THE IMPACT OF GENDER ROLES ON GIRLS PARTICIPATION IN PRIMARY EDUCATION IN BUNDA DISTRICT

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CERTIFICATION

The undersigned certifies that, he/she has read this dissertation titled *"The Impact of Gender Roles on Girls Participation in Primary Education in Bunda District",* and does hereby recommend for acceptance by the University in partial fulfillment of the requirements for the degree of Master of Education (APPS) of the Open University of Tanzania.

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DECLARATION

I hereby declare that the dissertation submitted for the degree of M. Ed. – Administration, Planning and Policy Studies at The Open of University Of Tanzania, is my original work and has not previously been submitted to any other institution of higher education. I further declare that all sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references

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Mbekenga Generosa Tarcis

Date: ………………………………..

DEDICATION

I dedicate the dissertation to my dear sons Rei Seko and Simai Seko and my lovely husband Seko Kalala, whose love, care and advice shaped my life and to whom I am always grateful.

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I thank almighty YAHWEH for sustaining me up to this level. The completion of this dissertation has been a result of generous contribution and participation by various individuals and organizations. I do not intend to give an exhaustive list of personal and institutions, which contributed toward completion of this work. I request for their acceptance on my affectionate appreciation to them.

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This work would not have been complete without support, encouragement, play and motivation from my lovely husband Seko Kalala and my dear sons Rei Seko and Simai Seko, my Niece Wivina Charles and Belina Charles.

ABSTRCT

The aim of this study was to determine the impact of gender roles on female students' participation in primary education in Mugeta and Kunzugu wards in Bunda district. The study was mainly qualitative and data were collected using focused group discussions, semi-structured interviews, documentary reviews, observation and questionnaires. It was revealed in this study that responsibilities are distributed on gender basis and mothers and their daughters are responsible with all domestic works, farming and animal keeping. It was also discovered that the major portion of the family income is generated by mothers and their daughters. The study also reveals that gender stereotyped roles penetrate to school activities forcing girls to fetch water and collect firewood for teachers' use at school. Furthermore, the study also discovered that cultural practices and social values such as betrothal and *unyago* (initiation) ceremonies affect female students performance, causes girls' poor attendance, dropout, earlier engagement in sexual activities, pregnancies and early marriages. The study concludes that gender stereotyped roles, caused by cultural practices and values are responsible to poor participation of girls in primary education in Mugeta and Kunzugu Wards in Bunda District. The study recommends special education to parents on the benefits and importance of educating a girl child. Also, the government should put in place policies that will address social and cultural issues that affect negatively the female children to participate effectively and equally in education acquisition.

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LIST OF ABBREVIATIONS AND ACRONYMS

AAIE - Action Aid and Institute of Education

DEO - District Education Officer

EFA - Education For All

ESDP - Education Sector Development Programme

ESEDP - Education Sector Development Plan

FGD - Focus Group Discussion

FGM - Female Genital Mutilation

HIV/AIDS - Human Immunodeficiency Virus/Acquired Immune Deficiency

Syndrome

MoEVT - Ministry of Education and Vocational Training

MGDs - Millennium Development Goals

PDHRE - The People Movement of Human Right Education

PEDP - Primary Education Development Plan

PSLE - Primary school Leaving Examinations

RTE - Right to Education

SNNPR - South Nations Nationalities and Peoples Regions

UDHR - Universal Declaration of Human Rights

UN - United Nations

UNESCO - United Nations Education, Scientific and Cultural Organization

UNICEF - United Nations Children's Fund

UNIGEI - United Nations Girl's Education Initiative

UPE - Universal Primary Education

URT - United Republic of Tanzania

US - United States

USAID - United States Agency for International Development

WEO - Ward Executive Officer

WHO - World Health Organization

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Problem

Education helps people to claim their rights and realize their political and social arenas. It is also the single most way to lift people out of poverty (Right to Education, 2008).

1.1.1 Importance of Educating a Girl Child

It is important for a girl to be educated as everybody has the right to education, which has been recognized since the Universal Declaration of Human rights (UDHR) in 1948. There are evidences that demonstrate strong benefits of girl's education, which span across a wide range of area together with maternal, and child health, social stability, environmental benefits and economic growth. Girl's education is a significant variable affecting children's education attainment and opportunities. A mother with few years of formal education is considerably more likely to send her children to school (Fant, 2008) Also the World Bank (2013), argues that, educating a girl is one of the strongest ways not only to improve gender equality, but also to promote economic growth and the health development of families, communities and nations.

1.1.2 Efforts Made by Tanzania Government to Enable Participation of Girls in Education at Different Periods

Tanzania government has taken different initiatives to ensure girls participate fully in education. Among of those initiatives, is the enactment of the Education Act of 1969 so as to ensure that girls be enrolled in primary schools on equal number as boys.

To reverse the trends of enrolment, completion rate and the quality of education, the government of Tanzania introduced a series of policy reforms in education sector in the 1990s. The overall objective was to ensure an equitable access to high quality formal education in which fully participation of girls is attained. Formulation of the Education and Training Policy in 1995, lead to the Ministry of education and Culture introduce several programs including Primary Education Development Plan (PEDP I and II) under Education Sector Development Program (ESDP) with objective of achieving gender parity in enrollment; and equitable access to quality education within the goals of Tanzania Development Vision2025; and special emphasis on primary school access needs of vulnerable groups and girls (MOEVT, 2008).

Not only that but also Tanzania has signed the commitment to implement Education for All (EFA). The purpose of EFA is defined as meeting the basic learning needs by 2015 for every person to benefit from Educational opportunities; whereas EFA Goal 2 on access and Goal 5 on Gender had to be a strong agenda in education implementation in Tanzania (URT, 2010).

According to Sabates *et al.* (2010) enrolment at primary school is greater than ever before but dropout rates are significant and lead to low level of primary school completion. Through accessing the progress in Africa towards the Millennium Development Goals 2012-2025 Goals; Achievement of Universal Primary Education overall progress towards the target is low and marked by gender inequality as women's literacy is still lower.

In Tanzania still there is a gender gap widening from year to year which is noticed through the indicators of completion rate, pass rate at Primary School Leaving

Examination (PSLE) and transition rate of female pupils URT (2010, 2011, 2012 and 2013). This study intends to investigate the impacts of gender roles on education participation of primary school female pupils in Tanzania: A case of Mugeta and Kunzugu wards in Bunda district in Mara Region. Gender roles are reflected in distribution of responsibilities at home, in communities, at school and within the society.

1.2   Statement of the Problem

Primary education is important for socio-economic development in any societies. This is due to the fact that, primary education is basic, as it is a base for junior and advanced secondary level as well as tertiary level, so participation of females to the higher levels of education is determined by participation rate at primary level. The increasing of poor participation rate in education hinder provision of education and it is pre-dominant to primary school female pupils. This affects the   primary school female completion rates and their potential growth of talents.

Also poor participation of female pupils in education affects investment initiatives on female which has more socio-economic values, as the World Bank (2013), states that, educating a girl is one of the strongest ways to promote economic growth and health development of families, communities and nations. Through this view there is a need to emphasize on female participation in education so as to avoid inequality in accessing to, and benefiting of education.

Among the reasons for the most of the programs like PEDP that have been established by the government is to improve the access of female children to primary

education in order to allow their full participation in education. Although the impact of gender roles on girls' participation in education is acknowledged but few studies address them; among those studies are (Oxfam GB, 2007 Fant, 2008 and Kamwendo, 2010) those factors. The study intended to examine the impact of gender role on education participation of primary school female pupils in Mugeta and Kunzugu wards in Mara region.

1.3 The Aim of the Study

The aim of the study was to examine the impact of gender roles on participation in education of primary school female pupils in Mugeta and Kunzugu wards in Bunda Mara region.

1.4   Objectives of the Study

(i)   To investigate the distribution of domestic responsibilities on gender basis in Mugeta and   Kunzugu wards.

(ii)   To determine the trend of the female children access to primary education in Mugeta and Kunzugu wards.

(iii)   To evaluate the participation in education of primary school girls pupils in on the influence of gender roles inMugeta and Kunzugu wards.

1.5   Research Questions

(i)   How is the distribution of domestic responsibilities on gender basis in Mugeta and Kunzugu wards Bunda?

(ii)   How is the trend of female children access through enrolment in primary education in Mugeta and Kunzugu wards?

(iii) What is the participation in education of girls on the influence in Mugeta and Kunzugu wards?

1.6 Significance of the Study

The study intended to provide the detailed descriptions on how gender roles act as the barrier to primary school girls' participation in education. Specifically, the findings were expected to contribute knowledge to the existing literature about the impacts of gender roles on education participation of primary school female pupils in Tanzania. Also, it was to encourage further research on gender roles and their impacts on education participation through different levels. Moreover, to provide recommendation to policy makers, on what is the best to do with problem of female primary school pupils on education participation in order to increase female pupil's enrollment to all levels of classes, attendance, completion rate and pass rate.

1.7 Limitation of the Study

Firstly: there were difficulties to get access to some information on cultural practices; for example rites of passage: circumcision of girls (Unyago ceremony) and betrothal. All these cultural practices are done in secrecy; which involved the researcher to create friendship with the respondents. Secondly: the study concentrated mainly on gender role as independent variable against impact on female pupils' participation in education as the dependent variable, which might not provide the clear image of the problem; it involved to investigate both girls and boys pupils' school documentary records. Thirdly: Was unwillingness of respondents to be interviewed which led the researcher to use forty respondents instead of intended (50).

1.8   Delimitation of the Study

The scope of the study was limited to gender roles impacts on girls' participation in education in primary schools. This was for purpose of allowing the study to be manageable in size so as to be a feasible one; in that case findings was not be done in secondary and tertiary levels. Also findings have not done in private primary schools pupils are treated under different environment with those in government primary school. The study was conducted in two wards, Mugeta and Kunzugu in Bunda district with a sample of only five primary schools for which reason findings and conclusions was limited to the mentioned areas.

1.9   Organization of the Study

This study was organized in five chapters. The first chapter deals with the introduction which consist of background of the problem, the aim of the study statement of the problem, specific objectives of the study, research questions, limitation of the study, delimitation of the study, and conceptual framework of the study. The second chapter presents literature review. The third chapter discusses the research methodology, fourth, presentation of data and discussion. The fifth chapter was the last one.

1.10   Conceptual Framework

The conceptual framework is a scheme of concepts or variables which the researcher uses in order to achieve objectives the study (Oso and Onen, 2008). It stands out as a diagrammatic presentation of different variables involved in a phenomenon under the study. According to Oso and Onen (2008), the variables and relationship between

them can be presented in the form of the framework that reflects the entire operation towards meeting intended goals. The study on the impacts of gender roles on participation in education of primary school pupils needed an appropriate conceptual frame work that would embrace the major components and attributes necessary for assessing how gender roles affects the female participation in education.

This conceptual framework was presented into two parts: First part presented independent variable (gender roles) which acted as the root cause leading to other factors that could influence the decision of a pupil' participation in education. It was composed of Cultural value practices, family and community responses towards girl's education. Cultural value practices entailed variables of household works assigned to a girl child, traditions and strong cultural beliefs that depress female enrollment like a place of a woman is at home, rites of passage –Unyago, and betrothal. Community and family are agents assign the gender role.

The variable in first part which acted as the root cause led to: first: stakeholders develop attitudes on formal and informal education of female pupils. The stakeholders were parents or the community into which female pupils were living and teachers of the girls and girls themselves. Second: development of facilitating factors, those factors were early marriages, engagement into sexual activities and early pregnancy. Stakeholder's attitudes and facilitating factors led to the effects on female pupils participating in education which were; female pupil's access in education, attendance, retention rate, completion rate and pass rate in PSLE. The effects on the second part of the conceptual framework led to the impacts on female

pupils' participation in education. Female primary school pupils' participation in education was a dependant variable. The major components of the overall conceptual framework were summarized in Figure 1.1.

Gender role effects on female children in the formal and informal education
Cultural values practices (Gender domestic works and Strong cultural beliefs that depress female enrolment.
Community response towards girl's education and Family

The influence of gender roles on stakeholders' attitudes
• Parents' attitudes on formal education of female pupils.   • Teachers' attitudes on formal education of female pupils.   • Community' attitudes on formal education of female pupils.   The facilitating factors.   • Early marriage.   • Engagement intoearlry sexual activities.   • Early pregnancy

Effects on female pupils' participation in education.
• Access to education   • Attendance   • Retention   • Completion rate.   • Pass rate at PSLE.

Figure 1.1: A Conceptual Framework for the Impact of Gender Roles on Education Participation of Primary School Female Pupils

Source: Developed by the Researcher, (2012)

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1   Introduction

This chapter reviews various literature related to the problem of participation in education in Tanzania and elsewhere in the world. The review of the literature focused on the impacts of gender roles as the causer effects variable and female pupils' participation in education as the outcomes.

2.2   Gender Role as a Concept

Gender role are the set of social and behavioral (norms) that are generally considered appropriate for either a man or a woman as a social or interpersonal relationship. Gender role vary widely between cultures and over time within the same cultural tradition. So, gender roles are the product of socialization (World Health Organization, 2009). Gender roles change from time to time, place to place, environment to environment, society to society and culture to culture under the influence of economic and education level, ideological, values, beliefs and age.

Roles are responsibilities socially assigned to women and men thus are called "gender role". Leach (2004:18), says that, gender role are determined by social and economic factors and norms and values that underpin what we do. As such, they are also dynamic and subjective to change. There are three types of social gender roles attached to sex, these are: Productive, Reproductive and Communal ones. They are integral part of social identity and belonging and are learned, differentiated pattern of behavior for women and men acceptable to given culture.

Gender relations attempt to explain differences which appear between women's and men's roles and responsibilities. What maps out gender relation are activities such as decision making, health care, who access to power and power sharing process, land, training opportunities, money, employment, division of labor within and outside the household and are tied to sex. Gender roles determines the amount of power and status accorded to an individual (Leach, 2004:18).

Since gender roles are not biological determined, the first socializing agents of gender role are families, out of the family; schools, societal instructions, religion, mass media, environment and peer group are responsible. A Mosuo mother within the family has to teach their daughters how to be qualified Mosuo women (Yushan, 2011). Female and male in the society are portrayed through gender stereotyping. Thus the consequences of gender roles and stereotypes are sex- typed social behavior, since roles and stereotypes are both socially shared descriptive and prescriptive norms (Eagly *et al.,* 2004*).*

Gender roles provided guide to normative behavior that are typical, ought to be so likely effective for each sex within a certain social context. Also gender roles depicts ideal, should be, thus describe behaviors for men and women who are occupying particular position or involving in certain social activities. Stereotypes create expectations regarding emotional expression and emotional reaction. Stereotype and display correspond to actual gender difference in experiencing emotion and expression (WHO, 2004). Eagly, A. *et al.* (2004), depict that, men and women as social beings strive to belong and seek for approval by complying and conforming to

the social and cultural norms within their society. Then conforming to social norms shapes the pattern also maintains the very existence of sex- typed social behavior.

2.3   Theories of Gender Role

There are different theories which explain on gender development as well as gender role; only three theories are presented here which are: Psychoanalytic theory of gender by Chodorow (1978), cognitive development theory by Kohlberg's (1966) and social learning theory by Bandura (1977).

2.3.1 The Psychoanalytic Theory

Psychoanalytic theory of gender by Chodorow (1978), in extending the theory of Freudian (Freud, 1961) which states that, gender identities and differences are formed at an unconscious and passive level, and driven by interactions between infants' biological instincts and cultural values; thus the infants' biological instincts about sexuality and aggression are directed by parents' restrictions into culturally appropriate manner. Chodorow used girls and boy's asymmetrical structure of parenting to explain their different personality structures. Chondorow states that, as girls are the same sex as their mothers, they do not need to repress the oedipal attachment to mother like how boys do. Girls tend to define their self by "experiencing another's needs or feelings as one's own" (Chodorow, 1978). On the contrary, boys have to repress their oedipal attachment to their mother by denial of femininity and develop masculine personality through identification with their father. Boys are prone to define themselves in terms of "denial of relation and connection" (Chodorow, 1978). As the results, girls tend to develop a personality

more emotional and more open to the judgments of others. On the other side, boys tend to produce personality more rigid and more prone to instrumental and domineering (Ibid). She father states that, boys do not have an ever-present same-sex adult with whom to interact.

"Boys fantasize about and idealize the masculine role and their fathers and society defines it as desirable" (Chodoraw, 1978). (Ibid) the representation of masculinity align lead to boys align themselves closely prevailing notions of masculine superiority then subject them to the much more rigid masculine gender role training.

2.3.2 Cognitive Development Theory

According to cognitive approach, by Kohlberg's (1966), contends that, children consistently hear themselves called 'boys' or 'girls', they begin to conceive themselves as being one of the sex. Then through interactions the children develop a conception of attitudes toward and behavioral expectations concerning that Gender. Kohlberg (1966) says that, "child's sex-role concepts are the result of the child's active structuring of his or her own experience; they are not passive products of social training".

According to Kohlberg, acquisition of gender roles results from gender constancy, so child understands and gets aware that his or her sex is permanent. In that case Kohlberg (1966), says; "We see the child's social and sexual attitudes neither as direct reflection or innate structures," Kohlberg shows that children develop their own gender typing themselves.

2.3.3   Social Learning Theory of Gender Development

Social learning theory, by Bandura, emphasizes the importance of children's initiation of the behavior of others (models). The theory points out that, boys learn how to behave as boys from observing and initiating masculine behaviors, especially from their fathers. Girls learn from imitating female especially from their mothers. When children imitate same sex behaviors are rewarded, but imitating other sex behaviors are punished under the basis of gender typing. Social learning theory on the other hand emphasizes observational learning. Children observe other persons and imitate them and therefore learn something new (Bandura, 1977).

2.4   The Distribution of Domestic Responsibilities on the Gender Basis

 The concept of gender refers to social relations or interactions between women and men in a certain social or a given cultural context. Since gender is culturally and socially constructed, during socialization and as children grow up in a given social settings, parents teach them how women and men should behave, act and take responsibilities. This continuously reinforced into adulthood. Taken in this context, gender is an identity that is tied to how women or men should conduct themselves in that particular society. Men and women as social beings strives to belong and seek for approval by complying and conforming to the social and cultural norms within their society (Eagly, *et al.*, 2004).

Those with traditional gender role altitudes believe that, women are the house maker role (Riley, 2003). The distribution of domestic works through which female are tied to house hold also is revealed through the study by UNESCO (2003), indicates that,

in Tanzania, Ethiopia and guinea girls are occupied with domestic work, like preparing and cooking food, cleaning the house, looking after siblings, fetching water and firewood.

Also Kamwendo (2010) and UNICEF (2005), indicates that, female children in Tanzania are involved in all house works concerned with cooking, child caring and sick people, washing, cleaning, water and fire collection.   A study by Fant (2008), finding in Education and Girl –child Empowerment. A case of Bunkpurugu / Yunyoo District in Northern Ghana indicates that all that has to do with childcare, what the family eats, firewood and water, cleaning and washing, traditionally was and still is within women's domain. Girls have to sweep, cook, and fetch some water because they are girls as are prepared to be good wives.

Also, a study by Buraka (2006), on factors affecting female's participation in education, the case study of Tocha Woreda in SNNPR; findings indicates that, household activities are the responsibilities of daughters. These responsibilities includes; preparing and cooking food, collecting firewood and fetching water. Females are engaged in domestic works, farming, looking after cattle and income generating activities for their families and themselves. In that case, parents are interested in engaging their daughters in doing home activities rather than sending them to school.

Kane (2004), states that, girls in Africa and in fact, in most every region of the world more regardless of whether they are in school and of whether adult women are present and working in household.

This kind of the distribution of domestic works on gender basis is not only seen in Africa, but also out of Africa. A study by Yushan, (2011), on parental roles and children's socialization in Mosuo, mothers are very busy every day. They have to take care of their fields, raise domestic animals, do house chore, taking care of the elder in the family and to teach their daughters how to be qualified Mosuo women. Good girls in Mosuo need to learn everything from what they observe in daily life.

Most of domestic works done by female including caring of the sick, elderly and children, production of and preparing of food are attended by mother and their daughters in India (Hanlon, 2008). Also a report by the Shriver (2009) shows that, most of women do housekeeping works.

2.5   Access of Female Children to Education in Primary School

Fant (2008) and Buraka (2006) depict that the girls' labor at home and marriage roles are valuable to the family than their formal education. According to UNESCO (2006), we live in the world which education is characterized by extensive expanded access to all levels of educations for political participation huge growth of knowledge and economies, 77 million children are still out of school, 57 % of whom are girls.

According to the People Movement of Human Right Education (PMHRE, 2004), 100 million children of school age are out of school; at least 60% of them are girls. (UNESCO, 2009 & 2010) and (Ngobo, 2008) depict that, enrolment of girls in primary school in developing countries is low.

The findings in three regions (Arusha, Manyara and Killimanjaro) in Northern Tanzania by Action Aid and Institute of Education (AAIE, 2012), shows that, there is a high prevalence of Female Genital Mutilation (FGM) and almost one third of girls have never attended school in some district specifically Mburu. Also AAIE indicates that, girls' enrolment in primary schools decreased by 11% between 2008 and 2012. The general reduction in enrolment at primary level reflects a national trend of net enrolment decline.

According to Kane (2004), under enrolment is very much a rural phenomenon and gender gap is largely absent in urban area. Also World Bank (2004), states that, parental education and cultural factors may also cause families to differ in the priority they place on schooling of the children.

Fant (2008) says that, Cultural attitude are so entrenched that even young school girls feel that they need only to learn how to cook. Thus, girls are not allowed to go to school because of tradition as girls are born for boys and it is enough for a girl if she knows to cook and keep house. According to Bahago (2011), some communities like Nomads are resistant to cultural changes, especially as regards to those related to decisions about marriage. Nomadic parents are reluctant to release their daughters to school as they want to ensure their total compliance to betrothal their daughters. Thus, investing in their daughters' education may be viewed as counterproductive and waste of money.

Disparities in access in primary school differ across the regions and areas. Primary school education access is particular issues in Rukwa, Tabora and Dodoma regions.

This is due to economic, cultural and environmental issues. Agro- pastoral activities, cultural beliefs, tobacco production and climatic conditions keep children out of school URT (2011).

2.6   Female Pupils' Participation in Education

The problem of female participation in education in Tanzania still exists; and it will continue unless appropriate measures are under taken at primary level is found. It is necessary to solve the problem at primary level because other higher levels receive the participants (students from primary level) in primary schools. In that case the participation of female in primary level is vital as it determine participation at secondary and tertiary levels.

Despite the fact that the gender parity ratio is high in primary school, the gender balance deteriorates with promotion from grade to grade transition from level to level of education (URT, 2011). According to URT (2012), equity has also been affected in terms of participation in education, whereby pass rates and transition rates shows inequality. This low pass rates is significant to girls. Due to this there has also been a decrease on the transition rates for girls from primary to secondary.

The problem of female participation in education is not only in Tanzania but all over in developing countries as Kane (2004), indicates that in Sub-Saharan Africa the gender gap is widening, so enrolments increase might be temporary phenomenon since about 50% of African children are not enrolled in school, about two-third (2/3) girls. World Bank (2013), argues that, although most developing conntries have

made considerable progress in reducing gender gaps in school enrolment, significant gender gap estimates show that many countries will not meet the Millennium Development Goals by 2015, which aims at ensuring children everywhere, be able to complete a full course of primary education.

The participation of female in education is determined by the indicators of enrolment rate, attendance rate and promotion rate from one class to another, transition rate from level to another level of education, completion rate as well as pass rate. According to (UNGEI, 2012), Africa Universal Primary Education improved from 76% in 1990s to 102% in 2010. Through the paper prepared by the center for International and Education School of Education and Social Work, Sabates *et al.* (2010), depicts that children are stating at primary school in greater number than ever before but dropout rates are significant and lead to low level of primary school completion in many countries.

According to UNGEI (2011), gendered differences in dropout rates is what still remains in most countries. The report of millennium Development Goals (2012), depicts that more girls dropout of the school leads their lower primary school completion rates. Also, UNESCO (2009), EFA Global Monitoring Report points out the same gender concerns that there still remain persistent gender inequalities, especially in sub-Saharan Africa, South and West Asia and the Arab States, where the gender parity goal has not yet been achieved.

UNICEF (2007), indicate that, the average of enrolment in primary school in Eastern and Southern Africa is now higher for girls than for boys. The gender parity index

(GPI) for net enrolment stands at 1.01, meaning there are 101 girls against 100 boys in primary school in the region. However, the average often masks significant gender gaps between and also within countries as in some developing countries net enrolment of boys is higher than of girls.

UNESCO (2011), as cited in the citizen (2011), it indicates that, Tanzanian girls are among the most victims of gender parity in education. Sector across the World Findings of a new study, suggests that, young girls face the greatest barriers as the gender gap widen across the regions. In this case, as the girls are the biggest victims of gender disparities due to the increasing widening of the gender gap, thus means there is a problem of girl's participation in education.

2.6.1 Effects of Female Child Labour in Education Participation

Several writers include, (Leach *et al.,* 2003, UNICEF 2005, Buraka 2006, Fant 2008), argue that, household chores which are specialized gender role to female in most societies, is what affects their participation in education. Domestic responsibilities including cooking, washing, caring sibling and elderly people and cleaning placed on girls in most households leave them little or with no time for homework so means that many girls come to school in a tired condition. Those domestic workload girls face early in life, may curtail their opportunities for creative thinking and learning.

The problem of the burden of the female child labor is a worldwide, as the study by (Oxfam, 2007), indicates that, girls in India are burdened of household work especially child-caring responsibilities towards young siblings, at the same time are

withdrawn from school for six or eight weeks at a time so as to be engaged in seasonal agricultural work.

In many countries of Africa including Tanzania, all domestic chores, caring of siblings and sick persons are done by females. Female pupils sometimes have to stay at home looking after sick persons. Before going to school, they have to fetch water; where a trip can cover a distance of some hours (UNICEF, 2005).

Findings by UNESCO (2003), in Ethiopia, education, Guinea and Tanzania girls are occupied with all domestic works. These works lead to the girls to leave the school in early years of schooling. Kane (2004:68), depict that, female children are retained at home because parents fear of losing labor support at home. Also Oxfam GB (2007), a study in Bangladesh and Nepal, found that girls as young as ten years often work an average of ten hours a day. Oxfam comment that the more children have to work, the lower the likelihood of their education. Fant (2008), says that, girls perform less due to gendered division of labour at home as they have to do all of the household chore.

Kamwendo (2010), in investigating the reasons for girls' poor achievement in schools, depicts that, girls in Tanzania tend to be overworked by domestic chores such as fetching water from distances, collecting fire woods in forests - for the case of rural girls; cooking, cleaning the house, washing utensils and clothes; taking care of siblings, the elderly and disabled people at home. Even when they are enrolled in schools, girls' attendance tends to be poorer because of the domestic activities already pointed out. According to Ministry of Education and Vocational Training

(2006), meaning absent and poor attendance as truancy. Thus household works influence female children's truancy.

2.6.2 Effects of Cultural Practices and Tradition Values on Female Children Participation in Education

Scholars such as Bista 2004, Kane 2004, Garises 2006, Hanlon 2008, RTE 2008, Bahago, 2011, Ngowi 2011, Yushan, 2011), have argued that cultural practices and tradition values influence the participation of girls in education. Cultural practices and values of rite of passage on betrothal and unyago (circumcision of girls) normally lead to early marriage, sexuality activities and early pregnancy.

According to Ngowi (2011), in Kurya tribe on female circumcision, it is very rare to find girls at age of ten years haven not circumcised. Most girls are circumcised at age of 7-10. Through circumcision a girl is passed over from child hood to adult hood. In that case a circumcised girl is read for marriage. Thus girls become married at school age before the age of 18 years which is legal for marriage in Tanzania.

The findings by UNESCO (2003) depicts that, the rite of passage adversely affects girls education because reflects on gendered norms and beliefs about appropriate roles for adult life specifically marriage. The practices are associated with introductory knowledge about puberty, reproduction, marriage and the control of female sexuality for female children. The knowledge is linked to the development of sexuality. Sexuality results onto unwanted pregnancy.

Cultural practices values generate cross-cutting issues which affects female children's participation in education. Since Unyago ceremony passes the female

child from child hood to adult hood, it encourages sexual activities among the girls. Engaging themselves in sexual activities cause them to be trapped into pandemic disease of HIV/AIDS.

According to Tanzania Demographic and Health Survey (2010), reports that HIV/AIDS is significantly higher among school girls than women nationally (71% versus44%). UNESCO (2006) depicts that early marriage retards the participation of female in education. Bahago (2009), reports that; even where girls' enrolments are more than that of boys, girls were enrolled just for the fun of it because they are drawn for early marriages, even before the completion of primary school.

A study by Bahago (2011), the performance of girls in academics is low due to numerous cultural norms and values which results in them being socialized to undertake their assigned roles as feature housewives and mothers. Bahago states that, betrothal affects the attention of girls in learning because of the knowledge of their current status as betrothed girls undermine their attention to their studies.

Also the study by Garises, H. (2006), indicates that, low enrolment and poor attendance of girls have the source in cultural practices especially early marriage. Through gender role, in some countries of West Africa, parents engage their daughters in marriage role at early age of 7 to 8 years (Rose, 2003). Also a study by Oxfam GB (2007) on practicing gender equality in education, indicates that roles of marriage is common to children in South Asia and it effectively put stop to education progress of them.

In Nepal, an estimated 40 % of girls are married by the time they reach the age of 15 years old, as having husband role is seen to be more important than being educated. The worship of culture of both the Hindu and Buddhists recognize virgin girls as goodness, thus encourage male to look for virgin for marriage. This value system forces parents' struggle to protect the virginity of their daughters by controlling their movements. Parents are engaged on struggling to find the husband for their daughters for fearing their daughters might lose their virginity and become unmarried that is shameful to parents. This encourages early marriages (Koirala, and Acharya, (2005).

Buraka indicates that, traditional beliefs followers' daughters have lower participation in education as they believe that, the duty of female is to get married and give birth. So, early marriages are used as a means of securing daughters features. According to Baker *et al.* (2008), education level and culture of parents contribute to differences in the children interest to learn.

2.6.3 Effects of Parents' Attitudes to Formal Education of Females

As recently as September 2010, the Millennium Development Goals Report observes that addressing the gender goal in education has been of great importance but a difficult one since the root causes of gender disadvantage and oppression lies in societal attitudes and norms (UN Summit, 2010: 6).

Ngcobo (2007), argue that, a girl's life is defined as transitional. Although she is part of the family and 'loved' her main role is to be prepared for her marriage mission, and her life is geared towards that time where she will be transferred to another

family - a journey motif, which most African girls are very excited about. However, Ngcobo posits that disillusionment awaits them for they will never really belong anywhere, simply because a girl will always be considered as an outsider in any marriage.

Gender roles have the influence on the attitude of parents towards their daughters' participation in education. According to Fant (2008), it was realized that girls are denied education because formal education is an investment to be reaped tangibly in the future by which time they would have been married. Fant, reports that, it is not worth to invest in girls' formal education even the benefits are known, parents fear unwanted pregnancy, which will ruin the future of girls as early pregnancy has become the way of life among girls.

(Ibid), in his findings, girls determined to have interest on having knowledge through formal education. They wished to be lawyers, other doctors and other posts in employment. Thus girls are interested in formal education but, according to Bahago (2011), lack of interest of girls in formal education is due to the difference between tradition and formal education in which curriculum content is at variance with tradition culture. Not only that of difference between tradition and formal contents but also Bahago, depict that, betrothal cause psychological trauma to betrothed girls about being withdrawn at any time from school for marriage. This may affect and destruct their attention in the class.

According to (UN, 2010), almost a quarter (22%), of Tanzanians have the negative attitudes to female child's education that, educating a girl child is less important.

Also the findings of Bista (2004), argues that when girls are married, they belong to the other families. So educating them is for the benefit of their husband. The local culture perceives formal education as a time wasting as it delays marriage and bride price and children, the ultimate symbol of womanhood.

On the attitudes of the society towards the education of the female children, Fant (2008), state that, culturally, the place of a woman is at the home. The expectation that, girls will eventually be married and become housewives, so, the mothers consider what their daughter learn at home is very important than what they learn at school. Therefore norms would be to stay closer to their mothers to learn household skills and behavior for the future roles. Buraka (2006), depicts that, Attitude of parents to their daughter's participation in education is affected by unwanted pregnancy to female pupils (Buraka, 2006).

Girls are cut short because they are expelled from school for becoming pregnant. In some countries like Guinea and Malawi, girls were encouraged to return at school after delivery, few of them manage to return due to the fear of parents that, they can be pregnant again and particularly girls themselves are afraid of ridicule. (Colclough *et al.,* 2003). The Ministry of Education and Vocational Training (2008:19) states that, 'the main cause for dropout in primary schools is truancy (66.6%) and pregnancy (5.5%)'.

2.6.4 Effects of the Teachers' Negative Attitudes towards Female Pupils'

     Formal Education through Gender role Stereotype

Under the influence of gender role stereotyping, an evaluation by USAID founded project in Malawi, revealed that, girls had been regularly characterized as "dull,

incapable answering questions" girls were responsible for sweeping and arranging furniture (Kendall, 2006). Also under stereotyping gender roles, a study by Klein (2007) indicates that girls in US are not receiving attention from their teachers, such as enjoying challenging, interaction with teachers, dominates the classroom activities, help, constructive feedback, and praise, Klein says that this situation is continuing to be observed.

The findings by UNESCO (2008), Education for All Global Monitoring Report clearly contends that gender equality has been relatively neglected in the vast majority of countries. The report draws on examples from 59 countries (primarily from the sub-Saharan region) out of the181, and maintains that girls still less dominate classroom time, space and teachers' attention. In many instances the report claims that, school textbooks still reinforce the gender specific roles of men and women. It therefore suggests that the imbalances must be redressed if everyone is to benefit equally from the opportunities that education provides.

2.6.5 Female Children Participation in Education

Drop-out rates in East and Southern Africa Regions remain unacceptably high throughout primary education. Approximately 4 out of 10 children drop out at the primary level. There are only limited gender disaggregated data available on primary school completion (UNICEF, 2007). Disparities in retention, transition, and completion in primary school differ across the regions and areas. Primary school access and retention are particular issues in Rukwa, Tabora and Dodoma regions. This is due to economic, cultural and environmental issues. Agro- pastoral activities, cultural beliefs, tobacco production and climatic conditions keep children out of

school URT (2011). The participation of girls in case of enrollment is high at class one, continue to fall from class to class. This is not only in Tanzania but also all over Sub –Saharan countries.

According to UNICEF (2011), in the year 2003-2008 in Sub-Saharan Africa, the primary school Gross enrolment rate was 95%, Net 87% and Attendance rate 63 %. In Eastern and Southern Africa Gross enrolment was 107% Net enrolment 87% and Attendance rate 69%. In West and Central Africa Gross enrolment were 86%, Net Enrolment 64% and Attendance rate 59%. Least Developed Countries Gross Enrolment Rate was 97%, Net enrolment rate 81% and Attendance rate 66%. The attendance is slight above 50% for all countries no even one reach 70%. According to URT (2010), the pass rate of female pupils at PSLE is not as Table 2.1shows

Table 2.1: The Pass Rates (%) of Female Pupils at PSLE through 5 Years (2005-2009)

Year	2005	2006	2007	2008	2009
PASS %	54.57	64.51	45.38	45.55	43.25

Source: Field Data

The Table 2.1, shows the pass % of female pupils at PSLE through 5 years (2005-2009). The findings in three regions (Arusha, Manyara and Killimanjaro) in Northern Tanzania by AAIE (2012), report that, Pregnancy and early marriage are barriers to female children's' participation in education, followed by poorly passing in examinations as nearly a third of girls in 2012 was failure in final examinations. Girls not only have to enroll and attend school but also perform well in examinations.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1   Introduction

This chapter describes the research design and methods which used in the study of the impacts of gender roleon primary school female pupils' participation in education in Mugeta and Kunzugu wards in Bunda. It includes a description of the research design and methods, area of the study, population and sampling procedures, data collection methods, data analysis plan, reliability and validity of the instruments and research ethical consideration used in the study.

3.2   Research Design

According to Kothari (1990) a research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance of the research purpose with economy in procedures. This study used qualitative design in data collection and analysis. The design suits in the collection of data about people's opinions and views on gender roles. In this study gender roles included gender domestic works and early marriage gender role. It allows determination of the distribution of incidents and the inter-relationship between independent and dependent variable (Kerlinger, 1986).

Independent variables are those attributes that have effects on the dependent variables. In this study the independent variables were gender roles; which included domestic house works and early marriage. Dependent variable was primary schools girls' participation in education.

3.3 Area of the Study

3.3.1 Location

Mugeta and Kunzugu wards are found in Bunda District in Mara Region, they are among of the twenty wards which are found in Bunda District. All two wards are located along the borders of Serengeti National Park in sourth and east of Bunda distrct. They are separated by Hunyari ward. (See the map in appendix E).

These wards are made of 11 villages, six villages make Mugeta ward; these are Rakana, SAnzate, Tingirima, NYang'aranga,Mugeta and Kyandege. Kunzugu ward is made of Kunzugu, Tamau, Nyatwali, Bukore, and Serengeti villages. The wards are composed of ten tribes. These tribes are Taturu, Sukuma, Kurya, Isenye, Ikoma, Ikizu, Jita and Luo. Also the wards have ten proimary schools. Six primary schools found in Mugeta ward and five schools in Kunzugu wards. The schools are named after the village names where they are built (WEO office).

Mugeta and Kunzugu wards were chosen by the researcher because of its relatively low rate of pupils' participation in education (DEO's office). Also because of being comprised by variety of tribes, since the independent variables of the study, 'gender role' is socially constructed under cultural practices and values within the tribes; thus fruitful information are accessible through variety of cultural settings.

3.4 Population, Sample and Sampling Procedures

3.4.1 Target Population

The population for this study included one hundred primary school girls, twenty five teachers, at least five teachers and one the head teachers from each primary school in

Mugeta and Kunzugu wards in Bunda district and forty parents (community members in the study area). The population includes all members of any well-defined class of people, events or objects from which possible information about the study can be obtained (Ary *et al.,* 1996).

3.4.2 Sample and Sampling Techniques

According to Ary *et al.* (1996) a sample is a small group or subject of the population' which a researcher selects for the purpose of the study and from which generalization is made about the characteristics of the population. Sampling technique refers to the process of selecting the participants of the study in a sample from the population. The study employed random technique for the sampling in five primary schools out of ten schools of the sampled areas (two wards); three school out of six from Mugeta ward and two out of four schools from Kunzugu ward. Population of the study included; Female primary school pupils, teachers, parents/community and purposeful sampling technique for head teachers.

Table 3.1: Composition of the Sample

Category	Projected	Actual	%
Female school pupils	100	100	100
Parents	50	40	80
Teachers and Head teachers	30	30	30
Total	**180**	**170**	**94.4**

Source: Field Data

3.4.3 School Sample

By 2013, Mugeta and Kunzugu wards had a total of eleven primary schools. All are government schools. For this study the data were collected from five primary

schools. Three schools were sampled from six schools in Mugeta ward; two schools were sampled from four primary schools in Kunzugu ward. The process involved labeling names of the schools on separate piece of paper and researcher randomly picked three of them from the basket after pieces of paper were mixed in the basket. This sample is for Mugeta ward. The same process was used to select two schools in Kunzugu ward.

A list of all ten schools was made available at the District Education officer. From this procedure, five schools namely Bukore, Kunzugu, Rakana, Kyandege and Sanzate were selected to form the sample school. The names of the female pupils of the sampled schools were obtained from the admission register that were available at head teacher's office. The names were randomly labeled with numbers on pieces of paper, ten of which for every sampled school, after mixing were randomly selected from the box.

3.4.4 Primary School Female Pupils Sample

The study involved a total of 100 primary school girls of five schools out of ten schools found in sampled two wards, twenty pupils from each school. 100 girls were sampled from 260 primary school girls. The pupils were randomly selected from a list of names obtained from the class attendance registers in the help of the school administration. Random sampling technique was used in order to alleviate bias in the selection. The process was done through picking up twenty pieces of paper labeled with names from the basket. It is suggested that these female pupils would provide the useful information concerned with gender roles issues in Mugeta and Kunzugu ward in Bunda.

3.4.5 Parents (Community Member) Sample

The study involved 40 parents in the area where female pupils live. The parents/community was randomly selected. The parents were crucial so as to enable the researcher to get the information on their attitudes towards female's participation in education.

3.4.6 Teachers Sample

The study involved 25 primary school teachers and was randomly selected from a list of names trough documents available in school administration in the sampled area. At least five teachers were selected from the list of names of each school. Teachers were included in the sample as they are considered facilitators and coordinators of pupils' participation in education. Through teachers the information about pupils' attendance, retention, completion rate and pass rate were obtained and the causers.

3.4.7 Head Teachers Sample

In this study 5 Head teachers were involved; from five primary schools in two sampled wards for study and were purposefully selected. The head teachers were included in the sample because they are responsible in leadership of their schools and to make sure that pupils are participating fully in education in order to reach the goals and objectives of education as are government implementers of circulars, policies and regulation of education provision at school level. Enrolment, attendance, retention completion rate and pass rate information were obtained from the Head teachers.

3.5 Data Collection Methods and Research Instruments

This section describes the instrument used in the data gathering process, which included semi-structured interviews, questionnaire, group discussion and documentary review (school records). All the research instruments were administered in Swahili language; the researcher translated the responses into English language by seeking assistance from editors for grammatical editing

3.5.1 Semi-structured Interviews

The interview was designed to include both open and closed ended questions. The use of both categories was intended to obtain first hand and in-depth information on parents'/community's attitude towards the female child formal education. Interview were considered useful instruments with parents who might have reading or the language difficulties (Best and Kahn, 2006).

The interview schedule questions sought to capture information based on the parents or community's attitudes to formal education of female pupils (see appendix B). The language used during the interview was Kiswahili. Kiswahili was chosen for easy communication because both, the researcher and subjects are conversant with the use of language. The researcher administered the interviews in person after visiting the parents at their homes. The researcher recorded the interview manually on the interview guide prepared for what purpose by using a pen. The interview procedure continued after the researcher had asked the interviewee his/her permission to do so.

3.5.2 Questionnaires

The questionnaire was for thirty teachers. Open and closed question were filled by teachers. The tool was intended to capture the attitude of teachers to the girls'

education and participation of girls in education. The researcher had administered all the questionnaires in person (See appendix C). Questionnaires help the researcher to retain high proportion of usable responses (Ary, *et al.,* 2002 Best and Kahn, 2006: 313).

3.5.3 Focus Group Discussion (FGD)

Powel and Single (1996) defined Group Discussion as a group of individuals selected and assembled by a researcher to discuss and comment on, from personal experience, the topics that is the subject of the research. It is considered useful method for collecting information through an organized discussion.

The techniques involved a number of 10 girls at the time with emphasis on not only questions and responses between the researcher and the respondents, but also interaction within the group based on topics provided by the researcher. In addition, Focus group discussion allowed the gaining of insights into people's shared understanding of everyday life and the way individuals are influenced by others in the group situation.

The researcher organized FGD which involved twenty primary school girls from each of the sampled schools. A discussion was conducted in one of the rooms at the school. This was a bit isolated but well ventilated for the purpose of comfort and confidentiality. This is because, the discussion involved some sensitive and confidential issues based on girls' personal experience, so that nobody else was supposed to know what was happening in the discussion.

Before the discussion began, the researcher introduced the purpose of the study for familiarizing the participants. The researcher posed questions before allowing participants to discuss them. The researcher was keen to record the responses manually on the FGD guide. The questions for FGD were constructed to capture the information on the distribution of domestic responsibilities on the gender basis and gender stereotype at the school environment (see appendix A).

3.5.4 Documentary Review

The technique was used to collect information from official documents, especially from admission register from every school (five school) in order to gather information about the pupils' enrolment, attendance, retention, completion, pass rate at PSLE (see appendix D). The researcher applied documentary review guides from the school administration, which were used to fill in information about female pupils' enrolment, attendance, retention, completion rate, number of pupils sat and passed at PSLE.

Two tables were provided in the guide; the first one was designed to collect data on female enrolment, retention, completion and number of the pupils sat and passed at PSLE. The second table was designed to collect data on pupils' attendance rates. The data collected through five years from 2008 to 2012. All documentary reviews were successfully filled in and returned to the researcher for analysis of the data.

3.5.5 Observation

The tool was used by the researcher I the field for intention observing the behavior of the respondents and different roles performed by girls in the field area.

3.6 Validation of Research Instruments

The validation of the instrument was done by conducting pilot testing and by seeking the opinions to experts and my supervisor who went through the questionnaire items and made recommendation for the improving the clarity of wording. The draft of questionnaires was also tested by six respondents from Kanyega primary school in Musoma rural district.

The quality of the data is dependent on whether the instrument can measure what it is supposed to measure and if the items carry the same meaning for all respondents Kerlinger (1986); Best and Kahn (2006); Rea and Parker (1997). Pilot testing helped the researcher to identify ambiguities and unclear questions and to answer for necessary correction Rea and Parker (1997). The reliability of the instrument was determined by the results pilot testing where source for response errors were identified and corrected.

3.7 Data Analysis Plan

The analysis of questionnaire information was subjected to analysis technique. According to Wilzer and Wienir (1978) and Silverman (2011) is a system procedure designed to examine and analyses the recorded information. In the process of coding and analysis, the contents of the category were considered and treated in the same manner. The technique is advantageous because of its objectivity as any bias by researcher is far from being included in the findings. Also the use of content analysis enabled the researcher to establish a set of categories before counting the number of instances that fall under each category.

Qualitative data, particularly those related to the behavior and opinion of the people, were recorded through observation, in interview and in Focus Group Discussion guides. The contents of such data were summarized in a narrative format. Critical analysis of documentary sources and interpretation was done by systematically summarized contents. In addition, the information from the informants and those obtained through the researcher observation in the field were presented. The table was used for summarization and presentation of data.

3.8   Ethical Consideration

Ethical standard was observed in the planning and conducting of the study. The study was conducted with the consent of the subjects after they have been informed about the purpose of the study so it was their opinion to participate. Also the researcher observed the right to privacy of the subjects and the confidentiality of the information identifying. Otherwise the researcher would be responsible.

CHAPTER FOUR

4.0 PRESENTATION AND DISCUSSION OF RESEARCH

4.1   Introduction

In this chapter, the results of the study on the impacts of gender role on education participation of primary school female pupils in Tanzania are presented. The findings were collected by means of Focus Group Discussion from female primary school pupils, Semi-structured Interview to parents (Community in which the female pupils live), Questionnaire to teachers and head teachers in Mugeta and Kunzugu wards and documentary review through the official documents obtained from the school administration offices. Data were collected by means of the study instruments and the data analyzed using appropriate statistics. Therefore the chapter presents, interprets and discusses the results of the findings after each presentation.

4.2   The Distribution of Domestic Responsibilities on Gender Basis in Mugeta and Kunzugu Wards

The distribution of domestic responsibilities on gender basis in the study area was investigated through FGD with female primary school pupils; and semi-structured interview used to collect information on the cultural practices and values which determine the roles on female child in the study area. Data were presented and discussed on the responsibilities assigned to female child by the family according to the traditional norms of the community in the study area; and the type of responsibilities assigned. Table 4.1 Show the distribution of domestic works in house hold to female child based on gender in the study area.

Table 4.1: The Distribution of Domestic Works in the Households

Item	Responses	No. of respondents	Percentage (%)
Who is responsible for domestic works at home?	Mothers	3	3
	Mothers and daughters	95	95
	The whole family	2	2

Source: Field Data

In Table 4.1 the results of the findings, 95% of the respondents reported on mother and their daughters to be responsible for the domestic works. Only mother in exclusion of daughter in attending domestic works was reported at very low percentage of 3 respondents out of 100%; and 2% reported on the whole family to be involved in attending domestic works.

Table 4.2: Works Attended by Female Child at Home

Item	Responses	No of respondents	Percentage
What are the works attended by girls at home?	All to be done at home	55	55
	Farming	40	40
	Animal keeping	5	5

Source: Field Data

In Table 4.2 the results of the findings show that, in the study area female children are not only involved in domestic work but also farming activities and animal keeping. Female involvement in farming reported by 40% of the respondents and 5% reported on female involvement in animal keeping. Where by 55% reported on female child to attend all what have to be done at home.

Through Focus Group Discussion with female primary school pupils on domestic distribution of responsibilities, it showed that, female child is busy the whole day because is fully occupied with workloads. Thus a female child has to attend all to be done at home, including; washing, cleaning, preparing and cooking of food, fetching water, collecting fire wood, caring sibling, elderly and sick people, and milking are special responsibilities of females.

Through the field researcher witnessed some responsibilities attended by girls. In the study area girls sometimes in assistance with their mothers are responsible to grind cereals or go to milling machinery. Since in the study area the milling machines are not located to each village instead at centers, girls have to walk long distance to the machines and be in fallen waiting to be served. Distance covered to milling machinery and waiting in the queues increase the time of the child female to be engaged in works as there other works for her to attend at home when reaches from milling.

Figure 4.2 girls with their buckets in the queues at the tape of the village waiting to fetch water. In the study area the responsibility of fetching water is for girls. The points of water sources are few so girls cover the long distance and stay in the fallen waiting to fetch water. As all what have to be done at home are the responsibilities of girls in sharing with their mothers, waiting in the fallen increases the hours of them to be in engagement in home activities.

Figure 4.3 a mother with her daughters resting in their resting coming from in the forest to collect firewood. The responsibility of collecting firewood is specifically for

women in the study area. Figure 4. 4 girls are on the way to sell firewood. Through the observation of the researcher female children in the study area are not only collecting firewood for home uses but also for generating family income.   Figure 4. 5 girls are grazing the goats. In the study area animal keeping is topped up to household works to be done by a female child.

Figure 4.1: Girls with Buckets of Flour from Milling Machinery

Source: Field Data

Figure 4.2: Girls with their Buckets in the Queues at the Tape Waiting to Fetch Water

Source: Field Data

Figure 4.3: A mother with her Daughters in their Resting coming from the Forest to Collect Fire Woods

Source: Field Data

Figure 4.4: Girls on the Way to Sell Fire Woods

Source: Field Data

Figure 4.5: Girls Grazing the Goats

Source: Field Data

In FGD girls reported on: Before going and after coming from school have to help their mothers to clean the house and the ground, to fetch water, cook for the siblings and animal keepers, milking the cows, washing the dishes and starting with shanba works early morning during farming season (28, February, 2013).

Also the young girls are engaged in caring of their young siblings while mother and elder girls are engaged in other responsibilities which cannot be attended by younger girls (28, February, 2013).

Not only that but also they are involved in generating the income of the family and sometimes for their own support especially buying wares.

Through the results of the findings in the study area, a female child has the wide range of responsibilities. The female child has to meet social, cultural and economic activities in the households. The female child is involved on what the family eats and all family caring issues as well as production and income generating for the family.

that case the female child carries the burden of the work load of the whole family since she is at young age years. Through the point of view, the distribution of domestic responsibilities on gender basis leads to   a female child gets over worked with a very wide range of responsibilities from the child to adult hood.

The study on all what have to be done at home are the responsibilities of females agree with several writers (Oxfam, 2007, Fant 2008, Hanlon 2008, Shriver 2009, Yushan 2011, Berkley center 2012), report that, all has to do with children, what family eats, firewood collection, cleaning, washing, and water collection traditionally was and still within women's domain. UNCEF (2005) and Kamwendo (2010), in conformity, also support the study that, on the case of all domestic chores, including caring sibling, attending disabled and elderly people in Tanzania girls are the responsible ones handle them.

The researcher's findings on female engagement in other works more than domestic works specifically animals herding, reported by 5% of the respodets.This partially addressing might be due to the sample size of the research area used by the researcher; which is associated with the limitation of time and fund factors to use large sample size.

The results of the study in the distribution of domestic responsibilities indicated girls to share more workload of their father and mother; and it never end-up causing sharing more workload but also keep female children busy all the day, this goes in conformity with the reports of several writers (Buraka 2006, Oxfam 2007, Baraka 2008, Fant 2008, Yunshan, 2011), indicate that, all house chores are attended by

mother in sharing with their daughters that, girls are engaged not only in household chores but also working in farms, looking after cattle and income generating activities.

Yunshan (2011), says that, a mother has to attend the household works together with her daughter in order to be capable to manage day to day responsibilities so as to be a good woman. Fant reports that, a mother has to share the household works together with their daughters so as to teach them to fit for future role specifically marriage role and its associated responsibilities of caring the family. Buraka says that, because mothers have so many works to attend including, household works, farm works and other productive like selling dairy products, they have to share those works with their daughters.

Buraka (2006), on the report that, girls are also involved in income generating activities, goes in agreement with the results of the study as through the observation of the researcher in the study area (see the Figure 4.4), girls on the way to sell fire woods. Thus, females are not only involved in domestic works but also generating income of the family. To meet all these activities based on gender division of responsibilities, mothers need the assistance of their daughters. In that case, girls' participation in education gets affected by being over loaded by sharing works with their mother who traditionally have to attend all household works.

The Table 4.3 shows the cultural practices and values that determine the gender roles on female child in Mugeta and Kunzugu wards. In Table 4.3 the practice of unyago was reported by 62.5% of the respondents and betrothal on female child by 5% of the

respondents; thus 67.5% of the respondents reported on the practices cultural and values in the area of the study. The report addresses the dominancy of unyago ceremony (circumcision of girls) in the study area.

Table 4.3: Cultural Practices and Values that Determine Gender Roles on Female Child

Item	Responses	Respondents	Percentage (%)
Are unyago and betrothal to female child practised in your area?	Unyago	25	62.5
	Betrothal	2	5

Source: Field Data

In unyago ceremony female children are passed to adult hood from child hood. Through ceremony the female children are taught and prepared to carry the roles of adulthood which is to handle the family, have the husband and give birth. The ceremony involves some weeks for a child female to stay inside under the tutorial of the elderly women. For the case of betrothal which was reported at lower response, the female child is assigned to husband role from the birth through the negotiation between the parents.

Table 4.4: The Age A Female Child Gets into Unyago Ceremony

Item	Responses	Respondents	Percentage (%)
If you have attended uyago what was your age at time?	7-10 age years	5	12.5
	11-13	12	3
	14+	7	17.5

Source: Field Data

In the Table 4.4 unyago ceremony (circumcision of women) in the study area was reported at 30% of the respondents to be done at age between (11-13) years, 17.5% reported to be done at age between (14+) years and 12.5% at age between (7-10) years. So the female child is passed to adult hood roles when still schooling in primary level of education as according to the standard age of education 7-14 years old is the age of primary school education.

In supporting the study results, UNESCO (2003), reports that, rite of passage (unyago ceremony) practices are associated with introductory knowledge about puberty, reproduction, marriage and control of female sexuality for the case of female children. These have to be imparted to girls through lesson which needs time. Also in supporting the study, Ngowi (2011) argues that, it is very rare to find a Kurya girl at age of 10 years hasn't been circumcised. Slight agreement of the study results on the age of circumcision (unyago ceremony) of girls to take place with the report of Ngowi can be having the source in the fact that the study area is inhabited by different tribes that practice unyago.

On the case of betrothal the results of the study are in agreement with the report of Bahago (2011) and Fant (2008). Bahago reports that, in nomads the child female is assigned the role of husband from the birth through the negotiation between parents. Also Fant reports that, the female children are entering in marriage without any chance of exercising the right of choice, young girls who are betrothed after time are given out in marriage without their consent. Through the researcher findings, the issue on hand has been addressed at low response, this can be having the source to

the sample size of the research area used due to the time constrain and fund factor to use large sample.

Through the findings on the distribution of domestic responsibilities, it has seen that, the responsibilities which are assigned to a female child by the family have the source in the tradition norms, cultural practices and values carried within a given community. The results of the study indicated that, a female child has to share the domestic works with a mother; and the mother is responsible for all domestic works in the family, so mother is the role model of the daughter for the coming roles of the adults through the tradition norms, culture and values dominating that community.

4.3 The Trend of the Girls Access to Education in Primary School in Mugeta and Kunzugu Wards

The information on the trend of the female children enrolment at class one from the school administration offices in the study area were collected by means of documentary review instrument.

Table 4.5: The Trend of Enrolment of Female Pupils in Class I 2008-2013

SCHOOL	YEAR											
	2008		**2009**		**2010**		**2011**		**2012**		**2013**	
	M	F	M	F	M	F	M	F	M	F	M	F
Bukore	80	45	60	32	71	35	59	40	70	39	77	40
Kunzugu	70	35	61	41	67	30	66	25	75	40	69	41
Kyandege	71	45	80	41	68	29	65	31	68	40	63	41
Rakana	50	20	57	25	59	22	45	27	57	32	61	30
Sanzate	61	32	68	30	60	34	64	28	70	29	64	32

M-Male

F-Female

Source: Field Data

Table 4.6: Shows the trend of female children enrolment in class one in Mugeta and Kunzugu wards from the year 2008 to 2013. The result of the findings on the trend of female children enrolment I class one in the study area indicated low enrolment of female children, gender disparity and poor access of female child to education in all sampled schools and showed a problem of equity.

On this issue of low number of female children enrolled at class one, the study disagree with UNGEI (2012), reports that, Universal Primary Education improved enrolment and gender parity is high at enrolment. Also in disagreement with the results of the study the report of UNICEF (2007), that, the enrollment of female children in East and Southern Africa the enrollment is high than that of their counterpart.

Also the results of the findings goes in disagreement with the report of URT (2012), that, equity has been attained except in terms of pass rate and transition rates. Not only that, but also, the study is in disagreement with Sabates *et al.* (2010), on the stated that, children are starting primary school in greater number than ever before. Low number of female enrolled at class one have the source in the fact that; gender roles and their effects change from area to area depending on the determinant tradition and norms, cultural practices and values dominating the socializing agents (community) who assign the roles to a given group of people in the respective area.

See Table 4.3, the respondents reported on the practices of rite of passage on betrothal and unyago ceremony (circumcision of female children). These cultural practices involves early marriage role to a female child, such as betrothal, a girl

having a husband role from the birth and through unyago at 7 age years a female child get ready prepared for marriage while she is at the age of enrolment in class one.

Also cultural and tradition norms determine the distribution of responsibility within the given community, in the study area domestic distribution of responsibilities can't allow female children to participation fully in education (see Table 4. 1) the respondents reported that, all what have to be done at home is the responsibility of female in assistance with their mothers at the same time they have to attend other works of production and generating the income. Thus the demand of the female child labour at home can affect their enrollment at school.

Low enrolment trend in the study area endanger the objectives of Education for all on meeting the basic learning need by 2015 for every person to benefit from educational opportunities. The study on poor enrolment in school goes in conformity with PDHRE (2004) and UNESCO (2006, 2009 and 2010), report that, the gender parity in Tanzania in primary schools has been not attained. UNESCO (2009), depict that gender parity has not attained as the enrolment of female children is still low. Ngobo (2008), support the study results on low enrolment that, the enrolment of female children in primary school is low. AAIE (2012), in conformity with the study, indicates that, in some parts of Tanzania one of three of girls hasn't attended the school because of high prevalence of Female Genital Mutilation (FGM).

The results of the findings on the issue of the factors determining roles that affect female child's enrolment to be associated with environment go in conformity with

Kane (2004), stating that, under–enrollment is very much a rural phenomenon and gender gap is largely absent in urban areas. Also in agreement with the study on the issue, URT (2011) states that, disparities in access in primary school differ across the regions and areas; among the factors for this problem are cultural beliefs. Also UNICEF (2007), reports that, the enrolment of female children differs within the regions.

The results of the study in conformity on the issue of economic activities to affect enrolment agree with URT (2011) that, disparity in access to primary school is influenced by economic activities such as agro-pastoral. Father more AAIE (2012), in agreement with the study states that, poverty is the barrier of female participation in education. The result of the findings in the study area showed that female child is not engaged in domestic works only but also in animals keeping and generating the income of the family (see Figure 4.4 and Table 4.2).

The distribution of domestic responsibilities on the gender basis influence the access of female children to education (see Table 4.1), half of the respondents reported that, all what to be done at home are responsibilities of a mother and daughters not only that but also they have to attend in farming activities and animal herding (see figure 4). Such distribution of responsibilities can't go together with schooling.

Fant (2004), in supporting the study, states that, girls are perceived to do whatever they do at the home as they are created by God to do so, thus families are reluctant to send their girls to school for the fear that they will learn new values and become less inclined to accept domestic work. Buraka (2006), support the study that, because

girls are involved in all household chores, productive activities and income generating activities, families enjoy their services and become reluctant to enroll them to school.

Although the enrolment of female pupils was low to almost all sampled schools, some determined most low enrolment specifically Rakana primary school. Since gender role differ from one culture to another, this might be addressed in cultural context of the stakeholders in the catchment area into which the respective school receives the pupils. Most of the community member of the school is Kurya nomad community. The Kurya nomads are resistant to traditional beliefs especially on rite of passage and its associated values on marriage.

The results of the study on the issue on hand agree with Garises (2006) indicates that, among the factors for low enrolment of girls is cultural practices like early marriage. Also in agreement supporting AAIE (2012) depicts that in Mburu (the nomad community) one third of the girls do not attend to school due to high prevalence of Female Genital Mutilation (FGM). Not only that but also the study goes in conformity with Bahago (2011), that, most nomads used to betrothal their daughters; they are not flexible to cultural changes especially as regards to those related to the decision about marriage. Nomadic parents are reluctant to release their daughters to school as they want to ensure their total compliance to nomadic norms and culture.

4.4 Evaluation of Female Primary School Pupils' Participation in Education

The findings on the influence of gender roles on female child were examined through collecting the data on the indictors of education participation of female pupils from

the administration offices by the means of documentary review instrument, effects of domestic works on female child participation in education, stereotyping of gender roles at and the domestic responsibilities stereotyped at the school environment by means of FGD; information on gender roles which affect a female child participation in education and attitude of parents on the female child education through semi-structured interview.

Table 4.6: The Trends of Female Pupils' Participation in Education

Year	Indicators of Education Participation	Name of School									
		Bukore		Kunzugu		Kyandege		Rakana		Sanzate	
		M	F	M	F	M	F	M	F	M	F
2008	Attendance rate (%)	57	43	68	48	60	40	70	40	65	44
	Retention rate (%)	64	44	63	53	60	48	67	53	55	55
	Completion rate (%)	69	50	72	52	68	58	73	53	69	53
2009	Attendance rate (%)	50	40	55	46	63	47	50	47	65	45
	Retention rate (%)	70	60	67	55	71	61	64	59	77	57
	Completion rate (%)	66	58	69	54	70	60	59	55	68	55
2010	Attendance rate (%)	68	48	70	43	64	45	60	40	66	41
	Retention rate (%)	54	43	53	53	60	47	68	53	53	51
	Completion rate (%)	63	51	70	50	66	52	70	58	61	52
2011	Attendance rate (%)	74	49	73	43	58	48	65	45	64	47
	Retention rate (%)	69	59	60	54	74	59	75	61	64	59
	Completion rate (%)	78	58	59	53	67	57	70	60	56	56
2012	Attendance rate (%)	57	47	66	46	61	41	60	40	62	42
	Retention rate (%)	69	61	75	56	75	55	65	53	69	60
	Completion rate (%)	70	60	64	53	72	52	61	51	78	58

M-Male   F-Female

Source: Field Data

Table 4.7: Pupils Sat and Passed at Psle

Year	Sat And Passed at Psle	Name of School									
		Bukore		Kunzugu		Kyandege		Rakana		Sanzate	
		MF	F	M	F	M	F	M	F	M	F
2008	Sat for PSLE	78	58	70	58	60	30	61	13	65	25
	Pass rate (%)	57	17	62	37	51	26	45	15	60	16
2009	Sat for PSLE	65	35	65	43	61	41	60	20	60	30
	Pass rate (%)	7	29	69	7	61	12	55	5	61	13
2010	Sat for PSLE	73	33	66	36	67	36	77	17	61	17
	Pass rate (%)	64	24	62	22	57	28	65	12	57	3
2011	Sat for PSLE	68	49	69	44	75	38	60	22	53	23
	Pass rate (%)	50	21	65	16	52	26	59	9	67	17
2012	Sat for PSLE	64	47	64	42	50	30	65	14	51	18
	Pass rate (%)	67	17	62	2	61	13	52	21	45	6

M-Male

F-Female

Source: Field Data

The Table 4.6 shows the evaluation on primary school female pupils' participation in education at Mugeta and Kunzugu wards in Bunda district from the year 2008 -2012. The results showed low attendance, retention, completion and pass rates of female pupils in the study area. Attendance rates in education participation of female pupils were below 50%. This address poor attendance rate means truancy. Retention was slightly above 50%, so the results reported the problem of dropout. The completion rates were slightly above 50% to almost all schools. Thus low completion rates were

addressed. Moreover the pass rates in the study area were below 30% means the performance of female pupils at PSLE was poor.

The results of the study findings on poor attendance, retention, completion and pass rate is the indicator of female pupils' participation in education which go in conformity with reports of several writers (UNICEF 2006 and 2007; URT 2008 and 2010; Kamwendo, M. (2010); Sabates *et al.* 2010; UNICEF 2011; URT 2011; AAIE 2012; URT 2012 and2013; Word Bank 2013) report on truancy, dropout, low completion and low pass rates   indicators of education participation of primary school female pupils.

The results of the study on the issue of poor attendance (truancy) agree with Kamwendo (2010) and (UNICEF 2006, 2007 and 2011) report that poor attendance among the primary school female pupils is a problem. UNICEF (2006), in agreeing with the study states that, poor attendance meaning truancy in Tanzania is a problem. Also on the issue of female dropout, in agreement with the study, Sabates (2010) and UNGEI (2011), state that dropout rates are significant and gendered differences in dropout rates is what still remains in most countries which lead to low female primary school completion rate. The report of MDGs 2012, in conformity with the study depicts that, more girls' dropout is leading their lower primary completion rates. Also Buraka (2006), in agreement with the study reports that, participation rate of female pupils is high at starting level but decreases as the of class levels increases. This leads to low completion rate.

Table 4.8 shows the effects of gender roles on female primary school pupils' participation in education in the study area. The results of the findings indicate that;

24% of the respondents reported on often coming later at school, while 23% reported on irregular attendance at school, 31% reported on female pupils to miss time for their private studies and doing home works provided at school and 22% reported on the gender roles to stop female children from schooling.

Table 4.8: The Effects of Domestic Works on Female Child Participation in Education

Item	Responses	No of respondents	Percentage
Does the division in distribution of work at home enable you to be involved fully in studying?	Often late coming at school	24	24
	Irregular attendance	23	23
	No time for private study and attempting home work	31	31
	Stop schooling	22	22

Source: Field Data

One of the female pupil had this to say: We girls have no time to reverse what we learn at school, do home works or get involved in private studies, because many works wait for us at home after arriving from school. Even before coming at school, we have to milk cows, sweep the house and ground, fetch water and cook for animal keepers. So, we come late at school every day and we end up to be punished. (28th, February, 2013).

Another school girl said: During farming season, it is difficult for us to attend at school continuously, as we have to remain at home caring for our siblings or join the family in faming activities. We become free after harvesting. (28th February, 2013).

According to the gender theories; cognitive development theory by Kohlberg (1966), Bandura (1977) and Psychoanalytic theory of gender by Chodorow (1978), gender roles are learnt. Thus the available gender distribution of the responsibilities in the study area is not biological but socially constructed and assigned on attachment to the sex by the family through the traditions and norms dominating the respective community. In fact the available distribution of works cause depression to female as they are spared without any time for private studies at home, reverse what they have learnt at school or do their homework.

These domestic roles assigned to female children at home lead to poor attendance as there is a time they have to miss the school in order to attend the responsibilities they are assigned at home.   Also they get tired to participate well in studies at school as before coming at school they have to attend house hold responsibilities which cause them to come late at school. Because of late coming at school, they enter the class while they are in frustration, as they find the lesson already started so they miss the parts of the instruction of the objectives in teaching and learning processes; also, because of the punishment due to late coming. Under such a situation it becomes difficult for them to meet the objectives of the instructions at the end of teaching and learning processes, topic, syllabus as well as at the end of the learning period (at PSLE sitting).

Not only that but also the distribution of domestic roles assigned to a female children affect their brain, thus get affected to be creative due to being overloaded by works from the early age. In that case the gender roles assigned to the female child and their

associated learning out comes can lead to the negative attitude of girls in participating in education and cause dropout then lead to their low completion rate.

The issue on hand is supported by Kamwendo (2010) in conformity that, Tanzanian girls are overworked by household chores which affect their participation in education, attendance of girls in Tanzania is poor because of being overworked by domestic chores. Buraka (2006) goes in conformity with the study results by stating that, girls perform less well due to gendered division of labour at home as they have to do all the house hold chores, so they lack time for study. Buraka reports that, women are forced to keep their daughters at home instead of going to school so as to help with care of young siblings, while they are attending the farms activities, generating family income and other household chores.

Fant (2008), in agreeing with the present issue depicts that girls are faced with different roles within the household where they have to combine these works and academics. Also MoEVT (2006) goes in conformity with the results of the study by reporting that, in Tanzania there is a problem of truancy among the female pupils. Truancy in Tanzania has the source in domestic distribution of labour where all domestic activities have to be attended by girls in sharing with their mother.

In agreement with the study, UNICEF (2005), indicates that, all domestic work-chores, caring siblings and sick people are the responsibilities of female. Before going to school girls have to fetch water, a trip covers a distance of some hours which affects the attendance at school. Also girls have to stay at home to care for sibling and the sick people.

Oxfam (2007), in positive supporting the study reports that, a young girl at ten years of age often works at average of ten hours a day. The more children have to work, the lower the likelihood of their getting good at education. Moreover, Oxfam reports that, girls are burdened of households work especially child-caring responsibilities towards young siblings; also they are withdrawn from school for six to eight week at a time so as to be engaged in seasonal agricultural works.

Over working a child girl by households roles and its associated affects in education participation is endangering the Millennium Development Goal 2012 of ensuring equal access to education for all by 2015; specifically Goal 2, 3, 6 and 7 on Universal Primary education and promotion of gender equality.

Table 4.9: Stereotyping of Domestic Work at School Environment

Item	Responses	No. of respondents	Percentage (%)
Can domestic distribution of labor on female at home be reflected at school environment?	Yes	100	100
	No	-	-

Source: Field Data

Table 4.9 shows the responses on the gender role stereotype at school. The respondents reported on stereotype at school environment at 100%. In that case the results indicate that, the domestic responsibilities assigned to a girl child at home have the reflection at school environment. This indicates that, the works attended by girls at home are stereotyped at school.

Table 4.10: Domestic Works on Female Pupils Stereotyped at School

Item	Responses	No of respondents	Percentage
What are domestic works stereotyped on girls pupils at school environment?	Fetching water	36	36
	Cleaning	39	39
	Cooking	25	25

Source: Field Data

Table 4.10 shows the results of findings on works stereotyped and assigned to female pupils at school environment. On the issue on hand, 36% of the respondents reported to be assigned to fetch water at school, 39% reported to be engaged in cleaning, and 25% reported to be involved in cooking.

Figure 4.6 and 4.7: Female Pupils Fetching Water at School
Source: Field Data

Figure 4.7 and 4.8 are female pupils fetching water at school. This indicates that the distribution of works on gender basis at home is reflected at school environments

which make the continuation of female child to be occupied with domestic works in both environment at home and at school. Through the results of the researcher's findings, the way girls are over worked with domestic chores at home; the same situation is reflected at the environment of school.

Figure 4.7 female pupils at school are fetching water for teachers at the tape of the village. It imply that, female labor to support household work is needed to school environment also as the responsibility of fetching water in the study area is for women.
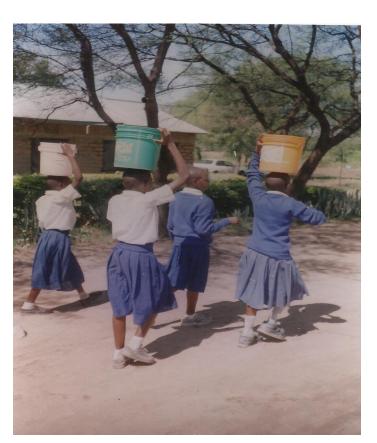

Figure 4.7: Female Pupils are Taking Water to the Houses

Source: Field Data

Figure 4.7 the female pupils are taking water to the houses of the teachers during school session. Such a situation indicates that, female pupils can't spend all the time of learning in class as they are taken out to attend gender role (see Figure 4.7 and 4.8). This means that, female pupils in the study area can start the topic but do not complete it, finish learning the topic which they did not learn at the beginning or they can just learn a sub topic of the topic. Through such learning environment, the knowledge cannot be delivered to a pupil who learns in partially as they become less concerned in the teaching and learning objectives. Not only that but also they cannot be interested in learning and schooling at general.

The study results on gender role stereotypes on female pupils at school environment is in agreement with Kendall (2006), reports that, girls I Malawi had been regularly responsible for sweeping and arranging furniture. Klein (2007), in agreeing with the study, reports that, through stereotyping of gender roles, girls are not receiving attention from their teachers during teaching and learning process. In conformity with the study, also UNESCO (2008), reports on stereotype of gender roles lead to girls to be less dominant in the class, time, space and teacher's attention; even text books reinforce gender specific role, so address imbalance on gender roles.

Through such teaching and learning situation of gender role stereotype at school environment, female pupils lack motivation in learning which affect the transfer of knowledge measured either at the end of learning session, the summit of the topic learnt, class level or at the end of education level. Thus, the outcomes of female's performance at examinations become poor due to the barrier of households works between them and learning activities.

Stereotype of gender roles at school environment by the teachers to the female pupils alerts the set back of Tanzania Development Vision-2025 on education; to ensure well educated, knowledgeable and skilled Tanzanian able to competently and competitively cope with political, social, economic cultural and technological challenges at nation and International level where equitable, quality education and vocation skills to all have to be maintained.

Table 4.11: Gender Roles which Affect Female Pupils Participation in Education

Item	Responses	No of respondents	Percentage
What are the gender roles which affect female Participation at this School?	House hold works	15	50
	Early marriages	9	30
	Early pregnancies	6	20

Source: Field Data

Table 4.11 Show the responses of teachers on factors which affect female pupils participation in education. 50% of the respondents reported on households to be one among the factor which affects females' participation in education. 30% reported on early marriage to affect the female pupils' participation in education. 20% reported on early pregnancy.

Figure 4.8 is a young girl (under 14 age years) in the study area; she is in her send off party ready to carry the husband role. According to the standard primary school age, age of 7 to 14 years old is the schooling age. In the study area young girls are more valuable for marriage under 14 years. This leads to some parents to draw their daughter from the school for marriage.

Figure 4.8: A Send off Ceremony of a Girl Under Age of 14 Years
Source: Field Data

Through the results of the study, household works are reported to be the main gender roles which affect the participation of female pupils in education as in Table 4.1 on the distribution of domestic works; it was reported by95% of respondents that all what is to be done at home is the responsibility of mother and daughters. Also in Table 4.2 the results of the findings on the affects of domestic works on female children participation in education, reported to cause late coming of females pupils to school, truancy and dropout from school.

The results of the study on the household works to be the main gender role is causing poor participation in education of female pupils participation in education also is supported in agreement by several writers (Leach *et al.,* 2003, UNESCO 2003 and

2005, Buraka 2006, MoEVT 2006; UNICEF2007; Oxfam 2007; Fant 2008 Kamwendo 2011). They report on household works to cause poor participation in education of female children.

The results of the study in Table 4.11, early marriage reported to be the second cause of poor participation in education of female pupils as it was reported by 30% of the respondents. In the study it is the respect and valuable for a female child to be married at the age not above 14 years (see the Figure 4.9). Early marriage leads to female children to be married at the age of schooling considering that, the standard age of school is 7-14 years. Thus early marriage causes poor participation in education among the female children.

The results on the issue on hand goes in conformity with Fant (2008), reports on early marriage of girls, that those with traditional beliefs, marriage is valuable and giving the respect to parents. Fant reports that girls are either taken out of school to meet marriage role. Also Oxfam (2007) in agreement with the study on the issue of early marriage, reports on girls having husband role is seen to be more important than being educated so girls are drawn from school for marriage.

In supporting the results of the study Bahago (2009), in conformity says that, even when girls are more than ever enrolled, they were enrolled just for the fun of it because they are drawn for early marriage even before the completion of primary school. Also in agreement with the results of the study on the issue on hand, Garises (2006), reports on dropout of girls that, among of the causer root is cultural practices like early marriage.

Also AAIE (2012), in conformity supporting of the discussed issue states that, early marriage is the barrier for female children schooling. Not only that but also Buraka (2006), in agreeing with the study reports that, parents are using early marriage gender role as the means of securing daughters' future. Rose (2003), in agreement support on the results of the study reports that, early marriage on girls take place even at age of 7and 8 years in some countries of West Africa.

Koirala and Acharya (2005), in conformity with the study, reports on parents to find the husband for their daughter so as to be married at early age in order to meet their tradition values on girls to be married when still are still virgin. The study in positive is supported by Ngcobo (2007), that, girls in the family are prepared for marriege as are considered to be just outsiders. Bista (2004) in agreement support on the study by stating that, early marriage affects girls' education; that, girls are either taken out of the school or not even given the opportunity to attend.

In Table 4.5 early pregnancy roles also has been reported to be the factor for poor participation in education of female pupils. The issue has reported at the third position by 20% of the respondents after household works being the first followed by early marriage.

The issue of early pregnancy which has the source on the gender roles assigned to girls specifically during circumcision of girls' ceremony where they are taught on an introductory of reproductive organs and handling the husband encourage sexuality activities to them. Sexuality activities among the female pupils lead to early pregnancy that affect participation in education of female children because in most

countries of Africa including Tanzania a pregnant pupil gets expelled out of the school.

The issue on hand goes in conformity with AAIE (2012), reports that, early pregnancy is one of the barrier to female pupils to participate in education. Not only that but also Fant (2008), reports in conformity with the study on early pregnancy that has became a way of life among school girls. Also Coldough *et al.* (2003) reports on early pregnancy to cut short girls through being expelled from school, although in some countries governments have allowed girls to continue schooling after giving the birth but it doesn't work because of the negative attitude of parents and worry of their daughters to be pregnant again. Buraka (2006) in conformity with the study depicts that early pregnancy is the problem to female participation in education.

Early pregnancy addresses sexuality activities among the female pupils. The study on this issue agree with UNESCO (2003), reports that, the rite of passage adversely affect girls education, as they reflects on gendered norms and beliefs about appropriate roles for adult life. The practices are associated with introductory knowledge about puberty, reproduction, marriage, and control of female sexuality for female children. The knowledge is linked to the development of sexuality. Also Tanzania Demographic and Health and Survey (2010), in conformity go with the study, reporting that, most of school girls are affected by HIV/AIDS compared to the women.

The discussed factors for poor participation in education of female children lead to them to lose the interest on concentrating in studies and develop negative attitudes to

participate in education, so pave the way to their truancy, dropout, low completion and low pass rates at PSLE.

Obeise (2007), in agreement reports on lack of interest of girls in formal education that formal education curriculum contents are at variance with traditional culture contents into which female child are socialized. Thus differences in contents of these two different institutions lead to female children lose the interest on the counterpart institution. Such a situation of female child to lack access on participation in education affects the objective of Sector-Wide Approach (SWAP) through Education Sector Development Programme (ESDP) under implementation of Primary Education Development Plan (PEDP) of attaining the gender parity.

Table 4.12: The Perception of Parents/Community on Female Child Education

Item	Responses	Respondents	Percentage
What is the perspection of the parents on educating the female child	Wastage of time to be married and give birth	10	25
	Girls need enough time to be with their mother as their role models	7	17.5
	Education to girls encourage unwanted pregnancy and non-married women	9	22.5
	A girl child need to be educated	5	12.5
	A place of a girl child is at home	9	22.5

Source: Field Data

Table 4.12 shows the attitude of the community on the female child's formal education. With exceptional of 12.5% of the respondents, the rest reported in negative response towards formal education of a female child. *A father informant had this to say: Here I have ten sons, they have to marry, cows are needed for dowry, and their sisters are the ones who have to bring those cows here at home through marriage. So involving my daughters in formal education will cause me to fail to provide wives to my sons. (20th, February, 2013).*

A mother informant had this to say: This formal education prepare daughters who have new values which are not going together with ours. It causes them to miss marriage, even if they get married, they end up being divorced because they are undercooked to fit for marriage. Girls must be under full training on day to day activities carried by a mother at home for family upkeep.

A mother informant said: I can't send all my daughters to school, because I need their assistance to take care of their siblings when I am in a farm, selling milk and herding calves and goats. Another mother said: At school girls just go tofind pregnancy and giving birth of children who are illegal according to our norms.

Through the results of the study on traditions and norms, a female child is agently needed by the community (through her family) for various roles more than her formal education. Her labour is needed for household works and productive activities and she is perceived as the source of the family income. Such demands on the female child roles develop the negative attitude of parents towards their daughter's formal education.

The negative response of parents/community to a girl child's participation in education puts female child at disadvantageous of access to her basic right of full participation in education. It will not end up to the individual girl who lack participation but also to the families which will be formed by those a girl child who lack participation in education, as the education of mother has the influence to the family's education especially daughters, since mother act as the role model to the family. Thus the negative attitudes of the community on female children education will lead to the production of the generation which will lead to the failure of attaining the vision of development on education (Tanzania Development Vision, 2025).

The negative attitudes of the parents towards female children's formal education address the lag behind to reach the objective of ETP (1995) of increasing and improving access and equity on education for all children. Not only that but also it will be difficult to meet the goal of Sector-Wide Approach (SWAP) under the strategy of Education Sector Development Programme (ESDP, 2008-2017); of achieving the long term human development and poverty reduction targets.

The results of the findings on the negative attitudes of parents/community towards the female child's formal education agree with the report of Bista (2004) that, girls are denied their rights to education because formal education is an investment to be reaped tangibly in the future by which time they would have been married. Also the findings have the positive support of Koirala and Acharya (2005), they report that, parents worry unmarried daughters due to being involved in formal education, thus parents stop or withdraw them from schooling.

Also in conformity with the study UN (2010), the report states that, almost a quarter (22%) of Tanzanians gives less important to educate a girl child so, the societal norms are the root cause of gender disadvantages and oppression which affect gender parity in education lie in societal attitudes. Not only that but also Yushan (2011), in agreement with the study report that, girls are prepared to fit into informal education roles, as the report shows that, girls have to be taught to be capable to meet all daily activities at home, in field and animal feeding. A girl is trained to be a qualified woman into informal institution.

On the results of the study, that, formal education is enough to female children, agree with Fant (2008), report that, in traditional societies gender roles are universal. Female have to marry, bear children and look after the family. In tradition, Fant reports that, local culture perceives formal education as a time wasting as it delays marriage and bride price as well as children who are the ultimate symbol of womanhood. (Ibid) says that, the expectation that girls will eventually marry and became housewives mothers consider what they learn at home to be very important for their future role status than they learn at school.

Riley (2003), in conformity with the study reports that, those with traditional gender role attitude, believe that, women are home worker's role. Also Kane (2004) support the study in conformity that, when parents decide to hold back their children from going to schools for any constraints, it is the girl child who is to be withdrawn from school. Buraka (2006), in agreeing with the results of the study reports on the negative attitudes of parents towards their daughters' formal education worrying

about wasting money and time on educating girls who are likely to get pregnancy. Thus on fearing early pregnancy, parents remove their daughters from school as they approach or reach puberty.

On the other side, the study goes slightly different as 12.5% of respondents who reported positively response to female child formal education with the writers who reported on the negative attitude of the parents/community towards formal education of a female child.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter provides a summary of the findings of this study, conclusion and recommendations.

5.1   Summary

This study was conducted to find out the impacts of gender role on education participation of primary school female pupils in Mugeta and Kunzugu wards in Bunda district. The qualitative design was employed. Random sampling techniques used to sample five primary schools from two wards of Mugeta and Kunzugu. Random and purposive sampling techniques were used to sample the respondents. Purposive sampling technique used to sample the head teachers of 5primary schools. Random used to sample one hundred female primary school pupils as sample size, including 40 parents/community members of the school in the study area and 25teachers. Questions were raised as to how gender roles cause low female primary school pupils' participation in education.

Five instruments were used for data collection. Focus Group Discussion to 100 female primary school pupils. Questionnaires were distributed to 30 teachers including head teachers. Documents of schools administration were consulted to gather information on the enrolment of the female pupils' attendance, retention, completion; the number of female pupils sat for PSLE pass rates information in different years. Semi – structured interview to 40 parents/community members in the study area.

The responses were collected by the researcher and the analysis carried out. From the results of data analysis, the following major findings about the study can be summarized.

(i)   Through gender basis on domestic distribution of responsibilities on gender basis, reported that, mother and daughters are responsible for all domestic works. Also reported to be involved in farm works, animal herding and family income generating.

(ii)   Household works assigned to female children at home are stereotyped at school environment through gender role stereotype.

(iii) Enrolment in the study area depicted to be low. Gender roles under the cultural practices, values, traditions and norms dominating community depicted to be the source of the problem. Within the same area of the study, the results indicated some school to have very low enrolment compared with their counterpart schools. Resistant to cultural changes especially those related with decision about marriage among the nomads Kurya suggested being the reason for low enrolment.

(iv)   Household works reported to be the main cause of female children poor participation in education followed by early marriage and pregnancy reported to be among the factors for poor participation in education among the female pupils.

(v)   Through the findings the report showed that, most of the stakeholders have negative attitudes to formal education of the female pupils. The developed negative attitude determined to have the source in the gender roles the society assigns to the females.

5.2   Conclusion

The following results were obtained. Under the cultural practices and values, all what have to be done at home are the responsibilities of the mothers and their daughters. Also they are involved in the production works and generating the family income. On top of that females have to be married and give birth what is the optimal of the females under the tradition norms (Table 4.11).

Gender roles assigned to female children influence negative attitudes to the stake holders towards female pupils' participation in education; and they develop the facilitating factors which affect the participation in education on female pupils. Stake holders involved are the teachers, parents, community, and female pupils themselves. The facilitating factors detected are early marriage and pregnancy; and engagement into sexual activities (Table 4.10).

Participation in education of female pupils found to be poor due to low enrolment, dominating of truancy, low completion rate and low pass rate which have the source in the gender roles the society assign to the females through tradition norms (Table 4.3 and 4.8).

5.3   Recommendations

Based on the major findings and conclusions the following recommendations are suggested.

(i)   There is a need for parents to be aware of the benefits and the importance of educating female children. Also the society and parents have to create the suitable environment for female children to participate in education.

To make the suggested above materialize, it is better for education officers at council level to conduct the seminars and workshops with parents and the teachers in Mugeta and Kunzugu wards in Bunda district.

Not only that but also the problem and the solutions of the female children participation in education should be broadcasted by government through the mass media so as to enable the female children to access to their basic human right of participation in education in fully.

(ii)   As Tanzania has responded to Education for all, there is a need for government to meet the Millennium Development Goal 3: Target 4, female participation is one of the factors to be checked in achievement of the enrolment target. In that case seriously attention should be paid to enrollment of female children. Thus, to reach the goal, the prior cross check on the enrollment of school age of female children in the households should be done. The guide lists have to be used so as to cross check the response during the registration in class one. The exercise has to be done at district levels in assistance with the government officials at wards and village levels such as WEOs.

(iii)   Efforts of female children participation must not concentrate on enrolment at class one only. Government and other stakeholders at different levels have to ensure full participation in education of female children. This include full participation in education of female on; enrolment at class one, attendance, promotion, retention, completion and pass rates which enable transition. Such

participation will enable the female children to have satisfactory participation in education even at tertiary levels. To attain the target policies have to be formed to support the operation. This will increase the number of women at nation level who will participate in decisions on matter concerned to their nation and women at general.

(iv)   The education system (Ministry of Education and Vocation Training) should create the alternative measures to reach far in rural through special measures to check on the girls who often surfer from discrimination and exclusion due to their gender.

(v)   There is the need for government to initiate the seminars to educate men and boys to be involved in domestic works.

(vi)   There is a need for government of Tanzania to change the policy of pregnant pupils to be forbidden to return to school in order to enable young mothers to return at school. Not only that but also the follow up must be made to check on the school leaders who are perpetuating that policy and measure get taken to them. Further more conducive environment should be created so as to allow those young mothers to be comfortable in learning at school environment.

(vii) Government should support female pupils through serious measures on checking and stopping early marriage in order to enable them to have the full access in education participation which will ensure further studies.

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APENDICES

The purpose of these questionnaire is to gather information on impacts of gender roles to primary school female pupils' participation in education in Mugeta and Kunzugu wards in Bunda. So you are kindly requested to be considered in answering the questions. Your cooperation in answering the questionnaire is highly appreciated.

NOTE:

(i)   Any of your information or suggestions will be kept secret and used for research purpose only.

(ii)   Do not write your name on the question

(iii)   Give appropriate answer to the questions

Appendix A

Semi structured questions deployed for FGD discussion with twenty female primary pupils from each of five schools in the two sampled wards.

1.   (a). Who is responsible for domestic works at home?

       (b). What are the activities to be attended?

2.   What activities you undertake in the home/before and after coming from schooling?

3.   Are you participating in domestic works only or even productive works?

4.   Do domestic work leave you with the time

(a)   To do home work at home?

(b)   Revise what you have learnt at school?

5.   Can domestic work hamper females to participate in education?

6.   Is this domestic distribution of labour at home reflected at school?

7.   If the answer is YES in question 10

What kinds of work are assigned to girls by the teachers at school?

Appendix B

Five questions of Semi-structured interview (closed and open ended questions) to the parents (Community of the study area).

1. Do you believe in educating a female child? (YES, NO)

2. If your response in the question number 1 is NO why?

3. What do you want a female child to behave?

4. What is the perspective of the family in educating a female child?

5. How does your community respond to female child participation in education?

Appendix C

Questionnaire to teachers and head teachers from all five schools in Mugeta and

Kunzugu wards in Bunda district

1. Name of your school………………………...…………………………….

2. Is there a problem of female participation at your school? (YES, NO)......................

3. Can social issues be among the factors affect female child participation? (YES,

   NO)…………………………………………………………………………….

4. If your answer in question number three is YES what are those social

   actors?...

Appendix D

The following tables should be filled only by school head teachers.

The trends of enrolment in classes, attendance, retention, completion, number of pupils sat for PSLE and pass rate through five years from 2008-2012 in mugeta and kunzugu wards in Bunda district.

Table: 1. Enrolment, Attendance, Retention, Completion, No. of Pupils Sat for Psle and Passed the Year 2008-2012

Year	Class														Completion rate	No. of Female Sat for PSLE	Passed at PSLE
	1		2		3		4		5		6		7				
	Reg.		Reg.		Reg.		Reg.		Reg.		Reg.		Reg.				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
2008																	
2009																	
2010																	
2011																	
2012																	

Reg.-Registered

M-Male

F-Female

Table 2: The Trends of Pupils Attendance the Year 2008-2012

Year	Attendance rate (%)	
	Male	Female
2008		
2009		
2010		
2011		
2012		

Thank you.

Appendix E

A MAP OF BUNDA DISTRCT