....
4. According to you, how would you rate the adequacy of facilities for girls in your school (tick one) Very adequate Adequate Inadequate Very inadequate
5. In your opinion, what are the factors that influence poor performance of female

students in your school.....

.....

.....

6. How supportive are your parents in your school towards girls' education? Very much [] Much [] Fairly [] Not at all []

7. In your opinion, what measures can be taken to ensure high academic performance of female students in Itilima district.....

.....

.....

THANK YOU VERY MUCH

QUESTIONNAIRE FOR THE FEMALE STUDENTS

This questionnaire is developed to help in obtaining data for the study based on finding the Reasons of Poor Performance of Female students in Itilima district. Read the items diligently and provide the necessary responses accordingly.

1. Background information of students

School name.....

Village name.....

Distance to school.....km.....minutes/hour

2. Education level of parents (Tick relevant)

	FATHER	MOTHER
1. No education		
2. Primary education		
3. Secondary education		
4. University education		

3. Occupation of parents

	FATHER	MOTHER
1. Officer in.....		
2. Business.....		
3. Farming.....		
4. No job.....		

4. Family size

i) Mothers: (co-wives).....

ii) Boys.....

iii) Girls.....

5. Among the reasons for the poor performance of female students: Rank them by putting **Strong Agree (SA)**, **Agree (A)**, **Undisagree (UD)**, **Disagree (D)** and **Strong Disagree (SD)**

Sn	Socio-economic factors affect the female academic performance in Itilima district	SA	A	UD	D	SD
1.	Girls are source of income to the sukuma tribe					
2.	The facility practice assumes are work at home to be performed by girls					
3.	School are located far from home					
4.	Sometimes family activities like cultivation and harvesting are done by girls alone					
5.	Culturally the boys are given chance over the girls whenever there is home resources struggle for schooling					
6.	Girls are not expected to take leadership in pastoral society like sukuma					
7.	Most girls are taken to be house girl even before completing schooling					
8.	Most girls engage in small business during school hour to fulfill their basic needs					

Sn	Environmental factors affecting girl's academic performance in pastoral society	SA	A	UD	D	SD
1.	Girls work over ten kilometers to access school					
2.	Girls work over five kilometers to access school					
3.	Girls are dropping school due to natural practice, early marriage					
4.	Girls are source of wealth to the families					
5.	Unavailability of source of power in their home					
6.						
7.						
8.						

Sn	School based factors affecting girl's academic performance among girls	SA	A	UD	D	SD
1.	School allows bullying of girls					
2.	Teachers assumes girls are weak in subject particularly science subject					
3.	Girls are not supported by school system to perform academically					
4.	Girls are less motivated to progress because they are not expected to be future leaders					
5.	Girls enter into love affairs with teachers					
6.	Monitoring girls discipline is weak at school					
7.	Poor quality of school					

8.	Difficultness of language of instruction in class					
	Strategies to improve academic performance among girls in pastoralist society in Itilima district					
1.	Equality treatment with boys in the class					
2.	Control girls discipline protect girls					
3.	Avoid early marriage among girls					
4.	Avoid bad culture of assuming girls are source of wealth					
5.	Strict laws to protect early pregnancies among girls					
6.	Hostel approach to girls					
7.	Equal distribution of duties to boys and girls					
8.	Girls towel to girls approach					
9.	Prizes to girls who perform well					

INTERVIEW QUESTIONS

6. What are the socio-economic factors contributing to poor performance of female students in Itilima district?.....
.....
7. What are the environmental factors that hinder academic performance of female students?.....
.....
8. In your opinion what strategies can be taken to improve girls' performance at Itilima district?.....
.....

THANKS MUCH GOD BLES YOU