

**FACTORS AFFECTING GIRLS' ACADEMIC PERFORMANCE IN
COMMUNITY SECONDARY SCHOOLS: A STUDY OF MBEYA CITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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2013

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the senate of the Open University of Tanzania a dissertation titled: *“Factors Affecting Girls’ Academic Performance in Community Secondary Schools A Study of Mbeya City”* in partial fulfillment of the requirements for the degree of Master of Education, Administration, Planning and Policy Studies (MED. APPS) of the Open University of Tanzania.

.....

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DECLARATION

I, Angela E. Nyalusi, do hereby declare to the Senate of Open University of Tanzania that this dissertation is my own original work and has not been submitted for a higher degree award in any university.

.....

Signature

.....

Date

DEDICATION

This study is dedicated to my brother, William Nyalusi and my mother, Josephine Lubelege.

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Foremost, I am grateful to the Almighty God, the Creator of all that live on earth-visible and invisible, for His abundant love to me and all his creation. Without God, neither I nor this research work would come in existence. His merciful protection has always been beyond words of my mouth, that I remain thankful for everything HE has done to me throughout my life-but especially for this research work.

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ABSTRACT

This study was concerned with the factors affecting girls' academic performance in community secondary schools in Mbeya City. Specifically, it assessed the roles of school matrons and female teachers as role models, physical facilities (sanitary facilities and hostels), social practices and school timetable as key factors affecting girls' academic performance in community secondary schools. Data were obtained from six selected community secondary schools. The study used descriptive research; two approaches were employed, qualitative approach and quantitative approach. Moreover the study applied four methods which were interview, survey, focused group discussion and documentary analysis. Also, two instruments which are questionnaires and interview guides were employed to obtain the data needed to achieve the objectives of this study. The selection of respondents was both purposive and random sampling techniques. As the findings of this study reveal, there is poor academic performance among girls in community secondary schools. Lack of matrons and shortage of female teachers as role models, lack and poor provision of physical facilities, hostels, social practices and school timetable are found to be great contributors to the poor academic performance among girls in community secondary schools. In order to improve the girls' academic performance, it is recommended that the government and the society should improve school infrastructure for girls, and change attitudes towards girls' education.

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LIST OF ABBREVIATIONS

MOEVT	Ministry of Education and Vocational Training
CSEO	City Secondary Education Officer
SEDP	Secondary Education Development Programme
NECTA	National Examination Council of Tanzania
ZCIS	Zonal Chief Inspector of Schools
CSEE	Certificate of Secondary Education Examination

CHAPTER ONE

1.0 INTRODUCTION

1.1 An Overview

This section describes the background to the study, the statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, operational definitions of key terms and conceptual framework.

1.2 Background to the Problem

According to MOEVT (2011) girls' poor academic performance is one of the major problems in Tanzania and the world in general. While the problem of girls' academic performance exists in most countries, including developed countries, it is even extreme in developing countries. In turn, poor academic performance has become one of the greatest obstacles against girls' opportunity to access higher education and good employment. This follows the fact that academic performance is a determinant and principle qualification for higher education and employment.

In Tanzania, the decline of girls' academic performance has been one among the major topics of discussion among educators, politicians, administrators and parents. Different reports have indicated that the standard of girls' academic performance has persistently been poor from primary school level to the tertiary level. For example, according to the Ministry of Education and Vocational Training (MOEVT) (2011) report, form IV examination results from 2009 to 2011 showed that over 72% of all the students who performed between division IV and O were girls. The report shows

that girls' academic performance declined by 22% in 2008 compared to the previous year. In contrast, the same report of MOEVT (ibid) indicates that boys performed at the average of 70% compared to girls whose performance was at the average of 30%. The girls' performance (30%) is seen as declining if compared to the previous year in which girls had performed at the average of 40% while boys had performed at the average of 60%.

The decline in education among girls is also evident through other indicators of quality education. There are a number of girls in Tanzania who complete secondary school without having acquired secondary education. For instance, the study conducted in Tanzania by Kassimoto, (1997), indicated that, there is a large number of girls who have completed secondary school but cannot read or write even a single sentence in English language. The study indicates that forty three (43) years after independence, the country was facing big problem of girls' academic performance. For example, two-third of girls who completed form four could not read and understand any connected text in English, between 95% and 60% of secondary school girls lacked mastery of English language, and that only 20% of all university girls could understand and attempt correctly essay questions in English. The implication of this situation is that girls could not perform better given the fact that almost all the subjects were studied in English with exception of Kiswahili subject.

On one hand, the problem of girls' poor academic performance is identified as resulting from the fact that the educational system in Tanzania does not provide friendly learning environment for girls to enjoy effective learning for quality

education. For example, such factors as poor policy in the educational system, inappropriate teaching methodologies, and assessments criteria in internal examinations are always mentioned as factors constituting girls' poor academic performance.

On the other hand, negative perceptions and lack of awareness among parents on the importance of education to girls and over loaded responsibilities assigned to girls at school, home and the community in general are reported to contribute to the problem. Being this the case, one would therefore be inclined to comment that education to girls is not yet taken seriously by the government and general society of Tanzania.

Similar system that does not favour girls' academic performance is also observed by Kassimoto (2008). In her observation, Kassimoto noted that girls and women are looked at as weak human beings, who cannot do anything alone and depend on oneself. The phenomenon can be traced back in the past, when according to the customary law, girls and women were not involved in important political, economical and socio-cultural functions. This has continued to the present where some groups in Tanzania still look at girls and women as people who should just stay at home taking care of the family. Beyond this, there are still some cases in which girls are raped and forced to marry at early ages against their own wish, sometimes leading to teenage pregnancy, dropout from school, transmission of disease like HIV/AIDS. Cases of cruelty to girls and women in families and the society in general are still reported. All these events have effect on the psychological,

emotional and physical stability of girls. In turn, some girls have developed the sense of inferiority and loss of confidence in the society and at school leading to absenteeism from classes (Kassimoto, *ibid*). Consequently, the situation leads to girls' poor academic performance. As Kassimoto (*ibid*) observes, it is important to note that educating a woman is to educate the whole society. Thus, significant measures have to be put in place in order to ensure that girls in secondary schools are provided with friendly learning environments to enable them to perform well academically and access quality education.

1.3 Statement of the Problem

It has been revealed that girls' poor academic performance is a worldwide phenomenon, and that the problem is severe in Tanzania. Factors that range from the educational system, pedagogical, economic and socio-cultural factors are frequently associated with the problem of girls' poor academic performance in Tanzania. While the problem of girls' poor academic performance is reported to prevail in Tanzania different studies has been conducted to examine the students' academic performance on factors such as truancy, pregnancies, teaching and learning materials, dropouts, and libraries.

Although some of such studies have addressed on academic performance, they have not quite paid attention on those factors with exclusive effect on girls; as opposed to those factors that affect both boys and girls. Therefore there is still a knowledge gap. This study was more specific as it explored and examined different factors leading to girls' poor academic performance in community secondary schools in Mbeya city.

1.4 Objectives of the Study

1.4.1 General Objectives

The main objective of this study was to assess factors contributing to girls' academic performance in community secondary school in Mbeya city.

1.4.2 Specific Objectives

This study intended to accomplish the following specific objectives:

- (i) To explore how matrons and female teachers influence girls' academic performance.
- (ii) To find out the effect of physical facilities (sanitary facilities, hostels) on girls' academic performance in community secondary schools.
- (iii) To identify social practices that affect girls' academic performance.
- (iv) To assess how school timetable affect girls' academic performance

1.5 Research Questions

- (i) How do matrons and female influence girls' academic performance in community secondary schools?
- (ii) What is the effect of physical facilities (sanitary facilities, and hostels) on girls' academic performance in community secondary schools?
- (iii) What are the social practices that affect girls' academic performance in community secondary schools?
- (iv) How does School Timetable affect girls' academic performance?

1.6 Significance of the Study

This study is essential in a number of ways. First, the study addresses the problem of girls' poor academic performance in community secondary schools uncovering the

factors leading to the problem and suggesting different solutions for the remedy of the problem.

Second, the study reveals the current situation where girls' academic performance in schools has been declining remarkably due to different reasons including lack of women teachers as role models, lack of dormitories, hostels, inferiority complex among girls, and parental perception and awareness towards girls' education, thus giving a room for different educational stakeholders, practitioners and the general community to improve the academic performance. Finally, the study forms one of important documents and references containing useful information regarding the problem of girls' academic performance in community secondary schools in Mbeya city and other places for comparison or any other purposes. Thus, the study is a useful literature for scholarly review and other purposes whatsoever readers may find necessary to cite in addressing girls' education related matters.

1.7 Delimitation of the Study

This study confined itself in assessing the factors leading to girls' academic performance in six secondary schools found in Mbeya City, namely: Maziwa, Iwambi, Legico, Itigi, Wigamba and Nzondahaki Secondary schools. Specifically, the study assessed sanitariums, hostels, matrons and female teachers as role models and social practices as important factors appealing to girls' academic performance.

1.8 Limitations of the Study

This research work could not be a success only without limitations, as it faced a number of challenges. First, there was lack of funds for stationery, transport and other important materials needed for the study. The researcher was forced to seek a

loan from her employer. Also, time limitation reduced smooth accomplishment of the research objectives. The researcher carried out the study while she had to attend other activities including social and family responsibilities at the same time.

The researcher was also forced to add more time starting, June 28th, 2012 to September, 30th 2012, the researcher added one month more. Likewise, some respondents could not cooperate fully with the researcher during data collection, especially in disclosing important information until they were assured of confidentiality.

Moreover, some respondents could not fill in the questionnaires and return them on time. The researcher was forced to go back to collect the questionnaires the next day. In some cases respondents demanded some payments to participate in the study, especially in filling the questionnaires and participating in the interviews. The researcher was forced to pay some money to those respondents in order to get the intended information

1.9 Operational Definitions of Key Terms

1.9.1 Community

Community is a group of interacting people living in a common location (Mgohamwende, 1997). The word is often used to refer to a group of people organized around community values and attributed with social cohesion within a shared geographical location. The group is generally a social unit large than a household .In this study the word community was used as a group of people who surrounds the school.

1.9.2 Performance

Performance is the ability to do something that can be good or bad, high or low, or average. For example, the performance of girls' in mathematics test can indicate academic abilities among girls in secondary schools. Performance can be measured through internal or external examinations done by students (Hornby, 2000). The study used the word performance to refer the scores, scored or performed by girls after doing certain examinations for a particular years ,like form four and form two national examinations.

1.9.3 School

A school is defined as a functional unit of the educational system. It is a processing device through which the educational system meets the aspirations of the society. It means the place where teaching and learning process takes place. A school contains all requirements such as presence of students, teachers, classrooms, teaching and learning facilities (Hornby, 2000). The researcher used the word school referring to schools which have been built round the community or society and they are called ward schools.

1.9.4 Community Schools

Community schools are those schools which are built and owned by members of a given community. (Mgohamwende, 1997). These schools are built within the geographical areas in the respective community. Since community schools are built by members of the community, they purposely save the members of the community. The study used the word community secondary schools to refer those schools which

are built around the society .Also those schools are built by the people who participate in building the school through contributions and manpower like making bricks, carrying sand etc.

1.9.5 Society

Society refers to the people who live together with shared ideas about how they live. A society makes laws to protect welfare of the people within the respective society. A school as a society is made up of all the people within the school and around the school such as students' parents, guardians and other members of the society (Hornby, 2000). The study used the word society as people who live around the school and participate in building the community.

1.9.6 Teacher

A teacher is a person who teaches lessons, especially in a school. They are those people who have power to mould students. Thus, they shape students in academic matters as well as moral values (Hornby, 2000). In this study the word teacher refers to qualified person who has ability to mould student behavior together with teaching students in learning environment.

1.9.7 Student

A student is a person learning lessons at a school, college or university. A student can be learning history, mathematics or any other subjects. Simply, a student is a person who is enrolled in a given school, college or university for the purpose of learning (Hornby 2000). The researcher used the word student as a person who is enrolled in community secondary schools for the purpose of learning.

1.9.8 Matron

Matron is a woman who looks after the health of children in a school (Hornby, *ibid*). In schools, matrons deal specifically with girls. A school matron therefore performs the over roll functions of counseling and guiding girl students. Beyond, a matron is an advisor of school girls in different affairs during the school life of the girls at the school .The researcher used the word matron as a person who has different roles in counseling,giving advice and guiding girl students in community secondary schools.

1.9.9 Stakeholders

Stakeholders are the persons or company that works as a system towards achieving common goal, especially because they have invested money in the company or project. Stakeholders include shareholders of private sectors, trade unions, local government, political interest group and individuals with a specific interest (Babyeyegeya, 2000). The study refers the word stakeholders as person or company that works as systems towards achieving common goals. Also stakeholders are the share holders of private, trade union, local government, political interest groups and individuals such as parents and all members who surround the community schools or ward schools.

1.9.10 Hostels

Hostel is a large room with beds for people to sleep in. (Hornby, 2000). For example, a school hostels is used to accommodate students. School hostels are used by students for sleeping and storing their properties like learning materials and clothes. Girls' hostels reduce the danger of girls being at risk of raping, teenage pregnancy

and sexual harassment, which girls outside school, face in the community. The researcher used the word hostels as a large room /building with beds for girls' to sleep. School hostels are used by girls for sleeping and storing their properties like learning materials and clothes

1.9.11 Sanitaries

These are the equipments and systems that keep places clean, especially by removing human waste materials resulting from poor sanitation (Hornby, *ibid*). In the case of school girls, sanitary facilities are very important, especially for both physical and psychological health of the girls. Cleaning materials and toilets are one of the sanitary facilities.

The study used sanitaries as the equipments and systems that keep places clean especially by removing human waste materials resulting from poor sanitation. Also the study used sanitation as the equipments and systems such as toilets soap and water to be used by girls' in community secondary schools.

1.9.12 School Timetable

Timetable is a list of time when things will happen (Hornby, 2000). A school timetable shows school daily routines. It indicates which time is proper to start or finish lessons and other school activities. A good school timetable should consider proper time when girl students (unlike boys) should start and finish school activities to avoid the risk of girls to be involved in such events like rapping. The study used timetable as the daily routines in community secondary schools. Timetable it

indicates time for starting lessons and finishing lessons in community secondary schools.

1.10 Conceptual Framework

Conceptual framework is a basic structure that consists certain abstract blocks which represent the observational results. It is the experiential and analytical/synthetic aspect of a process or system being conceived (Enon, 1998). A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate it (Kombo *et al*, 2006); This study used the conceptual frame work that connects all aspects of empirical inquiry linking to the problem definition, purpose, literature review, methodology, data collection and analysis in three aspects such as input, process and output (*see Figure 1:1*)

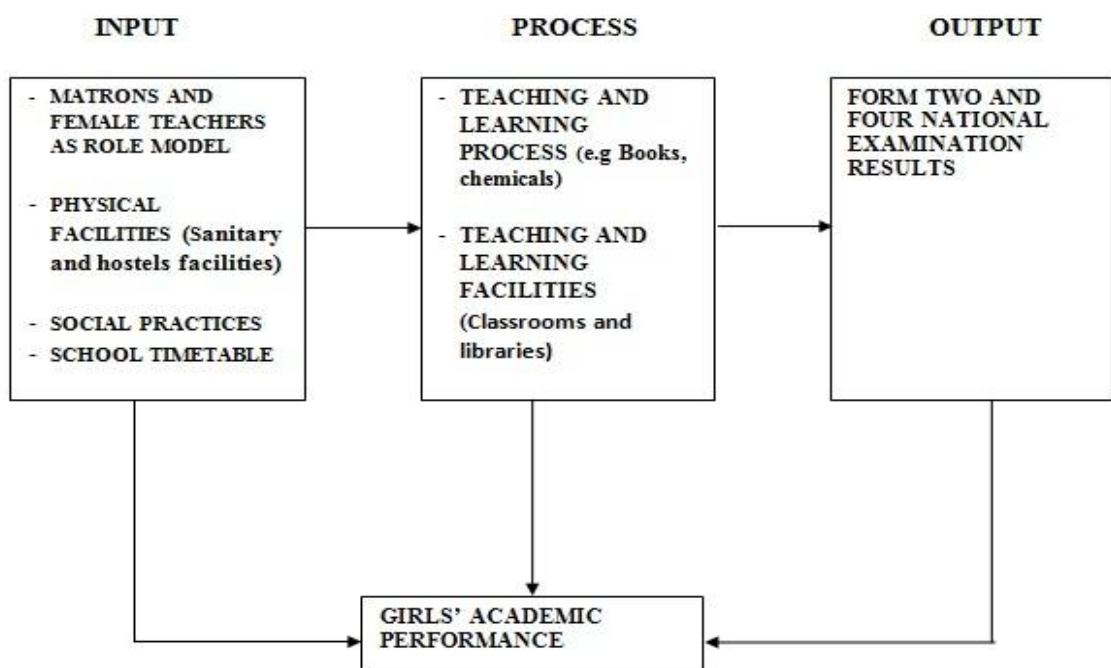


Figure 1.1: Conceptual Framework or Research Model

Source: Field Data, (2012)

The *input* of this study is variables such as matrons and female teachers as role models, physical facilities (sanitary facilities and, hostels facilities), social practices and the school timetable. If these factors (inputs) are improved, they are likely to improve girls' academic performance in community secondary schools. In order for the *process* of teaching and learning to take place, one needs to have teaching and learning facilities such as enough classrooms, laboratories and chemicals, libraries and books, chinks, among others.

Furthermore, the *output* in this aspect is the end result from the input and the process. In this study, the end results were form four and form two national examination results (2011). If all variables were implemented fully, one would expect to get good results such as producing girl students who are knowledgeable and skillful.

1.11 Conclusion

This chapter has provided background information related to this study in general. Specifically, the chapter has dealt with background to the study problem, statement of the problem, study objectives, research questions, significance of the study, operational terms and conceptual framework guiding this study. The next chapter reviews related literature relevant to this study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 An Overview

This chapter reviews some of the available literature on factors affecting girls' academic performance in the world and the developing countries. As the study becomes more specific, the historical perspectives of girls' academic performance in Tanzania are presented and discussed. Likewise, empirical studies on the current girls' performance in Tanzania and analytical framework are examined.

2.2 Theoretical Stances

Different studies indicate a number of factors affecting girls' academic performance.

2.2.1 Roles of Matrons and Female Teachers as Role Models

(i) Roles of Matrons

The role of matrons in community secondary schools is vital. They are advisors and provide guidance and counseling to school girls (*see also Section 1:8:8*). Onoria (2007) noted that lack of matrons is a big concern in the welfare of school children. In absence of matrons in schools, one would ask who monitors and cares for the girls in schools, especially on issues related to the provision of pads, soap and water, particularly during their menstrual periods. For example, Fawe (2001) observed that minimal guidance and counseling services lead to poor academic performance among girls. That is why Twinomugisha (2007) and Bennaars *et al.* (1994) suggest that matrons should create favorable and friendly relationship with children. This will enable girls to face their matrons and communicate their problems for a help.

These scholars also caution teachers to develop positive attitudes and behaviours towards their children so that the children, particularly girls may be free to express their feelings pertaining to different life affairs including academic matters. In the diversity of girls' challenges and needs, matrons are thus urged to be accessible in school premises all the time, good listeners, polite, flexible and quick problem solvers. The educational policy states days schools do not need matrons or patrons' but I would like to advice the government to employ them in order to provide special assistance to students.

(ii) Roles of Female Teachers

One of the factors that affect girls' academic performance in community secondary schools is the absence or shortage of female teachers as role models to girls. Most of community secondary schools lack female teachers (Bennaars *et al*, 1994). As a result, girls lack important models from whom to learn how to deal or handle women related challenges that girls face in schools. Evans (2006) explains that the presence of female teachers as role models increases girls' awareness and perception concerning girls' education to increase sense of competition and promote gender equality in education and personality in general. Important point discussed here is that there is relationship between behaviour and academic performance. If girls have a good interaction with role models, may have an opportunity of adapting good life manner, which in turn add to active learning habits like paying attention, polite ways of asking and answering questions, positive ways of inquiry and responding to learning stimuli resulting into good academic performance. Female teachers are conducting meetings with girls more freely to work hard on their studies. Female

teachers are conducting meetings with girls discussing gender issues such as participating in all important matters like working hard in academic issues, and the related issues about gender equity.

2.2.2 Physical Facilities in Schools

(i) Sanitary Facilities

Sanitation is another factor that may affects girls' academic performance. Sanitation systems include toilets, drainage and sewage system, and waste materials systems. If a school has no proper sanitation system, it may affect girls' academic performance. For example, Twinomugisha (2007) points out that inadequate and poor latrine structures have previously been reported to be one of the causes of girls' poor performance. This problem prevents girls from enjoying their rights to education. Onoria (2007), visited five schools in Ruanda in October 2009` taken as an example for the study, four out of the five school visited had dilapidated latrine structures. For some schools there was no clear provision of separate toilets for girls and boys. In one of the schools, latrine facilities and structure for girls were non-existent and female teachers had to use latrines for girls. Tindifa (2007) holds that the issue of sanitation and hygiene is still a problem in many schools. In some schools sanitary facilities are very old and not well maintained or repaired.

Also Babyegeya (2002) noted that most schools are operating without necessary physical facilities like enough sanitary facilities and water, among others. Fawe (2001) asserts that school facilities play important roles in attracting students to join certain schools. The facilities enable students learn in state of harmonious environment. Fawe suggested the following:

- (i) Separate latrine facilities for boys and girls
- (ii) Supply adequate water for washing and drinking
- (iii) Provide adequate laboratory facilities appropriate to the level of education
- (iv) Provide guidance and counseling services for personal educational related problems.

According to Cerid (1996), boarding schools can be a choice for many societies that cannot offer adequate facilities for study. Also, boarding school may be used to accommodate many students, because of conducive environment for learning such as electricity and water. This means that, since boarding schools accommodate many students, then they should be supplied with important facilities for the students.

What prevails in most communities is that when a community lacks important services like sanitary facilities, then the most affected groups are children and girls (women). This entails that when community secondary schools lack sanitation systems such as latrines, drainage systems and others, then girls are more affected compared to boys. This also implies that girls are more affected in terms of their academic performance due to lack of sanitary services (Davis, 2001). Just as part of the solution, SEDP 1 (2006) recommends many toilet holes for girls than boys. Toilet holes for girls should be in a ratio of twenty (20) girls per toilet hole while the ration should be twenty five (25) boys per toilet hole.

(ii) Hostels

Community secondary schools are also noted to be lacking physical facilities such as hostels. As Evans (2006) observed, lack of hostels affects negatively girls' academic

performance. Therefore, in order to improve girls' academic performance, there is a need for improving the physical learning environment making it attractive and accommodative to female students, especially by improving hostel facilities (Evans, *ibid*).

Cerid (1996) compared commuter and dormitory students and suggested that living on campus fosters academic performance through expanded opportunity for integration into the academic system such as interaction with faculty social system, frequency of peer conversations and informal social activities of the school. Lyndon (2006) also noted that dormitories tend to have more extensive staff, thus offering opportunities for students to participate in activities programmed in residence halls.

In the same way, Davis (2001) points out those school dormitories have been an important protection for children from being at risk of natural disasters or civil wars. School dormitories prevent school children from winter disasters. Children in calamity-prone areas have been ensured of shelter, food, education and recreation during disasters due to presence of school dormitories. Hostels are believed to enhance academic performance of children, since children do not have to spend time going long distances to school and are not burdened by domestic chores at home (Danida, 1999).

According to Davis (2001), in societies where girls' movement outside home is not permitted, hostels and dormitories give security and protection. Likewise, parents are more likely to encourage girls than boys to enroll in boarding schools because they perceive that dormitories offer personal protection and better education that ensures

their daughters of future job. Most girls who live in hostels and dormitories are reported to be performing well compared to those who live in their homes. Girls who live in hostels and dormitories are under care of matrons and the school regulations. They are protected from being at risk of such crimes as raping, sexual harassment and teenage pregnancy compared to day scholars Kassimoto, (1987). All this suffices one to conclude that hostels in community secondary schools are very essential, as they ensure girls of protection from undesirable school conditions. Instead, hostels and dormitories provided friendly learning conditions for girls to perform better academically.

2.2.3 School Timetable

School timetable also hinders girls' access to education. If school daily routines start too early in the morning, they may lead girls to arrive at school too late. In the same manner, if school activities are prolonged to end at late hours in the evening or night, girls find themselves at danger of being raped and humiliated on their way back to their homes (Kassimoto, 2008). It should be noted that girls are like jewels that some men and gangs are always hunting for. Consequently, unlike boys, girls who live very far away from their schools decide to absent themselves from schools in some days of a week because classes begin too early and end too late.

Babyegeya (2002) also holds the same view that girls who live in far places sometimes miss morning lessons. Some girls have to use public transport to their schools in order to catch up with the school time-table, while others have to be accompanied by their parents for security purpose which falls to the disadvantage of the girls (Fawe, 2001). Makyikyeli (2003) insists on the importance of scheduling

school activities showing the amount of time needed for accomplishing certain activity so that the issue of girls is put into consideration. Makyikyeli insists also strictly adherence to school timetable to avoid any interference with the timetable, which may in turn have negative consequence on girls. Thus, when need for adjustment of the time table is sought due to contingencies, then the adjustment has also to consider girls. Beyond this, Babyegeya (2002) advises to differentiate between time in which students are in schools and time in which students are in actual learning process (the time-on-task). Timetable planners should note that the time which is referred to be related to the performance of students is the time-on-task.

2.2.4 Social Practices

Another factor mentioned in the literature on factors affecting girls' academic performance is social practices. It is found that girls are involved in more domestic responsibilities like cooking, cleanliness, fetching water, children and general family care at the time they would be at school or in private studies (Knud, (2007)). Simply put, unlike boys, girls perform different family activities which consume time for studies and concentration to academic activities. For example, it is reported that the era of HIV/AIDS has increased a number orphans and sick people in families and hospitals, most of them, have to be taken care of by girls and women. The increased girls roles has even led to girls conflicting and confusing message on their gender roles from men, parents, teachers, peers, the media and the general community. As a result, the situation leads into girls' poor performance (Kassimoto, 1997).

A study carried out by Kassimoto (1998) on peasant association in Ethiopia reveals that cultural practices affect girls' social roles in cultural division of labour. It was found that women spend about 15 or more hours on various important household activities. Unfortunately, as Lyndon (1994) points out, some of the household activities that girls are involved in household chores. Also, in many countries parents of poor and large families require children's labour for food production and for care of young sibling, in most cases girls being the victims of the cultural practices.

Experience has indicated that even if girls had opportunity to attend classes, they still find themselves occupied by family activities as immediately as they arrive at home from school.

2.3 Research Gap

A number of issues regarding girls' academic performance have been explored in the detailed literature reviewed. The reviewed literature has indicated that the issue of girls' academic performance is not a new experience in Tanzania and the world in general. Such factors as the roles of matrons and female teachers as role models, physical facilities (sanitary facilities, and hostels), social practices and school timetable are identified as among of the appealing factors to girls' academic performance.

However, the reviewed literature features deficit in explaining how these factors apply or are relevant to girls' academic performance in selected community secondary schools. Therefore, the present study sought to assess how these factors apply to girls' academic performance in selected community schools.

2.4 Conclusion

This Chapter has dealt with one major research component, literature review on girls' academic performance. A comparison made between girls' and boys' academic performance has shown that girls are the poorest academic performers. The next chapter presents the methodology adopted in gathering data and analysis

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 An Overview

This chapter describes the location of study area, research design, study population, units of inquiry (target group), sample size, sampling procedures, data analysis, procedures and ethical considerations.

3.2 Research Design

Research design is the conceptual structure within which the research will be conducted. It is a detailed strategy or plan for achieving research objectives (Orodho, 2003).

3.3 Research Approaches

This study employs two approaches namely, the qualitative approach and quantitative approach. Qualitative approach enables the researcher to collect information from the respondents in their natural settings (Yin 2009). The researcher went physically to the study area and collect information directly from the respondents. The approach seeks to describe and analyzes the cultural and behavior of humans and their groups from the point of view of those being studied. Example of qualitative research Includes case studies of communities and institutions.

In this approach flexibility is needed to allow the discovery of unexpected and in depth investigation of particular topic. For example in finding out the effect of abortion on education, the researcher may interview those who have carried out an abortion and are willing to be interviewed.

Quantitative research focuses on measurements such as the assignment of numerical events according to rules. The numbers are specified for example sex; male or female (Orodho, 2003). Quantitative research is used when frequencies are sought to explain meanings, the quantitative approaches involves the collection of numerical data in order to explain certain phenomena. Also, it is used when the research incorporates the statistics (how many?) elements, designed to quantify the extent to which a target group is aware of things, this believes that or inclined to behave in a certain way.

3.4 Research Methods

The study used four methods namely; survey, interview, focused group discussion and documentary analysis.

3.4.1 Interview

The interview method is used in order to get in depth information (Kothari, 2004). The method was used to gather information concerning factor affecting girls' academic performance in community secondary schools. The interview was conducted with CEO, ZICS, Head of schools and teachers. The study used this method in order to get depth information as the researcher collected the information directly from the respondents.

3.4.2 Survey

The method is used to gather data from the respondent, at a particular time so as to describe the nature of the problem being investigated (Enon 1998). The survey method was used in order to get information which is more general. This method was

used to collect information from many respondents and the information obtained was in the form of generality (wide information is obtained).

3.4.3 Focused Group Discussions

This requires through planning and training of group moderators. This technique usually composed of homogeneous members of the target population (Kombo *et al*, 2006).

Focused group discussion was used to gather information from girls. The technique employed prepared discussion guide that provoked students to disclose information, especially on the availability of sanitary facilities. Before actual discussion, the researcher began by highlighting the purpose of the study, and then set forward the topic for discussion. During the discussion, respondents were let free to discuss in details on the presented matter for discussion. While the discussion went on, the researcher would take some notes and record the discussion, which later on had to be analyzed to obtain fresh required data.

3.4.4 Documentary Analysis

This involves deriving information by carefully studying written documents or visual information from sources (Enon, 1998). This technique was used to obtain information on girls' academic performance. The technique involved the researcher going through some files and documents to obtain information or data for this study. For example, the researcher went through the files obtained in respective schools to see the list of employees so as to find out if there were matrons in the list of

employees. Also form two and form four final examination results were accessed through the recorded files available in respective community secondary schools.

3.5 Sampling Procedures

For the purpose of gathering accurate data that are free from bias, purposive and random sampling techniques were employed

3.5.1 Purposive Sampling Technique

Purposive sampling technique was used to select parents, school heads, CEO and ZCIS. These respondents were selected because they would provide relevant information that other respondents would not. For example, it was found that these respondents would provide more information regarding girls' academic performance given the fact that they are main stakeholders on the issue of education in their schools.

3.5.2 Random Sampling Techniques

Random sampling technique was used to select respondents from six selected schools, by using a class register, ten students were selected from each school using a systematic random sampling technique to get a total sample size of sixty respondents for an interview. The random sampling technique was used to get five teachers from each six schools to make a total sample size of thirty.

3.6 Area of the Study

This study was conducted in six secondary schools in Mbeya City, namely: Wigamba Secondary School, Nzondahaki Secondary School, Maziwa Secondary

School, Iwambi Secondary School, Legico Secondary School and Itiji Secondary School. The historical background of Mbeya City can be traced back to 1927. Mbeya region is located in the southern highlands of Tanzania. The region lies between latitude 7° and $9^{\circ} 31'$ south of the equator and between longitude 32° and 35° East of Greenwich and it lies at an altitude of 475 meters above sea level with high peaks of 2981 meters above sea level at Rungwe higher altitudes. Mbeya shares borders with countries of Zambia and Malawi to the South, Rukwa region to the West, Tabora and Singida regions to the North while Iringa region lies to the East (Mbeya city profile, 2008).

Its population is approximated to 2.5 million by 2002 out of which 0.5 million people live in urban and 2 millions live in rural areas and covers an area of 63,617 Sq. kms which is 6.4% of the total area of the United Republic of Tanzania (National censa, 2002). This area was selected because it has community secondary schools which have enrolled girls whose academic performance is poor.

3.7 Study Population

A population is the entire set of observation or measurements under study. It is a full set of cases from which a sample is taken (Sounders *et al.*, 2000). This study collected data from six community secondary schools in Mbeya City. The study population included female students, teachers, head of schools and parents, the City Secondary Education Officer (CSEO) and Zonal Chief Inspector Schools (ZCIS). Female students were involved in this study because they were the main target of the study while teachers were selected basing on the fact they are the one who facilitate

girls' academic development. Head of schools were involved as administrators and supervisors of educational matters in their schools while parents were believed to be the closest people to their children. The CSEO and ZCIS were involved because they are the overall controllers of educational matters in the region and zone respectively.

3.8 Sample Size and Sampling Unit

Kothari (2004) states that, "a decision has to be taken concerning a sampling unit before selecting sample". This study used 10 students from each of the six schools making a total of 60 students, 5 teachers from each school making a total of 30 teachers, 5 parents from within the community in which the sampled schools were selected, 6 head of schools, CEO and Education Inspector. Therefore, total respondents used in this study were 103 respondents. This sample size was selected with the assumption that it would provide good representation of the population because this study would not be able to access every member of the population in the study area.

3.9 Data Collection

Data collection is the process of gathering information to serve or prove some facts (Kombo *et al*, 2006). It is the process of collecting information from different sources such as from the fields, newspapers, journals and etc (Kothari, 2003). The data were collected by using questionnaires and interview guides.

3.10 Instruments

Research instruments are the tools used to collect data from the field (Kothari, 2003). This study used questionnaires and interview guides.

3.10.1 Questionnaires

Questionnaires consists of a number of questions printed or typed in a definite order on a form or set of forms (Kothari, 2004). A questionnaire is usually sent to a person with a request to answer the questions and return the questionnaire. This study used two sets of questionnaires. The first one was for students (girls), which intended to collect data on the availability of sanitary services. The other questionnaires were for teachers and Head of schools, except parents. This questionnaire was used to gather more information on matrons, female teachers, toilets and hostels services.

3.10.2 Interview guides

This tool uses a written list of questions or topics that need to be covered by the respondents (Kombo *et al*, 2006). Interview is another instrument used to gather data for this study. This tool was employed to collect information from all the respondents such as teachers, Head of schools, CSEO and ZCIS.

3.11 Validation of Data Collection Instruments

Before the actual process of collecting data, the researcher tested the instruments at Mwakibete Secondary School to test the instruments. Pilot study indicated that the instrument were effective. The instruments tested were questionnaires and interview guides. However, it was seen that it was not reliable to ask students on the availability of matrons in community secondary schools. The most reliable respondents were found to be head of schools than students. Therefore the questionnaire was corrected accordingly. This study collected data from two sources of data, namely: primary source and secondary source.

3.11.1 Primary Data

Primary data are collected for the first time from respondents (Kothari, 2004). These data are collected by the researcher.

3.11.2 Secondary Data

Kothari (2004) considers secondary data as the data which have already been collected by someone else and which have already been passed through statistical process. These data are collect as second hand information. This study collected secondary data obtained from on line journals, books, magazine, new papers etc.

3.12 Data Analysis and Processing

Data processing involves editing, coding, classification and tabulation of collected raw data so as to make them ready for analysis (Kothari, 2003). This study made the use of tables and percentages to present and analyze quantitative data. Also the study employed descriptive analysis to interpret and analyze qualitative data. The data obtained were coded and analyzed using computer Excel Program. The analysis of data helped the researcher to draw up and give recommendations.

3.13 Ethical Considerations

Sullivan (2001) points out that social research are bound to ethical considerations in their studies. In this study, the researcher first sought permission from the Mbeya Regional Administrative Secretary (RAS) to conduct research in the study area. Also all the respondents were assured of confidentiality of the information given to the researcher. More ethical considerations that were observed by the researcher

included non-interference of respondents' religious beliefs, cultural values, physical harm and respect of respondents' dignity.

3.14 Conclusion

This Chapter has dealt with the methodology employed in obtaining and dealing with the collected data. The instruments used to obtain data in this study included questionnaires and, interview guides. The respondents were obtained both purposively and randomly. They included students, teachers, Head of schools, CEO, secondary schools inspector and parents. The next Chapter presents and discusses the findings of this study.

CHAPTER FOUR

4.0 PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

4.1 An Over view

This chapter presents and discusses the research findings of this study according to the specific objectives and research questions presented in Chapter One (see Sub-section 1:3:2 & Section 1:4). The data presented, analyzed and discussed in this Chapter were collected through questionnaires, and interview guides.

4.2 Factors Affecting Girls' Academic Performance in Community

Secondary Schools

The main theme of this study was the assessment of the factors affecting girls' academic performance in community secondary schools. The main focus was on the roles of matrons and female teachers as role models, physical facilities (sanitary facilities and hostels), social practices and school timetable as key factors uniquely affecting girls' academic performance in community secondary schools. The data collected from respondents revealed a number of facts as presented in the next sub-section.

4.2.1 The Roles of Matrons and Female Teachers

With regard to the first specific objective of this study, that study sought to assess the roles of matrons and female teachers as role models on girls' academic performance in community secondary schools. It was important first to find out the availability of matrons and female teachers in these community secondary schools.

(i) The Roles of Matrons

The data gathered through interview held with head of schools of the six community secondary schools and documentary review indicated that there were no matrons employed in all six schools. Table 4:1 below summarizes the availability of matrons in the selected community secondary schools. The mark (√) indicates where the response applies.

Table 4.1: Availability of School Matrons in Selected Community Secondary Schools

School	Responses	
	Available	Not available
Wigamba Secondary School	×	√
Nzondahaki Secondary School	×	√
Maziwa Secondary School	×	√
Iwambi Secondary School	×	√
Legico Secondary School	×	√
Itiji Secondary School	×	√

Source: Field Data, (2012)

Key: ×=Available; √=not available

The findings in Table 4.1 indicate that school matrons are not available in community secondary schools. The lack of matrons in community secondary schools means that girls may lack the contribution of matrons as their role models. This has contributed to poor girls' academic performance in community secondary schools. This follows the fact that matrons play vital role on girls' academic performance because they create favorable and friendly relationship with children, particularly

girls enabling them to perform better in their academic studies (Bennaars *et al*, 1994). For example, it was shown that matrons are monitors, advisors, guiders and counselors of girls (see Section 1.8.8 & Sub-section 2.2.1.1).

When the head of schools were interviewed on what they do, especially when there is need to assist girls for specific problem that would demand a matron, they pointed out that they appoint some teachers to perform the roles of matrons. However, it was revealed that although the appointed teachers are very helpful in assisting girls, still the whole situation faces a number of challenges.

For example, it was found that the appointed teachers are changed very frequently in the effort to avoid the possibility of overloading one teacher with matrons' responsibilities for a long time. Since matrons' duties are too many, too demanding and sometimes undetermined, they overload teachers making them fail to attend classes fully. Therefore, the solution is to change the teachers so that every female teacher or at least some female teachers attend matrons' responsibilities. For example, one teacher may be appointed to hold the position of a matron for a term or year and then another teacher is appointed for replacement in the next term or year.

Also, it was clarified that matrons are supposed to be in school premises throughout the day ready for matrons' duties. Unlike matrons, the appointed teachers have to attend teaching in classes and many other different responsibilities regarding the fact that teachers are assigned to different responsibilities like head of department, discipline master/mistress and so on. All these prevent effectiveness of the appointed teacher in playing the roles of a school matron. As a result, girls lack matrons as their

role models, which in turn constitute failure in academic matters and other social affairs.

The CSEO was interviewed to state on the availability of matrons in community secondary schools.

The CSEO stated that only boarding schools have matrons and patrons, but day schools do not have school matrons or patrons. The CSEO reported that what happens in community schools is that some head of schools appoint any teacher to play the roles of matrons. However, the CSEO pointed out that matrons have their own roles different from those of a class teacher. He revealed his discontentment for appointing teachers to perform the roles of matrons given the fact that most of the time teachers have to attend classes. Beyond this, teachers are not trained for matron or patrons' roles.

When the ZCIS was interviewed on the same matter of availability of matrons in community secondary schools,

He stated that according to low budget of the Ministry of Education and Vocational Training, school matrons are not employed in community secondary schools. He maintained the same experience as the CSEO that head of schools are forced by the situation to appoint some teachers to perform the duties of school matrons. This has caused teachers to be overloaded by unexpected responsibilities, consequently affecting their abilities in the execution of their responsibilities. This does not only

affect teachers' performance in their work, but more significantly may deteriorates girls' academic performance due to lack of trained matrons as role models. Figure 4.1 illustrates the whole matter of lack of matrons in community secondary schools.

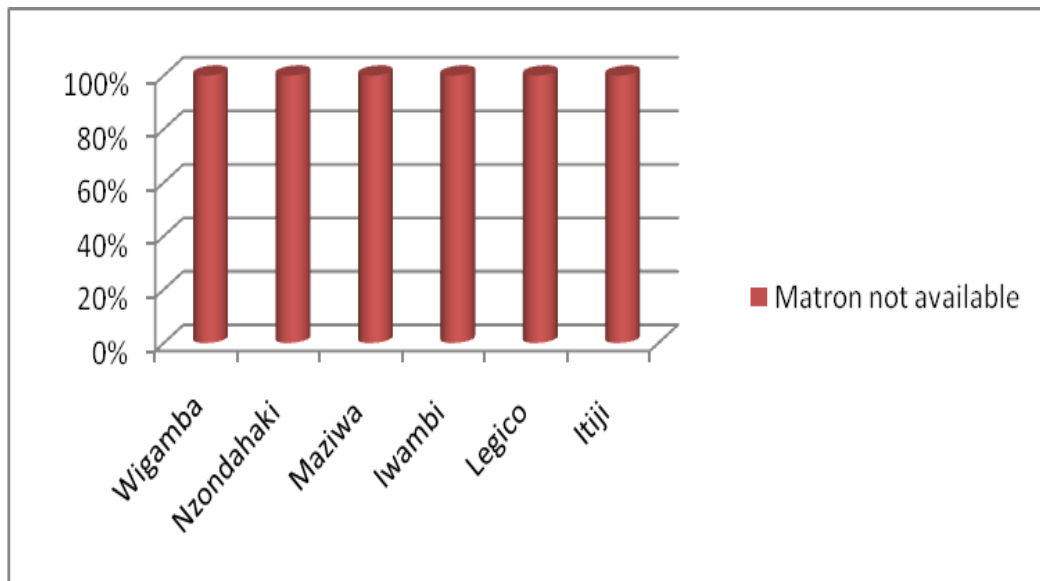


Figure 4.1: Lack of Matrons in Community Secondary Schools

Source: Field Data, (2012)

In a situation presented in Figure 4.1, where community secondary schools lack matron, one cannot speak of girls receiving matrons' care as already pointed out. If the government thinks or plans for improving quality education in community secondary schools, especially to girls, then significant efforts should include employing trained matrons in those community secondary schools.

(ii) Roles of Female Teachers

In this study, the roles of female teachers on girls' academic performance were examined as being a monitors, adviser, guiders and counselors of girls on issues related to their sex. In order to achieve this number of female teachers in relation to

male teachers was identified. The study found that female teachers are available in community secondary schools in different numbers as presented in Table 4:2 below:-

Table 4.2: Availability of Female Teachers in Community Secondary Schools

Name of School	Number of Teachers			
	Female	Male	Total	Difference
Wigamba Secondary School	11	20	31	9
Nzondahaki Secondary School	10	15	25	5
Maziwa Secondary School	6	14	20	8
Iwambi Secondary School	9	19	28	10
Legico Secondary School	10	17	27	7
Itiji Secondary School	11	18	29	7
Total	57	103	160	46

Source: Field Data, (2012)

As presented in Table 4:2, each of the six community secondary schools has a small number of female teachers compared to male teachers. The difference between the number of female and male teachers is big enough to enable one to conclude that girls in community secondary schools may not enjoy female care as they would do if they had to receive it from male teachers as role models. While the number of female teachers is smaller than that of male teachers, it is extremely smaller in Maziwa Secondary School and Iwambi Secondary School. This suffices again to say that girls in Maziwa Secondary School and Iwambi Secondary School may suffer seriously from shortage of female teachers as role models than their fellow girls in the sampled community secondary schools. The academic implication of this situation is that girls are denied of their right to access academic support from teachers with whom they

share same sex and with whom they would be very much free to express their learning difficulties. Therefore, from this observation, as the findings reveal, the small number of female teachers as role models may contribute girls' poor academic performance in community secondary schools. Difference in the number of female and male teachers in community secondary schools is also illustrated in Figure 4:2.

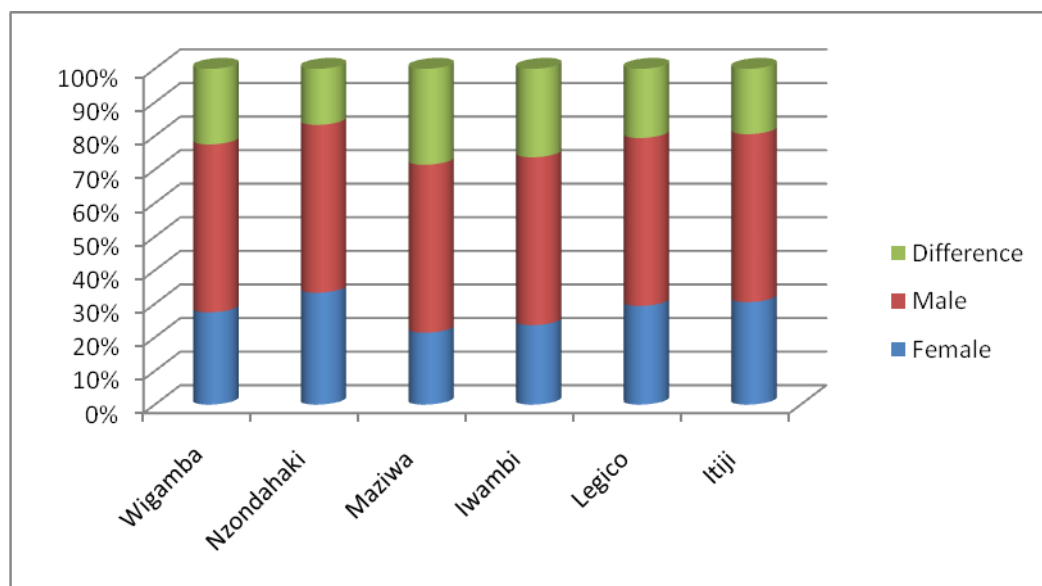


Figure 4.2: Difference in the Number of Female and Male Teachers in Selected Community Secondary Schools

Source: Field Data, (2012)

Both Table 4.2 and Figure 4.2 indicate that the number of female teachers is low compared to that of male teachers. The findings concur with Davis (2001) who noted that most of community secondary schools have shortage of female teachers. This tempts one to suggest quick recovery procedures to minimize the difference so that girls may enjoy equal academic and other support from female teachers as boys do from male teachers, or rather, as girls do from male teachers. This would improve girls' academic performance in community secondary schools, given that female

teachers may harmonize and encourage girls more freely to work hard on their studies. Female teachers are conducting meetings with girls' discussing gender issues such as participating in all important matters like working hard in academic issues, and the related issues about gender equity.

4.2.2 The Impact of Physical Facilities (Sanitary Facilities and Hostels) on Girls' Academic Performance in Community Secondary Schools

The second specific objective of this study intended to examine the impact of physical facilities on girls' academic performance. Two important components were examined in detail in this section. These are sanitary facilities and hostels.

(iii) Sanitary Facilities

As noted already, sanitary facilities have to do with the materials for removing human wastes in order to improve or maintain cleanliness for good human health. Sanitation is an important aspect for physical and mental health of any human being. This study sought to examine how the provision of sanitary services in community secondary schools affects girls' academic performance in those schools. Two aspects were examined for this purpose. These included human body sanitary services and toilets.

(a) Human Body Sanitary Services

Experience had shown that while all human beings demand body sanitary services like washing water and soap, girls demand these services with specialty. Beyond this, girls have special needs or requirements different from boys. For example, they need clean water during their menstrual periods. It was therefore important in this study to

examine how the provision of girls' body sanitary services by the government and the society affects girls' academic performance.

Three important sanitary services, namely: water, soap and pads were examined. Table 4.3 below summarizes responses of sixty (60) girls who responded to the questionnaire regarding the provision of necessary girls' body sanitary services in community secondary schools.

Table 4.3: Provision of Girls' Body Sanitary Services

Service/Facility	State of Provision		
	Provided	Not provided	Total
Water	60 = 100%	0 = 00%	60 = 100%
Soap	00 = 00%	60 = 100%	60 = 100%
Pads	00 = 00%	60 = 100%	60 = 100%

Source: Field Data, (2012)

Table 4.3 reveals that all the respondents (60 = 100%) agreed that water service is provided in the selected community secondary schools. On one hand this may tempt one to think that girls do not face water problem. However, as shown in Table 4.4, the girls still face shortage of water service. Also, Table 4.3 show that soap and pads are not given to girls in community secondary schools regardless the fact that these are very important facilities. It is important to keep in mind that girls require effective hygienic conditions, especially during their menstrual periods. While they require water, soap and pads throughout their life, these resources/facilities become highly needed during menstrual periods.

This study found that some girls get soap and pads from their homes. However, since some girls' families cannot afford offering these articles, the girls decide to remain at their homes for some days during menstrual periods. More importantly, this study found that some girls face serious challenge when they find themselves in menstrual periods out of normal expectations, given the fact that menstrual periods may sometimes vary from month to month. Menstrual periods are subject to uncertainty. When this happens while girls are in classes or school premises, they have to seek for permission or even absent themselves from classes and studies and go back home. Figure 4.3 below provides clear impression of the state of provision of girls' body sanitary services.

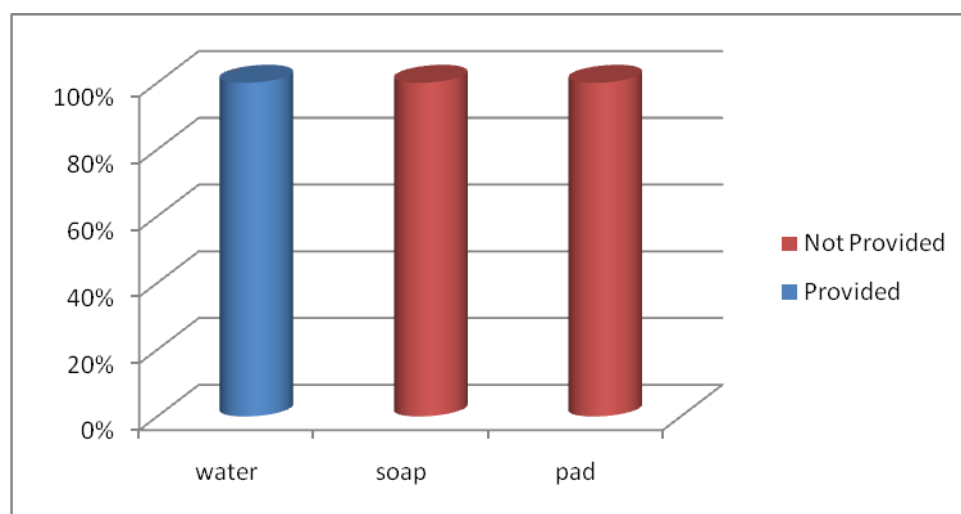


Figure 4.3: Provision of Girls' Body Sanitary Services

Source: Field Data, (2012)

Figure 4.3 shows clearly that with exception of water, soap and pad are not provided to girls for sanitary purpose. This raises one important question on how water can work without soap, as far as sanitation/cleanliness is concerned. Any normal person would argue that water alone cannot serve fully sanitary purpose in absence of soap.

This suffices to say that still the provision of sanitary service is problematic as far as water and soap are concerned.

Furthermore, the data gathered indicated that even though water is provided, the provision still face challenges. For example, it was noted that water is not provided at full provision. Sometime water service is not available in community secondary schools. It happens that girls go to schools but find that water tapes do not flow water due to different reasons not communicated to girls. When this happens, girls find themselves in extremely serious sanitary problem.

Girls when were interviewed on how they are affected by poor provision of water and lack of necessary sanitary services like soap and pad, they complained that the problem affects them negatively not only health wise, but also academically. They disclosed that during water problem, even attending toilets becomes most challenging. Table 4.4 represents the state of water service provision in the sampled community secondary schools.

Table 4.4: Provision of Water to Girls in Community Secondary Schools

Water Provision		
Fully Provided	Sometimes Provided	Completely not Provided
2 = 3.33%	57 = 95%	1 = 1.67%

Source: Field Data, (2012)

As Table 4.4 shows, water service is provide to girls fully only at 3.33% while most of the time (95%) the service is provided with uncertainty, and thought by one (1.67%) respondent as completely not provided. This study found the uncertainty in

the provision of water, makes the issue of sanitary services to girls even more uncertain and most challenging to girls. Consequently, girls cannot concentrate fully in studies, which in turn has led to poor academic performance among girls in community secondary schools.

The head of schools were interviewed on the provision of sanitary service, namely: water, soap and pads. They maintained the same responses given by the interviewed girls that water is provided although not stably. In contrast, such important facilities as soap and pads are totally not provided at school. They noted that the problem is really serious and that parents should understand that they bear primary role on ensuring that their children access important sanitary facilities than waiting for the government to provide the facilities. One of the head of school commented that there is direct relationship between the provision of girls' body sanitary services and girls' academic performance.

In the same way, parents admitted that their daughters are at risk of falling victims of hygienic problem. They revealed their awareness on the existence of water problem in community secondary schools, as it is for the general community. Even the provision of soap and pads is still challenging greatly due to economic hardships among some parents, among other reasons.

When the CSEO was interviewed on the same matter of provision of sanitary services:

Stated that the government takes it for granted that community secondary schools are day schools, thus girls' do not necessarily require

such articles as soap and pad because they just spend short time at school.

The ZCIS added that the problem of girls' sanitary service is the problem of the whole country of Tanzania.

The government has not yet been in position to supply girls with those special needs. He intoned that he sympathizes with girls for the problem they face, especially during their menstrual periods due to lack of very important sanitary facilities. In his opinion, girls in community secondary schools should be provided with special room at school to attend in case of cleanliness related to menstrual periods instead of sharing same toilets with other girls.

The ZCIS's observation is in consensus with Twinomugisha (2007), who suggested that, in solving problem which facing girls, we should identify and meet girls' needs. The provision of sanitary facilities like water, soap and pad would enable girls to participate fully and concentrate on studies for better academic achievements.

(b) Toilet Services

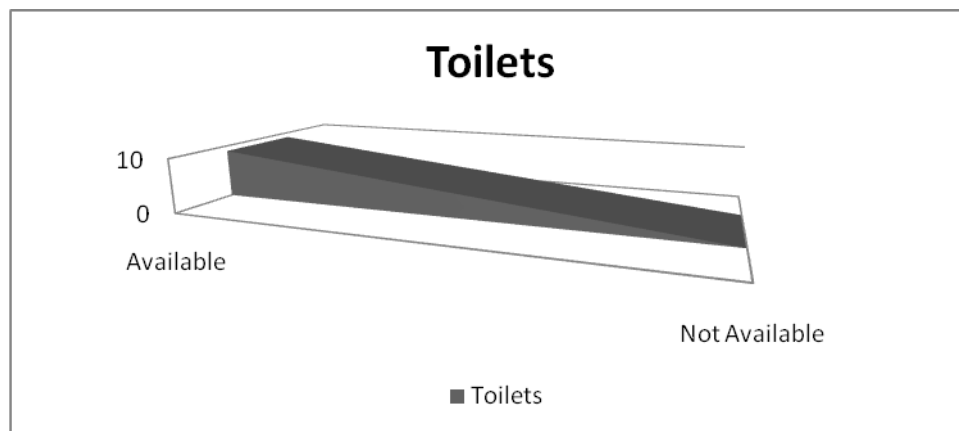
Another component of sanitary services in community secondary schools is the provision of toilet services for girls. This study sought to assess how toilet services affect girls' academic performance. The first task for this purpose was to find out if toilets are present in community secondary schools. The responses obtained from the questionnaire administered to girls revealed the following reality, as presented in Table 4.5.

Table 4.5: Availability of Toilet Services in Community Secondary Schools

Service	State of Availability		
	Available	Not available	Total
Toilet Services	29 = 96.67%	1 = 3.33%	30 = 100%

Source: Field Data, (2012)

Rational observation of the data in Table 4.5 indicates that girls are provided with toilet services. This follows the fact that 59 (96.67%) out 60 (100%) respondents agreed that toilets are available in community secondary schools. It is only 1 (3.33%) of the respondents who held that the toilet services are not available. Figure 4:4 illustrates this sanitarian phenomenon more impressively.

**Figure 4.4: Availability of Toilets**

Source: Field Data, (2012)

It is clear from Figure 4.4 that girls are provided with toilet service if the matter is all about availability. However, this study also had to assess how adequately toilets were available to girls in relation to their academic performance as explained below. The respondents who responded to students' questionnaires, interview with head of schools, CSEO and ZCIS revealed the following results as presented in Table 4.6.

Table 4.6: Provision of Toilet Services

Category of Respondents	Provision of Toilet Services		
	Adequately	Inadequately	Total
Students	09 = 15%	51 = 85%	60 = 100%
Teachers	00 = 00%	30 = 100%	30 = 100%
Heads of Schools	00 = 00%	6 = 100%	6 = 100%
CSEO	00 = 00%	1 = 100%	1 = 100%
ZCIS	00 = 00%	1 = 100%	1 = 100%
Total	09 = 9.2%	89 = 90.8%	98 = 100%

Source: Field Data, (2012)

Table 4.6 indicates that toilet services are inadequately provided. For example, a large number (89) (90.8%) of the respondents (98) (100%) revealed that girls are provided with inadequate toilet services, which means that they highly suffer from sanitary problems as far as toilets are concerned.

During the interview held with the ZCIS, it was found that the problem of toilets is due to over enrolment of students in community secondary schools, which is not in proportion with the expansion of toilet services.

He posited that the circular of the Ministry of Education and Vocational Training instructs community secondary schools to have only four streams for each class with each stream having a maximum number of 40 students per stream. But due to increased demand for secondary education, community secondary schools end up enrolling more than the required number of students in those schools. As a result, more enrollments led to deficit in the provision of toilet services in community secondary schools.

As revealed already, both girls and boys demand sanitary services, but girls demand the services with more specialties (see Section 4.2.2.1). This is even made clear by SEDP 1 (2006) that recommends many toilet holes for girls than boys. SEDP 1 (ibid) recommends toilet holes for girls to be in a ratio of twenty (20) girls per toilet hole while the ratio should be twenty five (25) boys per toilet hole. However, as the findings revealed, the case was quite different in community secondary schools. Taking for example, only one secondary school (Nzondahaki Secondary School), just as a representative sample, it was found that girls are in excess demand of toilet holes. For instance, it was found that the total number of girls was 450 girls. These girls demanded 22 holes but only 9 holes were available, with a deficit of 13 holes. The phenomenon is better represented in Figure 4.5 below:

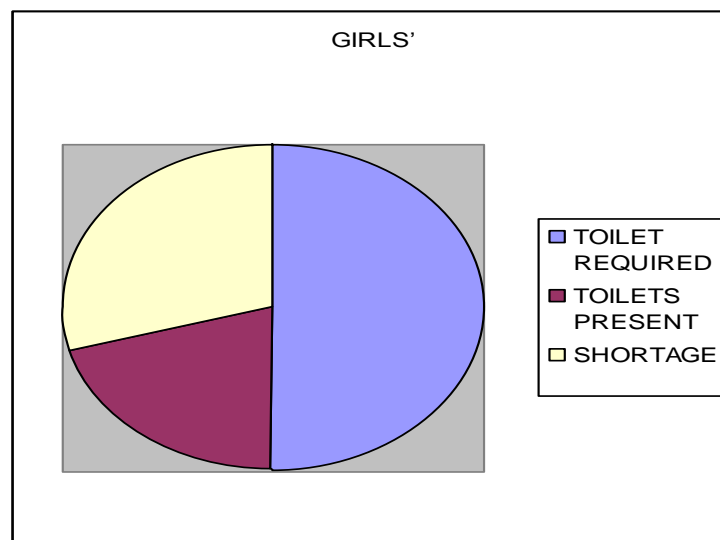


Figure 4.5: Provision of Toilet Services at Nzondahaki Secondary School

Source: Field Data, (2012)

It is clear from Figure 4.5 that girls are in great shortage of toilet services. This study found that the over use of the available toilets due to large number of girls has made the toilets too dirty, hence unsafe for girls. Girls are affected in terms of their health

and time spent in accessing toilet services for the insufficient toilets. When it turns to academic performance, the matter has been that the shortage of toilets affects girls' time to attend classes. Some minutes are spent in every school day as girls have to keep long queues waiting for each other outside toilets in demand of the service. This means nothing but girls' poor academic performance.

(iv) Hostels

This study also intended to assess the role of girls' hostels on girls' academic performance in community secondary schools. As revealed in the reviewed literature (see for example, Section 2.2.2.2), hostels tend to foster academic performance through expanded opportunity for integration into the academic system such as interaction with faculty social system, frequency of peer conversations and informal social activities of the school (Cerid, 1996). Also, hostels tend to have more extensive staff, thus offering opportunities for students to participate in activities programmed in residence halls (Lyndon, 2006). Likewise, school hostels provide important protection for children from being at risk of natural disasters and other calamities (Davis, 2001). More important hostels save more time that would be spent by girls walking long distances to school and prevent girls from domestic chores at home (Danida, 1999). More precisely, hostels provide friendly learning conditions for girls to improve their academic performance as they will be access to group discussion, away from bottleneck domestic activities, protected from pregnancies, sexual harassment, raping etc.

In contrast, this study found that community secondary schools lack hostels for girls. The responses of respondents indicated no even a single community secondary

school among the sampled schools had girls' hostels. Table 4.7 presents the facts regarding girls' hostels.

Table 4.7: Lack of Girls' Hostels in Community Secondary Schools

Category of Respondents	Availability of Hostels		
	Available	Not available	Total
Students	00 = 00%	60 = 100%	60 = 100%
Teachers	00 = 00%	30 = 100%	30 = 100%
Heads of Schools	00 = 00%	6 = 100%	6 = 100%
Parents	00 = 00%	5 = 100%	5 = 100%
CSEO	00 = 00%	1 = 100%	1 = 100%
ZCIS	00 = 00%	1 = 100%	1 = 100%
Total	00 = 00%	103 = 100%	103 = 100%

Source: Field Data, (2012)

It goes without saying that girls in community secondary schools suffer from lack of hostels. As Table 4.7 shows, all 103 (100%) respondents maintained that no any of the sampled community schools had girls' hostels. The CSEO helped making it clear that according the circular of the Ministry of Education and Vocational Training, all community secondary schools are core education schools and day schools. As a government policy, currently the government does not allocate any fund for building hostels in any community secondary school. The matter remains within the control of the respective communities.

Beyond the lack of hostels for girls in community secondary schools, this study found that most girls were leaving very far away from their schools. They had to travel long distances by different means of transport, including town minibuses

(*daladala*), motor cycles (commonly known as *bodaboda*), bicycles, with the majority of them walking on foot. While they are traveling from home to school means economic burden to both the parents and girls, it is in fact a tiring experience beyond what one would call physical exercise. One girl from Maziwa Secondary School expressed her experience of walking a distance of more than 5 kilometers contrary to government policy which states that day students should be coming from a catchment areas of not more than five kilometers from where the school is built but this policy has been violated due to scarce resources and large catchment areas. Thus long distance for girls led them to an over exhausting exercise and arriving at school too late and misses first session periods and in turn being affected academically.

In the views of many girls, traveling and walking long distance from home to school was one thing; but sustaining class concentration was another thing. Girls found themselves very much tired and hence dosing in classrooms due to exhaustion. Thus they could not concentrate fully in studies. This had learning implication, which in turn affected negatively girls' academic performance.

Moreover, the walking long distance from home to school and school to home for every school day was itself hazardous to girls. It set girls to more risky situation. Some girls had to wake up very early in the morning to school and arrive back home too late in the evening or night, especially if they had to remain at school for some time for duties like cleanliness or sports and games. The exercise put them on danger of encountering robberies, raping etc.

The case of lack of hostels magnifies the problem making it even bigger. Thus the findings concur with Babyegeya (2002) and Evans (2006) who noted that lack of hostels is one among the obstacles against good girls' academic performance. If girls' education is to be improved in community secondary schools and Tanzania in general, hostels for girls should be constructed in these school.

4.2.3 Social Practices that Affect Girls' Academic Performance in Community Secondary Schools

The third specific objective and third research question of this study aimed at identifying social practices that affect girls' academic performance in community secondary schools. It was presented in Section 2:2:4 that girls are involved in different domestic responsibilities like cooking, cleanliness, fetching water, caring children and general family care (Knud, (2007). Again, it was pointed out that in many countries girls and women spend more time in various food production and household activities (Kassimoto, 1997). While these reports were based on general observations, the present study assessed social practices specifically in community secondary schools. Therefore, it was important to gather data in order to reveal the situation. The data gathered showed different social aspects that affected girls' academic performance in the samples community secondary schools, as presents and discussed in the next paragraphs.

(i) Negative Perception towards Educating Girls

This study found that some parents and other people still hold outdated and negative thinking on girls' education that educating a girl is nothing but wastage of time,

resource and setting oneself to uncomfortable mood zones. For example, the focused group discussion held with parents indicated that some members of the society discourage girls from schooling claiming that many parents have wasted their money educating their daughters who end up getting pregnancy leading to dropouts among girls and increasing unexpected children in their families.

Beyond this, some members of the society believe that the returns to investment in girls' education go to the girls' husbands and their families rather than to the girls' parents and families. They hold the claim that parents spend much of their money and resources educating their daughters, but soon after completion of school, the daughters get married to men even before the parents benefit anything from investing in their daughters' education. In their views, girls should not be educated; and if they are to be, then it should wait when the girls get married so that their own husbands should be responsible for educating the girls.

In the same manner, some members of society believe that girls are household keepers. They have to remain at home taking care of families. If they attend classes they would not be able to ensure home security in terms of homely services. This entails that girls are considered as housekeepers. However, even if this would mean so, it would be important to ask if good housekeeping itself does not require someone to polish her mind by schooling!

More data revealed that some members of the society associate girls with negative and undesirable conducts in the community. Girls are taken as prostitutes and consumers of men's resources. Therefore, it is perceived among some people that it

is senseless act to spend resources educating a prostitute. Together with the negativity attached to girls, some parents use their daughters as sources of income. These parents force their daughters to get married so that the parents would get bride price. This was noted by the CSEO who intoned during the interview:

Some members of the society lack awareness on the value of educating a girl. These people think that educating girls is wasting money to prostitutes who later on get married to other men. This means transferring money to other families, Some parents who do not want to 'waste' their money educating their daughters command the daughters to get married at early ages so as to get bride price.

Very surprisingly, some religious practices were identified as being among the social practices that affect girls' education and academic performance in particular. Some members of the community use religious doctrines to place a man far above a woman. A man is regarded superior over a woman. So, when it comes to education, only boys are given more attention and support than girls. The ZCIS had enough experience on this matter, when he asserted:

Some of our families and society members possess wrong perception on educating a girl. Some parents prefer educating boys than girls. According to negative beliefs rooted in biblical teachings, men are heads of families as Jesus Christ is the head of the church. Therefore, in religious perspective, if education is to be given, it should be given to boys first than girls.

Due to the negative thinking prevailing among some members of the society, this study found that some girls receive very little attention and support from their parents, families and general community on the matters related to girls' education.

Some girls who are lacking the opportunity to attend school lack push factors from the community that would encourage them in academic studies. Instead, some girls have developed inferiority complex among themselves in school and in the community. As a result, girls perform poorly academically.

(ii) Domestic Activities

Another component of social practices that was assessed in this study in relation to girls' academic performance in community secondary schools involved domestic activities. This study intended to identify different domestic activities that girls involve in and how the activities affect girls' academic performance. The first task was therefore to find out who between girls and boys participate more in domestic activities. The data collected from respondents provided the following impression as presented in Table 4.8.

Table 4.8: Involvements of Girls in Domestic Activities

Category of Respondents	Sex Involved Most in Domestic Activities		
	Girls	Boys	Total
Students	53 = 88.3%	07 = 11.7%	60 = 100%
Teachers	29 = 96.7%	01 = 3.3%	30 = 100%
Heads of Schools	06 = 100%	00 = 00%	6 = 100%
Parents	04 = 80%	01 = 20%	5 = 100%
CSEO	01 = 100%	00 = 00%	1 = 100%
ZCIS	01 = 100%	00 = 00%	1 = 100%
Total	94 = 91.3%	09 = 8.7%	103 = 100%

Source: Field Data, (2012)

Observation of the data in Table 4.8 indicates that both girls and boys are involved in domestic activities. However, girls are shown as the only group that is involved most

in domestic activities. For example, in a total of 60 students, it is only 7 (11.7%) students who held that boys most involve in domestic activities than girls while the majority of the students (53) (88.3%) showed that girls are the group that most involve in domestic activities than boys. With exception of only one parent (20%) who thought that boys involve more in domestic activities than girls, the rest of the parents (80%), teachers, heads of schools, the CSEO and ZCIS all maintained that girls are the most group involved in domestic activities compared to boys.

The next task was to identify different domestic activities that girls involve in, which in turn affect their academic performance. A number of these activities were identified in the field, as presented in the activity list below:

List of activities

- (i) cooking
- (ii) washing clothes
- (iii) cleaning home environments
- (iv) fetching water
- (v) ironing pupils' uniforms
- (vi) preparing food on table
- (vii) removing vessels on table after eating
- (viii) cleaning up and rubbing off food remnants on the table after eating
- (ix) cleaning food vessels
- (x) arranging resting room manners
- (xi) washing children
- (xii) feeding children
- (xiii) taking care of children and sick people
- (xiv) Feeding domestic animals (dogs, cats, chicken, cow, goat, etc.)
- (xv) opening gates, doors and windows early in the morning and closing them in the night

- (xvi) responding to the calls and knockings at the gates and doors and receiving the in – doors and visitors at the gates and doors
- (xvii) purchasing kitchen articles, especially food stuffs

It is clear from the identified list of activities that girls are overloaded by domestic activities. The group discussion held with students indicated that girls spend more time in domestic activities than they do in private studies at home. For example, one girl from **Itiji** Secondary School complained:

Me I walk up in morning. It can be four or past four and five o'clock in the morning. Because of the home work for sweep the floor in the house to mopping house and toilet. Also I cook tea if sugar and food is there available, sometime no sugar no tea and so no tea for my young brother and my young sister who going to primary school. If I am do this I have to wash my young brother and my sister to prepare for primary school. I finish activities to prepare to school so I am late to school and teacher on duty punishing all late comers. You see madam, in class I am always sleep because I am tired because I was wake up early in the morning to do the job of home and activities and running to school you sweat, so I am tired so I must be sleeping.

This was understood as:

... I always wake up very early at 4:30 Am or 5:00 Am in the morning to begin domestic activities. I begin first with mopping the house, toilets and washroom. If there are stuffs for breakfast, I prepare the breakfast, though this happens rarely. Then I prepare my primary school young brother and sister for school. Thereafter, I prepare myself for school. Because of early morning domestic activities, I frequently arrive at school too late, and sometimes I get punished for being late. When I am in class, I find myself sleeping because of too

many domestic activities and long way walking when coming to school.....

Similar situation was portrayed by another girl from **Legico** Secondary School. The girl complained:

Look madam, I have two brothers. One form six and another form four we are together in form four. But madam, when we rich at home in the evening my brothers put the exercise book in the room and go to watch TV or just to play, or they can sleep in the rooms only. But for me I have to wash the plates and to go in the kitchen to cook food for the night. I cook food with my mother. But sometimes my mother is busy. She said no money for house girl. I cook the food and prepare on the table. When we complete eating my brothers run in the room to study and write homework. But myself I must wash the plates of food and clean the kitchen because in our home no to sleep without cleaning plates and kitchen. When I complete I must make sure I have to close the doors and windows of the house. So I go to sleep very tired and I do not complete home assignment.

As one would learn from the complaints of the girl from Legico Secondary School, the girl reports to have two brothers, who are both students. As daily routine, when the girl arrives at home from school, she engages in domestic activities preparing food, saving the food on table, cleaning the vessels and the kitchen and ensuring that the doors and windows are closed before going to bed, that she cannot even finish her home assignments. In contrast, her two brothers get time to rest, play, watch TV and finish up their home assignments. One comment that can be made here is that the social practices practiced in this family set the girl to more domestic activities while boys are provided with time to relax and involve fully in academic studies.

Therefore, this study found that girls spend more time in domestic activities than academic activities. All the matter results from the fact that the social arrangements and practices assign girls to more domestic activities compared to boys. The present study found that most of the day girls' scholars do not have time for concentrating in academic studies due to overloaded domestic activities, which consequently affect their academic performance.

4.2.4 School Timetable

The last, but not least specific objective of this study was to find out how school timetable affects girls' academic performance in community secondary schools. One general observation maintained in this study, as the findings revealed, is that school timetable has both direct and indirect impact on girls' academic performance.

The findings of this study revealed, among other things, that school timetables in community secondary schools do not make distinction between girls and boys in order to accommodate special needs of girls and the fact that girls are subject to some social practices. For example, it was noted that in all the six sampled community secondary schools, school table did not allocate time for remedial or compensation of the time when some girls had to attend menstrual period services like washing, wearing and changing pads. It should be remembered, as noted already, sometimes girls have to leave classes for a while and run into toilets for menstrual services while lessons are in progress. Also, sometimes girls decide to absent themselves from school during their menstrual periods due to lack of important menstrual facilities like water, soap and pads (see Table 4.3 and Figure 4.3). Simply

put, girls suffer the consequence of their menstrual periods. Their attendance and participation in the classroom is in such doubtful state, which in turn seemed to affect their academic performance.

Similarly, some social practices were seen as overloading girls with too many domestic activities, which affect girls' time for arriving at school and concentration in the classroom (see Sub-section 4.2.3.2). In spite of this, school timetable in community secondary schools does not consider girls who arrive at school late due to domestic activities. Beyond punishment, girls who arrive at school due to domestic activities may fail to catch up with lessons because of the tiring activities leading them fall asleep during classes, the result of which is poor academic performance.

Moreover, this study found that school timetable in community secondary schools does not consider the fact that some girls come from very far away from school, that they have to wake up very early in the morning and arrive back home too late in the evening or night, which also is dangerous to girls. It was pointed out that girls are frequently involved dangerous events like sexual harassment and rapping. This study found that most girls in community schools are at risk of such events because school timetable in their respective schools does not consider security of girls on their way to school and back home. Therefore, it was revealed girls attend classes with the sense of insecurity. As a result, they cannot concentrate fully with lessons, which consequently impede better performance.

Generally, the present study found that the issue of timetable poses great challenge to girls' education in community secondary schools. No much attention has been paid

to the fact that girls spend time attending menstrual period services, the fact that some girls come from very far away their schools, the reality that girls are involved in different social activities making the girls arrive at school too late and truth that girls are in great danger and risk of getting involved in dangerous events like rapping on their way to or from school. Among many other outcomes resulting from this situation, this study found that girls fail to perform better academically. Thus, the findings are in line with Babyegeya (2002) who noted that girls who come from far places miss morning lessons, which lead them into poor academic performance.

4.2.5 Girls' Academic Performance in Community Schools

It was important in this study to examine girls' academic performance in community secondary schools. This was done in order to reveal actual situation of performance among girls in the selected community secondary schools in relation to the factors that influence girls' academic studies, namely: role of matrons and female teachers as role models, physical facilities, social practices and school timetable. In order to attain this, documentary analysis was employed to obtain the facts from results in form two national examinations of five years (2007- 2011) and form four national examinations of three years (2009 - 2011).

(i) Girls' Academic Performance in Form Two National Examinations

This sub-section presents girls' examination results in form two national examinations of five years from 2007 to 2011. Table 4:9 presents this academic phenomenon.

Table 4.9: Students Results in Form Two National Examinations in Community Secondary Schools

YEAR	AVERAGE GRADE										TOTAL STUDENTS	TOTAL %
	A		B		C		D		F			
2007		%		%		%		%		%		
F	0	0	0	0	32	41	44	56	3	4	79	100
M	0	0	13	15	31	36	37	43	5	6	86	100
Total											165	
2008												
F	0	0	03	1	68	27	83	33	96	38	250	100
M	0	0	15	9	56	35	69	43	21	13	161	100
Total											411	
2009												
F	0	0	10	2	128	29	154	35	150	34	442	100
M	0	0	65	12	175	33	6	1	284	54	530	100
Total											972	
2010												
F	0	0	02	0	131	22	158	27	296	50	587	100
M	0	0	26	4	220	33	218	33	202	30	666	100
TOTAL											1253	
2011												
F	0	0	07	1	108	22	90	18	291	59	496	100
M	0	0	19	5	140	38	138	38	67	18	364	100
TOTAL											860	

Source: Form Two National Examination Results- (2007 – 2011)

(a) YEAR 2007

As presented in Table 4:10, no any girl scored the average of A or B. It is only 32 (41%) girls who scored C out of 79 girls while 44 (56%) girls scored D and the rest 3 (4%) girls scored F. Basically, D and F are classified as fail. This means that it is

only 32 (41%) girls who passed the examination out of 81 girls who sat for the examinations in the year 2007. In contrast, although no single boy scored A, yet 13 (15%) boys scored B and 31 (36%) boys scored C, making a total number of 44 (51%) boys who passed the examinations.

(b) YEAR 2008

As it was in the year 2007, no any girl scored A in the year 2008. It tempts one to think that at least in the year 2008 girls improved performance, since 03. (1%) scored B and 68 (27%) scored C. But, as a matter of fact, girls failed if one considers the large number of 83 (33%) girls who scored D and the rest 96 (38%) girls who scored F, in relation to the large total number of 250 girls who sat for the examinations. Yet, if compared to boys, it is clearly shown that 15 (9%) boys score B and 56 (35%) boys scored C while 69 (43%) scored D and 21 (13%) boys scored F. A general comment here is that at least boys performed better than girls regarding the total number of students (411) who sat for the examinations in the year 2008.

(c) YEAR 2009

All the same trend, no any girl scored A in 2009. Only 10 (2%) girls scored B, 128 (29%) girls scored C while the majority 154 (35%) girls scored D and 150 (34%) girls totally failed by scoring F. The total number of girls who failed (performed very poorly) is 304 (79%) out of 442 girls. A comparative analysis of the data in Table 4:10 reveals that while only 10 (2%) girls scored B, a big number of 65 (12%) boys scored the same grade B. Similarly, when 128 (29%) girls scored C, 175 (33%) boys scored C. In the same way, girls were the leading failed students when 154

(35%) girls scored D and 150(34%) girls score F, while 6 (1%) boys scored D and only 284(54%) boys scored F, making a total number 290 boys who failed. Mathematicians will always state that girls performed most poorly if one compares 304 girls who failed out of 442 girls and 290 boys who failed out of 530 boys.

(d) YEAR 2010

In the year 2010 grade A still proved itself imperformable, no any girl, scored A in these community secondary schools. It is really disappointing that only 02 (0%) girls scored B out of 587 girls. Also, it is only 131 (22%) girls who scored C while a big number of 158 (27%) girls scored D and 296 (50%) girls scored F. In fact, no any other rational comment beyond '*poor performance*' can be given to a situation where a total number of 454 girls fail out of 587 girls who did the examinations. More details about boys' performance may not be important in this study, but it works just for comparison purpose to state that girls performed the *poorest* regarding the big number of 454 girls who failed out of 587 girls compared to a total number of 420 boys who failed out of 666 boys who did the same examinations.

(e) YEAR 2011

The displayed data in Table 4:10 shows that from 2007 to 2010 there is no any student scored A, whether a girl or a boy. In 2011, the same situation is maintained. In this year, 7 (1%) girls scored B and 108 (22%) girls scored C As a norm, in the trend of girls' poor performance in community secondary schools, 90 (18%) girls scored D while 291 (59%) scored F, making a total of 381 (77%) girls who failed out of 496 girls. Comparatively, 19 (5%) boys scored B while 140(38%) boys scored C,

making a total number of 159 (43%) boys who passed their examinations. Further, 138 (38%) boys scored D while the rest 67 (18%) boys scored F, thus making a total number of 205 boys who failed out of 364. Just for comparison purpose, as it is for this study, one would be correct to comment that girls failure most compared to boy. This is due to the data, which indicate that 381 girls failed out of 496 girls while only 205 boys failed out of 364 boys. However, if one had to look at the results in its general sense in the academic system, he or she should be most correct to comment that performance is poor in community secondary schools. This is due to the fact that a total number of 586 students failed out 860 students.

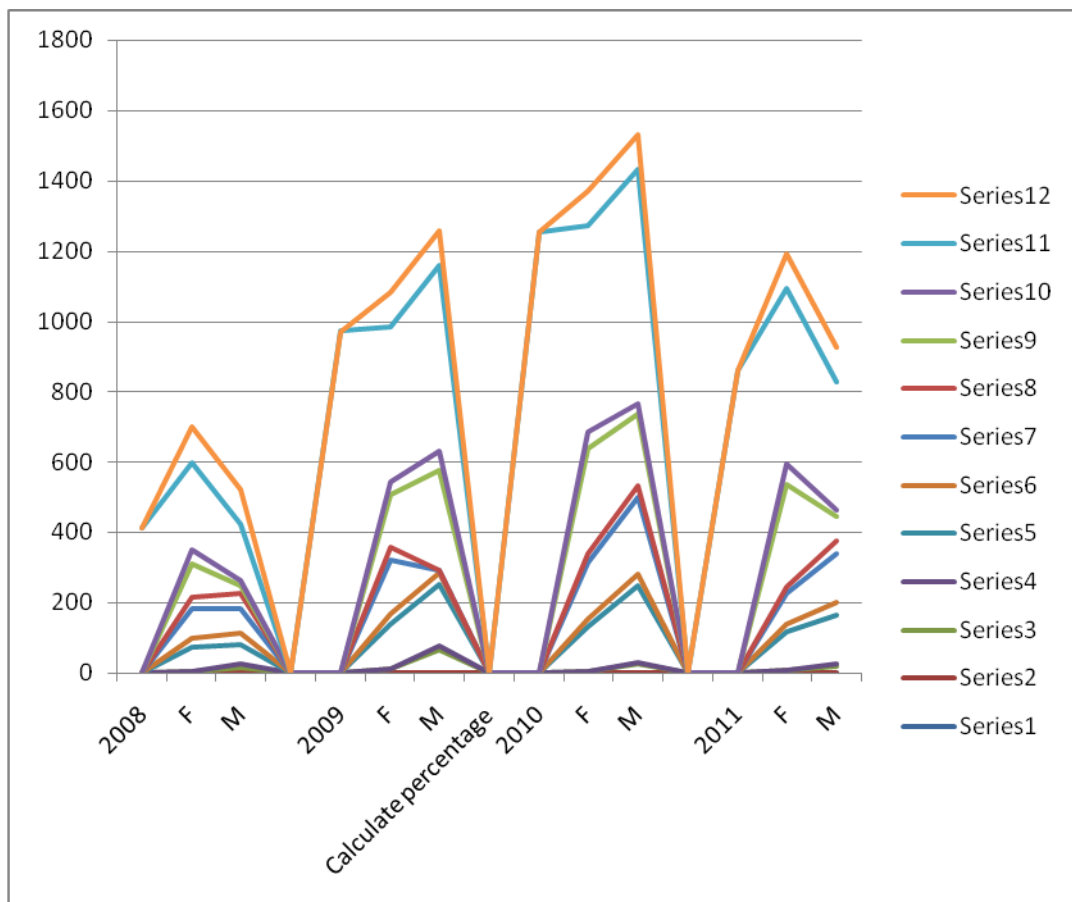


Figure 4.6: Students Academic Performance Form Two National Examinations

Source: Form Two National Examination Results 2007 - 2011

The analysis and discussion of the data presented in Table 4.10 above indicates that girls are the poorest performers in the form two national examinations in the years 2007, 2008, 2009, 2010 and 2011. As it has been said everywhere in this study, among the factors assessed as leading to this poor performance include lack of matrons and female teachers as role models, lack of and inadequate physical facilities, social practices and school timetable. The next part reveals the situation regarding girls' academic performance in form four national examinations.

(ii) Girls' Academic Performance in Form Four National Examinations

The data collected through documentary analysis of Certificate of Secondary Education Examination (CSEE) results provided the facts presented in Table 4:10.

Note that ST means students.

Table 4.10: Certificate of Secondary Education Examination Results

Year	Division I		Division II		Division III		Division IV		Division 0		Total Students	Total %
	ST	%	ST	%	ST	%	ST	%	ST	%		
2009												
F	0	0	07	1	23	5	247	49	223	45	500	100
M	12	3	22	5	54	12	189	43	158	36	435	100
TOTAL											935	
2010												
F	0	0	03	1	19	7	171	59	99	33	291	100
M	08	4	16	7	41	18	100	43	63	28	228	100
TOTAL											519	
2011												
F	0	0	08	2	25	6	170	40	223	52	426	100
M	04	1	38	6	54	9	263	45	229	40	588	100
TOTAL											1014	

Source: Form Four NECTA Results 2009 – 2011

(a) YEAR 2009

As clearly shown in Table 4:10, there was no single girl who acquired division I. It is only 7 (1%) girls who got division II and 23 (5%) girls who got division III, making a sum of only 30 girls who passed the examinations. While 30 (6%) girls passed the examination, a big number of 247 (495%) girls got division IV and 223 (45%) girls got division zero, which makes a total of 470 (94%) girls who failed. Contrarily, 12 (3%) boys obtained division I, 22 (5%) boys got division II and 54 (12%) boys got division III while 189 (43%) boys obtained division IV and 158 (36%) boys obtained division zero. This means that 88 (20%) passed while 347(7%) boys failed. Observation of these data shows 470 out of 500 girls failed while 347 out 435 boys failed. As it has been commented in this study, girls have shown more failure compared to boys regardless the difference existing between the number of girls and boys.

(b) YEAR 2010

Table 4:10 shows that no girl obtained division I while 08 (4%) boys got division I. 03 (1%) girls obtained division II while 16 (7%) boys obtained division II. Also 19 (7 %) girls obtained division III while a big number of 41 (18%) boys obtained the same division III. Disappointingly, the huge number of 171 (59%) girls obtained division IV while 100 (43%) boys obtained division IV and also the rest big number of 99 (33%) girls obtained division zero while 63 (28 %) boys obtained division zero. Note that only division I, II and III are classified as *PASS*. In contrast, division IV and division zero (division 0) are classified as *FAIL*. Therefore, the data indicate that a total of 270 girls failed out of 292 girls while only a total of 163 boys failed

out 228 boys. It does matter the difference between the total number of girls (292) and boys (228) who did the examinations, still the number of the girls who failed overweighs that of the boys who failed. Lack of division one and the presence of large number of division four and division zero among girls provide strong factors for the judgment that girls form the poorest academic performers in the six sampled community secondary schools in the year 2009.

(c) YEAR 2011

Lastly, Table 4:10 shows that there was no any girl who obtained division I in the year 2011. Only 08 (2%) girls obtained division II and 25 (6%) girls obtained division III. The rest 170 (40%) girls got division IV and 223 (52 %) girls got division zero. Unlike girls, 04 (1%) boys got division I and 38 (6%) boys got division II, while 54 (9%) boys got division III, making a total number of 96 (61%) boys who passed the examinations. On the other hand, 263 (45%) boys scored division IV and 229 (40 %) boys scored division zero, making a total number of 492 boys who failed. Close assessment of the data that a total of 393 girls out of 426 girls performed poorly while 492 boys out of 588 girls also performed poorly. Looking at the results, it is clear that both girls and boys performed very poorly, especially following the fact the number the students who performed poorly over numbers that of the students who passed.

However, since this study dealt with girls' performance, it concluded that girls in community secondary schools performed the poorest because no single girl scored division I, while the majority scored division IV and division zero.

More failure among girls, presents in this section, suffices to hold the view that girls in community secondary schools complete secondary with very low knowledge or education regarding what they learn. This falls in consensus with the observation made by kassimoto (1997), who observed in their study that two – third of girls who completed form four could not read and understand any connected test in English while 95% and 60% of secondary school girls could not master the English language.

4.3 Conclusion

In this chapter, the findings of this study have been presented, analyzed and discussed. Four components have been assessed in this chapter to examine how they affect girls' academic performance in community schools. These included the roles of matrons and female teachers, the role of physical facilities (sanitary facilities and hostels), social practices and school timetable. This study found that these factors affect negatively girls' academic performance in the six sampled community secondary school. This means that significant measures have to be taken to make sure that girls are exposed to opportunities for education equally as boys.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Over view

This Chapter summarizes key findings established in Chapter Four. Further, the Chapter provides conclusion and recommendations (both for action and for further studies).

5.2 Summary of Findings

Basing on the specific objectives of this study, the following were the major findings established a number of facts:

In respect with the first specific objective that aimed at assessing the role of school matrons and female teachers as role models, it was seen that community secondary schools lack the matrons and female teachers. This study found that community secondary schools do not have matrons, and bad enough, there are very few female teachers while Head of schools decide to appoint some teachers to handle matrons' responsibilities. As a result, the appointed teachers are overloaded, and besides they lack skills in playing the role of a model. Consequently, girls in community secondary schools perform poorly academically.

Physical facilities such as body sanitary facilities like water, soap, pads, and toilets and hostels are important facilities to girls and women in general. This study found that these facilities are still a big challenge in community secondary schools. Girls are not provided with enough water, they lack soap and pads, toilets are not enough while hostels are completely not available. The findings revealed that some girls

decide to absent themselves from schools, especially during their menstrual periods due to lack of these important facilities. More than absenting themselves, girls in community schools perform very poorly.

Social practices that are practiced by the community within which community schools are located affect greatly girls' time for engaging seriously in academic studies. Negative perceptions holding among some members of the community that educating a girl is wasting of time and resource were identified as playing great role in poor performance among girls in community secondary schools. Further, girls were identified as overloaded by domestic activities which consequently affect girls' concentration in the class and outside class, thus leading to poor academic performance among girls in community secondary schools.

The findings revealed that school timetable in community secondary schools do not consider special needs of girls. No time was allocated for the time spent when girls attending menstrual period services, in domestic activities and travelling from far away from home to schools, the result of which is nothing but girls' poor academic performance.

For clear impression of girls' academic performance in community secondary schools, form two national examination results from 2007 to 2011 and form four national examination results from 2009 to 2011 were displayed and examined. The results indicated that girls in community secondary schools performed poorly. Although this study was basically on girls, it was found also important to perform a comparative analysis in terms of performance between girls and boys. While

generally the findings revealed that both girls and boys in community secondary schools performed poorly, girls were identified as the poorest performers compared to boys.

5.3 Conclusion

Keeping in mind the findings presented and discussed in Chapter Four, it suffices to conclude that the government and the society should put more efforts to improve girls' academic performance. It is really disappointing to find that girls perform poorly due to reasons which would be eliminated on investing in girls' education. What seems also very surprising is the kind of awkward perception that still holds strongly among some individuals that girls' education is nothing but misuse of resources and time. When the world speaks of new millennium, globalization, scientific and technological advancements, equality and equity, and human rights, among others, as important aspects in marking development of mankind; the development will never come about in Tanzanian communities until the communities change the attitude towards one another. That is providing equal chance for every member of the society to access services, especially education.

However, this study found that some parents have acquired important awareness that girls require opportunity to access education. For example, the findings revealed that some parents provide necessary facilities like pads to their daughters to ensure that the daughters attend schools comfortably. Likewise, some parents accompany their daughters on their way to school, while others provide the daughters with fare for transport services. This marks one among the great achievements in the provision of education to girls in community secondary schools.

5.4 Recommendations

5.4.1 Recommendations for Action

This study makes the following recommendations that require practical actions:

- (i) Since it is revealed in this study that sanitary facilities like water, soap and pads are not provided to girls in community secondary schools, it is recommended that the government and the community- including parents should provide these necessary facilities. Other facilities that are recommended for provision include toilets and hostels.
- (ii) Also, this study recommends the government to employ matrons in community secondary schools. The claim that community secondary schools are day schools and that they therefore do not need matrons should be eliminated. It should always be remembered that both girls in day and boarding schools have same demands, given the fact that the matter of menstrual period for example, does not separate between day and boarding school girls.
- (iii) It is partly recommended already in the conclusion that the society around community secondary schools should be educated and criticized on the negative attitudes that girls are just consumers of resources and time. Important education should be provided to people to change the perception. This education should also be directed, among other things, on identifying social practices that maltreat girls considering them as just the people responsible for households.

- (iv) Moreover, this study recommends a note on school timetable in community secondary schools to accommodate girls' special needs. School timetable designers design a timetable considers time spent by girls attending special needs and time for arriving at and departing from school so that girls are not at risk of being forced into sexual harassments and rapping.
- (v) Girls should be encouraged to add effort in academic studies in spite the challenges currently existing in the educational system in community secondary schools and Tanzania in general.
- (vi) While education should be provided to the people who still force girls in sexual harassments and rapping during their way to or from school, serious steps should be taken to enforce accountability among the people who go against the laws that protect girls from any harm.

5.4.2 Recommendations for Further Studies

This study recommends for the studies in the following research areas

- (i) Since the present study confined itself in six community secondary schools in Mbeya city, further studies that cover the whole of the region, and possibly Tanzania should be carried out to address problem of poor academic performance resulting from the factors that uniquely affect girls learning environments.
- (ii) The present study focused only on factors affecting girls' academic performance. Therefore, it is recommended that studies that focus on the solutions of the problem of girls' academic performance be carried out.

- (iii) Also this study recommend further studies that will investigate the consequences resulting from girls poor academic performance on the economic, political, socio- cultural and psychological aspects of girls and women in particular, but also Tanzania as a whole.

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APPENDICES

Appendix I: Questionnaire for Students (Girls)

The objective of this research is to assess the factors affecting girls' academic performance in community secondary schools in Mbeya City. Therefore, I request you to provide me with reliable information useful for this study. All the information given will be used for the purpose of this study only. Your cooperation will be highly be appreciated.

Part A: Provision Sanitary Facilities

(1) Please put a tick (✓) in the respective box to indicate whether the indicated sanitary services/facilities are provided to you or not.

Service/facility	Provided	Not provided
Water		
Soap		
Pads		

2) With regard to the importance of water to girls, especially during menstrual periods, please indicate how adequately or inadequately is water provided in your school. Tick (✓) the appropriate bracket.

Water Provision

(a) Fully provided () (b) Sometimes provided () (c) Completely not provided ()

3) Apart from water, soap and pad are also very important. If the school does not provide soap and pads, where do you get these facilities from? Tick (✓) relevant source:

a) Parents b) Guardians () b) Other source

4) If you get these facilities from other sources, identify the sources

i) ----- ii) Iii).....

5) Do you think lack of sanitary facilities affect your academic performance? Tick

(√)

a) YES () b) NO ()

If YES, indicate whether positively or negatively. Tick (√)

a) Positively () (b) Negatively ()

6) Are toilets for girls available in your school? Tick (√)

a) YES () b) NO ()

7) If toilets for girls are available in your school, are they sufficient? Tick (√)

a) YES () b) NO ()

8) If toilets for girls are not sufficient, is there any negative impact on your academic performance?

a) YES () b) NO ()

Part B: Social Practices and Girls' Academic Performance

1) Are girls involved in other activities different from studies?

a) YES () b) NO ()

2) List down five domestic activities that girls are involved in:

i)..... ii).....

iii)..... iv).....

v)..... (vi).....

3) Do the domestic activities affect negatively your academic performance? Tick

a) YES () b) NO ()

Part C: School Timetable and Girls' Academic Performance

1) Is there different time for arriving and leaving school between girls and boys in your school? Tick: a) YES () b) NO ()

2) Is there remedial classes for girls who miss classes due to different reasons like coming from far away, involvement in domestic activities and attending menstrual period services?

3) If school timetable does not provide compensatory time for the girls who miss classes for the reasons identified in 3), is there any negative impact on girls' academic performance?

**Appendix II: A Questionnaire on the Adequacy of Toilet Services in
Community Secondary Schools**

Dear respondents, this study intends to assess the factors affecting girls' academic performance in community secondary schools. In this questionnaire, you are requested to focus on one aspect, the provision of toilet services and comment on the adequacy in provision of toilet services.

Category of respondent (Eg, student, teacher, head of school):.....

School:.....

1) How adequate is the provision toilet services in community secondary schools?

Tick (√) where appropriate.

Provision of Toilet Services in Community Secondary Schools

Provision of Toilet Services	
Adequate	Inadequate

2) If the provision of toilet services is inadequate, does it have any negative effect on girls' academic performance?

Appendix III: Focused Group Discussion Guide (for Students)

1. Since menstrual periods are sometimes dynamic, how do you do to overcome the problem when you are at school, as far as sanitary care is concerned?
2. Who take(s) care of you when you face menstrual period problems at school?
3. What do you do when you think that you are likely to undergo menstruation in the next one or two days, especially in the school days?
4. Many community secondary schools are said to lack matrons and female teachers, what is the situation at your school? How does the lack of matrons and female teachers at your school affect your academic performance?
5. Explain briefly on how you spend your time at your home after school
6. In which domestic activities do you involve in at home?
7. Are the domestic activities that you do at home which are also done by your brothers (if any)?
8. When do you do domestic activities?
9. Explain briefly how domestic activities interfere with your school timetable, your private studies, and comment on the impact of domestic activities on your academic performance
10. Is there any challenge that you face on your way to or from school? Describe briefly.

Your contribution in this study is appreciated!

Appendix IV: Questionnaire for Teachers on Girls' Academic Performance

This research work aims at assessing factors that affect girls' academic performance in community secondary schools. You, as a teacher are of great contribution to this study because you are at the centre of students' (girls) academic achievement. Please respond to the following questions:

School: _____

1) Please comment on (rank) girls' performance in your class in the following aspects in comparison to boys. Tick (√) in appropriate space in the table below:

Performance Item	Comment on Performance (Rank)		
	Better	Equal	Poorer
Academic Performance			
Class Attendance			
Participation in Class Discussion			

2) When planning for class activities, do you consider the possibility of girls missing your class or performing poorly due to special reasons applying to girls only? Tick (√)

Always considered

()

Sometimes considered

()

Not considered

()

3) Using your experience, does the provision of toilet services interfere with girls' participation and academic performance in your class? Tick (√)

YES ()

NO ()

4) Have you ever noted the school paying attention on the provision of necessary sanitary facilities like soap and pads to girls? Tick (√)

Frequently noted

()

Rarely noted

()

Never noted

()

Appendix V: Interview Guides with Teachers on Girls' Academic Performance

- 1) What can you comment on girls' attendance and concentration in your class?
- 2) What reasons do girls give you in seek of permission to leave your class or for absenteeism in your class?
- 3) How do you assist girls who miss your classes for different reasons, especially those related to girls' biological affairs like menstruation?
- 4) What is the academic performance of girls in your class, if compared to that of boys?

Appendix VI: Interview Guide with Heads of Schools

The principle purpose of this study is to assessing factors that affect girls' academic performance in community secondary schools. I would like to interview on important aspects regarding the factors of girls' academic performance in your school. I remain committed to confidentiality for the information given, and state that the information given will not be used beyond the purpose of this study.

School: _____

1) Do you have a school matron in your school?

(If YES): i) Is the matron a permanently employed worker or a part-time worker?

ii) Is the matron sufficient to attend all girls in the school as a role model?

iii) Why do you think the matron is important in your school?

(If NO): iv) What do you do to overcome the challenge of lack of matron in your school?

v) What challenges have you noted on girls (especially in academics) due to the challenges prevailing in your school regarding the roles of matron?

2) How many female teachers do you have in your school?

What do you comment on the number of the female teachers available in your school in relation to the number of girls who would wish to receive female care from these teachers as their role models?

3) Can you please comment briefly on girls' academic achievement in your school in relation the roles of matron and female teachers as role models to girls?

- 4) Please explain about the provision of sanitary facilities like water, soap, pads and toilets to girls in your school.
- 5) How do you think that the provision of sanitary facilities has remarkable impact on girls' academic performance in your school?
- 6) Does your school have hostels for girls?
- 7) Regarding the importance of hostels to girls, how do you think lack of hostels affect girls' academic performance in your school?
- 8) Is school timetable in your school scheduled in consideration of the fact that girls need special attentions? Please describe briefly how you think your school timetable affects negatively girls' academic performance.

Thank you for your cooperation!

Appendix VII: (Interview Guides for Parents)

(The researcher intends to assess factors that affect girls' academic performance in community secondary schools. You are assured of confidentiality for all the information you provide, that the information for the purpose of this research only)

(Ward).....

1. (When you send your daughter to community secondary schools, do you also consider the need of having matrons and female teachers for counseling and academic advice as their role model?)
2. (What do you do to ensure that your daughters have necessary sanitary facilities such as water, soap and pads while at school?)
3. (How do you think that school timetable affects academic performance of your daughters?)
4. (What social perceptions and practices do you think constitute poor academic performance among girls in community secondary schools?)
5. (How do you think domestic activities affect girls' academic performance?)
- 6.

(Your cooperation is appreciated)!

Appendix VIII: Interview Guides for the CSEO and ZCIS

The main objective of this study is to assess factors affecting girls' academic performance in community secondary schools in Mbeya City. You are requested to provide important information for the success of this study.

Title/position (eg: SCEO, ZCIS): _____

Does the school have hostels?

- (1) Do community secondary schools have matrons and female teachers as role models to female students (girls)?
- (2) What is the policy of the government on employing matrons and enough female teachers in community secondary schools?
- (3) How is the provision of sanitary facilities like water, soap, pads and toilets to girls in your community secondary schools? How does this affect girls' academic performance?
- (4) What do you comment on the availability and importance of hostels for girls in community secondary schools in relation to girls' academic performance?
- (5) What is your opinion on the claim some social perceptions and practices affect negatively in students' academic performance in relation girls' academic performance in your community secondary schools?
- (6) Do you think school timetable in your community secondary schools is scheduled in consideration of special attention on girls? How does it affect girls' academic performance?

Thank you!