

**THE EFFECTS OF SOCIAL-CULTURAL FACTORS ON SECONDARY  
SCHOOL FEMALE STUDENTS IN KWIMBA DISTRICT,  
MWANZA REGION**

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**A DESSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN  
ADMINISTRATION, PLANNING AND POLICY STUDIES OF  
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**2020**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by Open University of Tanzania a dissertation titled: *The Effects of Social-Cultural Issues on quality Academic Performance among Public Secondary Schools Girls in Kwimba District: A Case of Kwimba District*” in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Studies (MED-APPS) of the Open University of Tanzania.

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Date

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**DECLARATION**

I, **Emmanuel, James Mtindi**, do hereby declare that, this dissertation is my own original work and that it has not been presented and will not be presented to any other Higher Learning Institution for a similar or any other academic award.

.....

Signature

.....

Date

**DEDICATION**

This task was entirely dedicated to my beloved Mariam J. Macha who utilized her most time to care and support me financially to build academic foundation of my life. May the Almighty God blesses her.

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**ABSTRACT**

This study investigated the effects of social-cultural issues on quality academic performance among public secondary school Girls in Kwimba District. The study involved three specific objectives namely: to investigate the effects of home activities on girls' quality academic performance in day public secondary schools in Kwimba District, to explore the impact of gender preference on girls' quality academic performance in day public secondary schools and lastly, and to examine social practices that enhancing girls' quality academic performance in day public secondary schools. Moreover, the study used quantitative and qualitative methods in data analysis. Also, the study employed simple random sampling technique to get 267 respondents who filled questionnaires and purposive was used also to obtain 7 interviewees from 28 secondary schools. Data obtained through interviews and questionnaires, where Cross-sectional design was used in this study. Furthermore, the findings illustrated that, home activities have great negative impact to girls' students in their academic performance. The findings also indicated that, home activities deny sufficient time to girls for private study, cause dropout to girls, absenteeism, and tiredness to girls, late coming to school, truancy and then poor academic performance. The study also reported that, gender preference has been hammering girls' academic performance for long time. Most girls are assigned many domestic activities than boys and are much ignored to acquire education. The study reported several measures to be taken like enact by-laws, provide breakfast and lunch at school, motivation to girls, educating society and building hostels. Lastly, the study recommended that, community and local government leaders should cooperate together to solve girls' problems through home activities and gender preference.

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**LIST OF ABBREVIATIONS**

CSEE	Certificate Secondary Education Examination
DSEO	District Secondary Educational Officer
GEO	Girls Education Officer
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania
NGO	Non-Governmental Organization
UNESCO	United Nations Educational, Scientific and Cultural Organization

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter includes the background of the study, Statement of the problem, general objective, and specific objectives, research questions, significance of the study, scope of the study, limitations of the study and definition of key terms.

#### **1.2 Background of the Study**

Education is recognized across the boundaries of one country to another as perhaps the most crucial public service, and any learning process normally depends on parents and community' support. Any community has social-cultural practices, which contribute negatively or positively to girls' academic performance in the process of acquiring primary and secondary school education. Engin-Demir (2009) reveals, education is a fundamental human right as well as a crucial weapon for economic growth and human development. Most developing countries are struggling much on investing in education for their citizens to improve their economic situation.

Engin-Demir (2009) asserts that, education is more crucial for all peoples regardless their sex, race and economic factors. Obanya (2005) states about an educated female is likely to become a more competent, knowledgeable mother, a more productive and better paid worker, a self-confident individual as well as skilled decision maker. Obanya (2005) states that, women are the teachers, mothers, who share what they know and lead by example in the society. Research shows that, many girls lack

enough education or skills to support themselves and most of them turn to prostitution. Educational opportunities for girls were considerably disadvantaged in Japan, where the attendance rate of girls was low with limited opportunities to access secondary school education, although currently the situation is gradually improved; but men are given more opportunities (Shizuko, 2013). The issue of women to access an education is accounted as a world problem which needs more investigations for further solutions, and members of the community should cooperate on creating conducive learning environment like building hostels.

South Africa appreciated many violence during the coronial period till Madera became a president, after that period, women remained in the violence of social cultural practices. South Africa is dominated by patriarchal system where women or girls are undermined to acquire education (Atieno, 2008). Gender inequality is experienced much in South Africa where Girls are accorded lower social status and they are found themselves under men control, also they are socialized to become home keepers together with child bearers, unfortunately, by the time they perform well in mathematics and science subjects in secondary school education, they are not much encouraged (Hamad, 1994). Women acquire education in difficulties situation in South Africa.

Nigeria is dominated by Christians and Islam religions, these two religions have different social cultural practices, and most areas which dominated by Islam, few girls attend secondary school education and those who attend normal do poor in their studies (Wangu, 2014). Women in Uganda are given lower priority due to numbers



of barriers in acquiring education; girls are normally affected by social cultural perceptions of being weak and home keepers, those who are at schools most perform poorly in their studies than boys (Swift and Gena, 2013). Rwanda makes much as possible strategies of eliminating patriarchal system within the society where girls experienced much abuse in their homes and at schools (Huggins and Randell, 2010). Girls normally performed significantly worse in their studies than boys in Rwanda and the most worse academic performance was found in rural areas where girls continue to be responsible for household such as fetching water and gathering firewood (Huggins and Randell, 2010).

Ghana has a long journey of decades on fighting against negative social cultural perceptions upon girls to acquire education like boys. The government of Ghana initiated a Girls' Education unit within the Ghana Education service, where every region and district has a Girls' Education Officer (GEO), who deals with girls' problems on acquiring education especially in Northern part of Ghana where Islam is a dominant religion (UNICEF, 2018). Women in Ghana are reported to suffer from social cultural practices in most countries. Makworo (2012) reveals that, girls need much support than boys because most of them concentrate much on their physical appearance and be faced by violence from social cultural practices, hence better to initiate a counseling department with professional counselors in secondary schools.

Tanzania conducted a Census in 2012 and a total population was 44,928,923 where females were 23,058,933 than males who were 21,869,990 (URT, 2013) from this

Census, the society expects to appreciate a big number of girls in primary and secondary school levels, but wonderful enough this expectation falls in big doubt. Masabo et al (2017) states that, female gender in Tanzania has been challenged with poverty, pregnancy, ill health, lack of facilities, travel distance and forced marriage by parents.

Masabo et al (2017) adds that, Tanzania girls reported to experience regular sexual harassment and violence at the hands of males and even their participation and achievement in school is affected by socio-cultural norms that harm their senses. MoEVT (2011) girls' poor academic performance had been a challenge to them for a long time, better to have counselors in schools that could help girls psychologically so that they can be committed in studying; truly a commitment is very crucial to any learner for better success.

Tanzania introduced community secondary schools in 2007; most of them are day schools. Although government involved community to build secondary schools, and trained form six leavers for short courses, those teachers were reported to lack professionalism, and girls' academic performance is poor. The survey conducted by LHRC in 2010 indicates that, performance in most government secondary schools decline by 11.2%. CORDS (2015) states that, in 2013 a shocking drop in form IV pass rate from 50% to 30%, with only 6% achieving respective Division I – III grades, and girls from pastoralist communities are particularly at risk. Such information gives a doubt to the study on how members of the society contribute on girls' academic performance in secondary schools.

Gabriel (2016) found that, uneducated parents, families in Tanzania provide insufficient support in education for their daughters. Parents retain home their daughters purposely to fulfill home activities rather than supporting them to acquire education smoothly, like giving enough time for private studies (Gabriel, 2016). The presence of some private organizations which struggle for ensuring girl student acquires education smoothly, gives this study a room from what troubling girls' academic performance. Hakielimu (2010) reports that, 4965 girls were forced to leave secondary school education in 2009 in the whole country of Tanzania, this portrays poor community' support to girls on acquiring secondary education. Mauka (2015) reports that, most parents were not attending school meeting, where such situation left students' difficulties into tract of long run, because of poor cooperation between parents and teachers on solving students' problems.

Girls' academic performance is poor compared to that of boys in secondary reported with many scholars. The Citizen newspaper of Wednesday, February, 1, 2017 reports that, a total of 119896 students sat an examination of 2016, out of them, girls who passed examination were 39282 (32.76%) got division I to III while boys were 567369 (45.44%) passed division I to III. Action Aid (2012) adds that; raising girls' academic performance requires more resources against the poverty in the society for putting girls in proper environment for better performance.

Azania Post Newspaper of Tuesday 17, 2018, girls who performed well in 2016 was coming from boarding and private secondary schools, such as St. Mary Goreti,

Marian Girls, St. Francis Girls, St. Mary's and Mazinde Juu. This projects a big doubt about community's support for girls' studies in day public secondary schools.

MoEVT (2011) reports that, Form IV examination results from 2008 to 2011, over 72% of all students who performed between division IV and 0 were girls, while an investigation done by Laddunuri (2012) reports that, performance of community secondary schools which mostly are day secondary schools from 2008 to 2010 dropped by 38.34% in 2008 while in 2010 was 43.01% that was below national average, and the crime wave was to girls students.

While Nyalusi (2013) argues that, education to girls is not yet taken seriously by the government and general society of Tanzania, while other scholars try to show the potentiality of educating woman like Kassimoto (2008) reports that, educating woman is to educate the whole society, while Zilimu (2014) reports that, in Tanzania girls are low achievers in most subjects especially in Mathematics. Several scholars tried to show how community and government involve in supporting girls' studies, and it is believed that, having professional teachers could improve girls' performance.

In the 2011 National Form Four Examinations results URT (2012) reports that, the best five regions were Kilimanjaro 16.64%, Dar es Salaam 11.90%, Mbeya 12.04%, Coast 11.92% and Arusha 11.90%, while in Lake Zone Area no any region was found. Such report provides a doubt about community's support to girls' studies in day secondary schools in Lake Zone. Masabo et al (2017) state that, performance of

students can be improved if teachers, parents, students and community come together and encourage students to study hard by supporting them from different violence.

Despite the Census of 2012 shows that females were many than males, Table 1.1 indicates that, girls who were registered for CSEE from 2009 up to 2011 were few than males. The three NECTA CSEE results open windows for scholars to investigate on the social cultural practices troubling girls on their academic performance than boys. An investigation of Mauka (2015) reports that, most girls involve much in domestics' chores than boys which consume more time in private study.

**Table 1.1: the CSEE Results of Tanzanian Secondary Schools**

<b>Division</b>	<b>Girls</b>	<b>Boys</b>
I	1,489	3,874
II	2,939	7,003
Iii	8,155	16,928
Iv	57,413	79,220
<b>TOTAL</b>	<b>69,996</b>	<b>107,025</b>

**Source:** NACTA CSEE Results (2013)

Table 1.2 provides another doubt on the positive effect of gender preference towards girls on acquiring secondary school education. The table indicates that, girls who are many in Tanzania, the CSEE results show poor academic performance in all divisions than boys who are termed to be few in the country, in that case, parents should be educated.

**Table 1.2: Students' Performance in CSEE 2017 in Some Rural Secondary Schools in Kwimba District**

Schools	Registered for CSEE 2017		Students' Performance for Division I-III	
	Male	Female	Male	Female
Walla Secondary School	28	18	08	05
Maligisu Secondary School	59	31	20	04
Imalilo Secondary School	28	09	08	01
Mhande Secondary School	30	13	10	00
Mwakilyambiti Secondary School	32	18	04	00
Mwashilalage Secondary School	30	18	11	01
Mwabomba Secondary School	25	17	08	01

**Source:** District Secondary Education Officer (2019)

The Table 1.2 shows registration and academic performance of CSEE in both genders but girls were few than boys, and girls' academic a performance was worse than boys. From such analysis, girls are likely to meet with some violence from social-cultural practices as the Table 1.2 indicates poor academic performance of girls for CSEE 2017. Although Tanzania government abolished school fees in secondary school education purposely to enable even children from families with low income to acquire education smoothly, still yet girls' academic performance is appreciated lowery from numbers of years.

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

Every nation has its own vision of transforming its society from lower to higher level of development. The Tanzania Development Vision of 2025 states to treat an education as a crucial weapon for creating an educated nation with higher

development. From that, Tanzania Government has mobilized the society to build community secondary schools at least one in every ward. In that case, many efforts made by the government to strengthen its economy through education, an imbalance of academic performance and registration in the CSEE, still a problem to girls' academic performance because most of them perform lower than boys.

Although numbers of studies address girls' academic performance generally, but they didn't pay attention on exclusive social cultural factors which affect girls' academic performance in secondary schools. Therefore, this study intended to fill this gap in the literature by exploring and examining exclusive social cultural factors undermining girls' quality academic performance in day public secondary schools in Kwimba district.

## **1.4 Research Objectives**

### **1.4.1 General Objectives**

General objective is to investigate the effect of social-cultural issues on quality academic performance among public secondary school girls in Kwimba District.

### **1.4.2 Specific Objectives**

Specifically, the study intends to:

- (i) Investigate the impacts of home activities on girls' quality academic performance in day public secondary schools.
- (ii) Explore the impact of gender preference on girls' quality academic performance in day public secondary schools.

- (iii) Examine social practices that enhancing girls' quality academic performance in day public secondary schools.

#### **1.4.3 Research Questions**

- (i) What is the impact of home activities on girls' quality academic performance in day public secondary schools?
- (ii) What are the impacts of gender preference on archiving girls' quality academic performance in day public secondary schools?
- (iii) What are social practices enhancing girls' academic performance in day public secondary schools?

#### **1.5 Significance of the Study**

The study is significantly in many ways, mostly, it will be crucial for girls themselves, parents in their community they live, teachers, policy makers, NGOs, as well as educational administrators. The result of the study will contribute for other educational stakeholders to support girls on their problems facing them in academic performance and other gender issues. Tanzania educational researchers will find the results of this study valuable particularly in the current government efforts of improving girls' academic performance in public and private secondary schools. The study will be usefulness to educational practitioners such as central, local government, and ward educational coordinators, readers as well as interest groups.

#### **1.6 Scope of the Study**

This study was conducted in Kwimba district and participants of the study were Discipline masters, secondary school teachers and girl students. The study was



focused on investigating the effect of social cultural practical issues on quality academic performance among public secondary school girls. This study covered four months to complete it.

### **1.7 Limitations of the Study**

The investigation was done in Kwimba District, also the study faced several circumstances during the whole process of collecting data including; time factor, an understanding of some respondents to respond on providing information, like providing wrong information and even failing of returning the questionnaires

### **1.8 Definition of Operational Key Terms**

The following terms are defined as they are used in the study.

**Social-cultural issues:** Social-cultural issues are practices those done by members of the society and undermine or enhance girls' academic performance; such practices may be the result of traditional beliefs or lifestyles of members of the society or religion background.

**Quality Academic performance:** According to this study, quality academic performance means the better scoring marks like A, B, C, and D from the subjects done in the CSEE and those marks allow candidate to continue with high studies.

**Day public secondary schools:** Are schools which are not boarding mandated to offer education to students who come from their homes during the studies days and they return home during the evening.

**Rural Area:** According to this study, rural area is a geographical area which is located outside the town or city like kwimba district.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presented five parts namely introduction, the theoretical literature review, the empirical literature review, the gap in the literature and conception framework.

#### **2.2 The Theoretical Literature**

The study was guided by one theory which is Human capital theory; this theory may be suitable on the research title.

##### **2.2.1 Human Capital Theory**

The theory reveals that, education should be seen primarily as an investment good; individuals have to invest in human capital, because it makes a person to improve his/her knowledge, skills and increases personal income in the future (Machin and Vignoles, 2005). Moreover, the theory analyzes that, acquiring education may be supported from different ways like schools, homes, seminars, workshops and at any related training programs, but also developing individual capacities involves costs (Machin and Vignoles, 2005). Human capital theory is more crucial in education sector especially in this study; provision of education to girls should be taken seriously in order to improve their qualities and enabling them to participate fully in the development of the particular society.

## **2.3 Empirical Literature Reviews**

### **2.3.1 Home Activities upon Girls' Quality Academic Performance**

Socio-economic status of certain family has positive or negative effect on students' quality of academic performance in secondary school (Evans 1999), while other scholars address that family with middle or low economic status affects students' quality of academic performance (Machin and Vignoles (2005). Most children from low economic status families normally attend school education roughly for reason of helping their parents at home and farm activities especially Girls.

Problem of water in villages and other home activities are reported to affect most girls on missing morning periods as they go firstly to fetch some water and make cleanness (Torto, 1995). Traditional beliefs are parts of great effect on girls' quality academic performance, Torto, (1995) confirms that, traditional beliefs upon women as mother who nursing family normally affects girls' attendance of secondary school studies.

A study done by Cooper and Robinson (2008) observed that, most students in secondary schools who do better are those get help from their parents on home tasks, while other observed that, some parents see the important role of plying in home-based activities by the time comes for children learning. This study shows that, quality academic achievement of student is associated with proper home environment which depends on parental education, and most educated families normally consider equally their children on different home activities.

Household duties affect most girls' school attendance as it decreases faster than boys as Hucks (2011) report that, household chores increase with age and time spent increases from 14 to 28 hours per week from ages below 12 to teenage, from that, absenteeism in school for girls increases through many works at home. An investigation done by Rotich et al (2014) confirms that, girls in Africa have to take on a great deal of hold chores such as cooking, laundry, fetching water, care giving, and gathering firewood, while Evans (1999) asserts that, Africa makes girls to work an average of two times as much as boys of the same age, such situation influences girls negatively.

**Table 2.1: NECTA CSEE Results (2012)**

Year	Division			Candidates	
	SEX	I – III	%	Registered	Presents
2009	F	13,788	12.10	116,583	113,947
	M	28,886	21.49	137,677	134,389
	T	42,674	17.18	254,260	248,336
2010	F	11,866	7.79	157,285	152,313
	M	26,908	14.67	188,902	183,434
	T	38,774	11.55	346,187	335,747
2011	F	9,825	7.12	145,700	138,050
	M	22,785	12.23	195,331	186,166
	T	32,610	10.0	341,031	324,216

Source: NECTA CSEE Results (2012)

A study of Rambo (2014) found that, cultural, domestic chores, role models, sexual harassment and distance from home to school are difficulties troubling girls on attaining better academic performance in their studies, while Zilimu (2014) reports that, in Tanzanian girls are low achievers in most subjects especially in Mathematics. According to Knud (2007) Tanzanian girls are given more domestic duties than boys, in such way, they are affected negatively on their academic performance together with their whole life.

### **2.3.1 Gender Preference and Girls' Quality Academic Performance**

Many research findings showed that, boys and girls exist in a great gender preference and they differ in almost every measures examined in the study. Moreover, many factors are reported to contribute on gender differences in academic performance as a study done by Evans (2000) on Gender Difference in Education, reveals that, many developing countries, including Jamaica, parents usually show preference for boys or girls and will make sacrifices and provide more encouragement and support for the gender is preferred than another one because of socio-cultural practices.

The findings of Evans (200) addresses that, the valued gender will benefit and other suffers from such preference. An investigation of Clark (2007) on why Family Matters to Literacy, the findings reveal that, in developed Nations parent level of education is one of the most important factors that influence children academic achievement because both genders get great support with their parents.

Moreover, an investigation of Rotich et al. (2014) reveals that, most societies observe women as people for serving men and care their families, where some illiterate parents and community leaders who are expected to stand firmly on supporting girls, encourage early marriage to girl student which lower much their academic achievement from psychological effect. Illiteracy of some members of the societies especially parents and inactive leaders, who support undesirable cultural practices in the society undermines girls' academic performance in secondary school education.

An investigation of Atovigba (2012) reveals that, Nigeria country has several tribes with different socio-cultural backgrounds where most tribes have identified gender preference openly, while a study of Joseph et al (2015) reveals that, most parts in Nigeria Male students tend to perform better compared to Female students in their studies due to gender preference. Furthermore, an investigation done by Masabo et al. (2017) the findings reveals that, performance of students can be improved if teachers, parents, and community come together by encouraging students to study hard and support them from different violence without consider their gender differences.

Gender gap is likely to be a matter of discussing a lot in African countries from the undesirable cultural practices exercised in the societies. A study done by Nyalusi (2013) about the Factors Affecting Girls' Academic Performance in Community Secondary Schools in Mbeya, the findings reveal that, there is a poor academic performance among girls in community secondary school which caused by negative attitude of the community on girls' schooling.

**Table 2.2: NECTA CSEE Results of Tanzania**

Year	Division			Candidates	
	Sex	I – III	%	Registered	Presents
2009	F	13,788	12.10	116,583	113,947
	M	28,886	21.49	137,677	134,389
	T	42,674	17.18	254,260	248,336
2010	F	11,866	7.79	157,285	152,313
	M	26,908	14.67	188,902	183,434
	T	38,774	11.55	346,187	335,747
2011	F	9,825	7.12	145,700	138,050
	M	22,785	12.23	195,331	186,166
	T	32,610	10.0	341,031	324,216

**Source:** NECTA CSEE results (2009-2011)

An investigation done by Fabunmi (2004) about the Role of Gender in Secondary School Students' Performance, the findings reveal that, gender composition influenced the performance of students in secondary school, while the study done by Wangu (2014) on Gender Differences, the findings show that, number of male students passing in division I and II increasing than that of female which decreasing in most developing countries.

**Table 2.3: Candidates Registered in Kwimba District in Form One 2014, then Registered CSEE 2017**

Registered in Form One 2014		Registered for the CSEE 2017		Presents		Absentees	
Gender	Number	Male	Female	Male	Female	Male	Female
		1845	1572	1014	925	995	896
<b>Total</b>		<b>3417</b>		<b>1939</b>		<b>1891</b>	<b>48</b>

**Source:** Research Field Data (2019).

The Table 2.3 indicates low number of girls were registered in form one and in CSEE 2017 than boys in Kwimba District, while it is well known that female are many in Tanzania than male as a report of Census in 2012 (URT, 2013). Not only girls' registration is poor in secondary schools but also a worse academic performance in Kwimba District was reported among eight Districts of Mwanza Region and Nationwide.

**Table 2.4: Position of Kwimba District for CSEE Results**

2014		2015		2016		2017	
REGION	NATION	REGION	NATION	REGION	NATION	REGION	NATION
<b>4/7</b>	<b>55/172</b>	<b>5/7</b>	<b>83/175</b>	<b>5/7</b>	<b>75/198</b>	<b>6/8</b>	<b>62/195</b>

**Source:** Research Field Data (2018).



The study intended to conduct an investigation of day public secondary schools in rural areas. Kwimba District has almost 98% rural secondary schools. The table 1.5 indicates some secondary schools' registration and academic performance of the CSEE 2017 in both genders. An investigation done by CORDS (2015) on Equal Rights Project in Tanzania, the report shows that, in 2013 the shocking drop in form IV pass rate from 50% to 30% with only 6% achieving the respective Division I-III grades, while girls were reported to fail mostly. CORDS continues to report that, girls living in pastoralist communities are particularly at risk their drop-out rate and poor performance is made worse by their families due to socio-cultural practices. A study done by Nyalusi (2013) addresses the developing countries; most parents especially from poor families require children's labors for food production and care young sibling. In most cases, girls are victims of cultural practices even if they attending classes but they occupied by family activities.

### **2.3.2 Social Practices Enhancing Girls Academic Performance**

Many scholars have addressed number of ways for enhancing girls' academic performance in secondary schools. The study done by Mbuta (2015) about Challenges Facing Girls and Boys in Academic Performance in Tabora, the findings point out the ways of improving girls' academic performance by ensuring girls are safe, change mind set of society on gender bias and provide conducive environment for studying at home.

Not only Mbuta who provides alternative of improving girls' academic performance, but a Study did by Mchelu (2015) reports that, better to introduce community

boarding secondary schools in order to avoid socio-cultural practices affecting girls from their families or prepare by laws for those exercising undesirable social issues to girls. These are views of Mchelu and Mbuta about ways of improving girls' academic performance in community secondary schools.

The works done by Nteko (2007, Muandu et al, 2015 and Rambo, 2014)) provide alternative to improve the Living Conditions for secondary school girls, through establishing hostels for girls in order to enable them to concentrate much on their studies rather than be left home. A study done by Dimbisso (2009) points out gender re-education from some cultures belittle girls and doom them to eventual failure, provision of supportive learning environment to girls, provision of legal protection especially sexual harassment to girls may enhance girls' academic performance in community secondary schools.

Mushi (2015) argues that, many countries employ several efforts to reduce if not eliminating factors undermining female students in acquiring education, such as educating parents towards girls with education, allowing NGO and other private groups to provide services to girls. Moreover, female life may start since childhood to adult by educating and not segregating them on gender issues so as to improve equality from since the childhood. Mushi (2015) gave their alternatives for improving girls' academic performance, while a work done by UNESCO (2002) states that, Gender equality is one of the fundamental goals in human development highlighted at numerous global conferences.

Furthermore, UNESCO (2002) pointed out that, eliminating gender gaps and gender inequality bring disadvantaged sex; means no bias among boys and girls which could ensure female students' safety and enhancing girls' academic performance in secondary schools. An investigation of American Academic of pediatrics (2015) points out that, initiating counseling departments in schools by helping girls privately and politely through teachers and educated parents on gender gap, may enhance girls' academic performance. Moreover, let them know that, you're on their side and want to help them. An idea of American academic of pediatric may probably be helpfully for parents and teachers to talk with girls on issues troubling them especially those related on gender gaps.

#### **2.4 Research Gap**

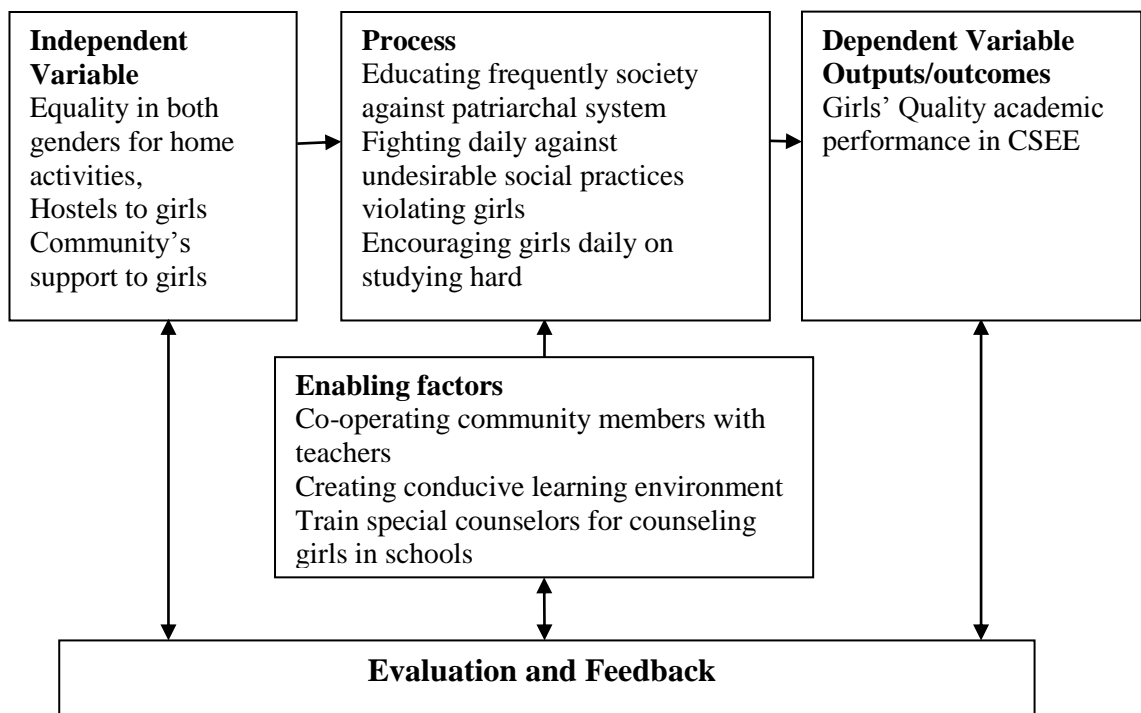
The empirical literatures reviewed indicated that, there are vast majority of studies in developed and developing countries state on the impact of socio-cultural practices on Girls. Such issue is not current in Tanzania and in the world; several scholars have reported it. Numbers of effects of socio cultural practices are addressed like gender bias to girl students. Some girls miss morning periods through overloaded works at home, and tiredness. Socio-cultural practices are issues reported to appealing girls' academic performance in secondary schools which lead to roughly school attendance or truancy, drop-out from school, and sexual harassment.

The reviewed literatures lack concrete solutions on how to solve issues undermine girls' academic performance from socio-cultural practices. Many scholars point out inclusive solutions of educating society on the effects of socio-cultural issues,

initiating hostels to girls, provide proper environment and provide counseling. Therefore, the current study worked on assessing and providing means on how these factors will be applied to improve girls' quality academic performance in selected public day secondary schools.

## 2.5 Conceptual Framework

This study examined the impact of social-cultural issues in day public secondary school girls upon quality academic performance in rural area in Kwimba District, Mwanza Region. The conceptual framework explains on how the elements and dimensions interacting together on improving girls' academic performance in day public secondary schools from socio-cultural practices.



**Figure 2.1: Factors Improving Girls' Academic Performance in Secondary Schools**

**Source:** Researcher (2019)

The conceptual framework illustrates elements, which could improve girls' academic performance in public day secondary schools. It involves inputs, process, enabling factors, evaluation and feedback then dependent variable. The issue of *independent variables* involves minimum home tasks to girls, absence of patriarchal system, security to girls, hostels to girls, as well as community's support to girls. These factors may work together with process and enabling factors in improving girls' quality academic. The *process* stage relies on Educating society against patriarchal system Undermining undesirable social practices, and Girls' commitment on studying; all these could enhance girls' quality academic performance in public day secondary schools.

Furthermore, *enabling* factors like cooperating community members with teachers, train special counselors, and creating conducive learning environment may produce a positive result. *Outcome* is an expected stage from the whole cycle for girls' quality academic performance on the CSEE. To ensure that elements organized in the conceptual framework work correctly, an *evaluation* stage suitable for improving girls' academic performance by assessing the achievement of the conceptual framework. Lastly, *feedback* is seen to be important after evaluation stage, this may give a chance for changing any element from all or any stage if there is failure of girls' better performance.

## **2.6 Research Gap**

Very few researches on the effects of social-cultural factors on secondary school female students have been conducted at Kwimba District in Tanzania. For Kwimba

District, this will be the first study to be conducted on the effects of social-cultural factors on secondary school female students. The researcher's aim is to fill this knowledge gap in this district by trying to find out to what extent social-cultural factors on secondary school affects female students like any district needs to implement proper strategies so that they can eventually attain improvement in female student at secondary schools with regards to social-cultural factors. This study filled the existing gap left by previous literature specifically the effects of social-cultural factors on secondary school female students.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presented methodology, and it presents sub-sections such as; research approach, research design, sampling, research methods, data recording and analysis as well as ethical implications.

#### **3.2 Research Approach**

Kothari (2004) asserts two types of approaches namely; qualitative and quantitative research approach, or research approach is a plan and procedure for research that spans the steps from broad assumptions to detailed methods of data collection analysis and interpretation. Thus, this study relied on mixed method approach where data from quantitative and qualitative were gathered and presented at the same time. Combining these approaches enabled the study to provide accurate information about social cultural issues troubling girls' academic performance in public secondary schools.

#### **3.3 Research Design**

The study employed cross-sectional design, due to the fact that cross-sectional survey design allows the study to deal with different groups of respondents at one point in time (Kothari, 2004). Thus, cross-sectional design concerns with gathering of facts or obtaining relevant and exact information on the present status of phenomenon and whenever possible, where the researcher concludes from the truth

discovered. Therefore, research design is a plan of collecting and analyzing data in economic, efficient and relevant manner. Moreover, a research design is a logical and systematic plan prepared for directing a research study.

### **3.4 Study Area**

Area of study referred to the scope whereby the study was conducted (Kothari, 2004). This study was carried out in Kwimba District, which found in Mwanza region. Reason of selecting Kwimba, this district was reported to be the second district among eight where many girls get pregnancies and poor performance in the CSEE. Not only that, Kwimba was situated almost in rural area and located in the western part of Tanzania., bordered by Misungwi district in the west, Kishapu district in the southern, Magu in the northern part and Maswa in the east. The largest area of Kwimba district is experienced in rural area which requires more academic investigations for girls' academic performance.

#### **3.4.1 Population**

A target population was a population in which we wish to know something from it (Marchevsky, 2000). Moreover, a target population was an entire group of people, events or things of interest that the study wished to investigate (Baryman, 2008). From that, a target population refers to a set of both living and non-living things which have at least one characteristic in common. This study involved day public secondary school teachers and female students from Kwimba district, where there are 29 wards with a total number of 28 day public secondary schools. All these schools



have a total number of 504 Teachers, 28 school heads and 560 form four girls' students.

**Table 3.1: Target Population for Kwimba District**

<b>Respondents category</b>	<b>Number</b>
Classroom teachers	504
Secondary school heads	28
Form four girls	560
<b>Total</b>	<b>1092</b>

Source: District Secondary Educational Officer (2017)

### 3.4.2 Sample Size

According to Moule and Goodman (2009), a sample size is a small part of anything or one of the number intended to show the quality style or nature of whole the spacemen. The sample size is the potential element to any investigation in which the target is to make inference about the population. The way of determining sample size based on the following formula, Cochran (1977).

$$\text{In which } n_1 = \frac{K_0}{(1 + K_0/P_0)}$$

Where:

$$K_0 = \text{constant} = 384$$

$$3n_1 = \text{the required sample size}$$

$$P_0 = \text{the population}$$

Therefore:

$$n_1 = \frac{384}{(1 + 384/1092)} = 274$$

A study used a formula of Cohen, Marrison and Keith, (2000) who formulated this formula of determining a sample size from each category for obtaining quantitative respondents.

$$n_i = \frac{N_i \times n}{N}$$

$n_i$  = the sample size proportion to be determined

$N_i$  = the population proportion in stratum

$n$  = sample size

$N$  = the total population

$$(i) \text{ Sample size for teachers, } n_i = \frac{504}{1092} \times 274 = 126$$

$$(ii) \text{ Sample size for discipline masters, } n_i = \frac{28}{1092} \times 274 = 7$$

$$(iii) \text{ Sample size for form four girls, } n_i = \frac{560}{1092} \times 274 = 141$$

Therefore, total sample size for all categories is 274 respondents.

**Table 3.2: A Sample for Each Category**

Category	Population	Exact sample
Classroom Teachers	504	126
Discipline Masters	28	7
Form four girls	560	141
<b>Total</b>	<b>1092</b>	<b>274</b>

Source: Researcher (2017)

### **3.4.3 Sampling Technique**

Sampling is a process of selecting part of population for the purpose of studying it (Enon, 1995). Sampling is a process of selecting an adequate number of elements from the population in which the study got to understand the characteristics of the population for enabling us to generalize the results (Chawala and Sondhi, 2011). According to Kothari (2004), sampling procedure refers to the process of obtaining information about an entire population by examining only part of it.

This study used probability sampling technique like simple random technique for classroom teachers and female students, this technique will faster to get respondents from a big number. Non-probability sampling technique especially purposive technique employed to obtain 07 secondary school heads out of 28 for interview. Simple random technique used get 126 teachers and 141 girls' students from specific schools, which were selected by the time of investigation.

## **3.5 Research Methods**

According to Kothari (2004) research methods refer to the methods the researcher uses in information research operations or collecting data. Thus, the research methods refer to the act of collecting data for the purpose of making a decision. The study will use questionnaire and interview tools for obtaining data.

### **3.5.1 Questionnaire**

According to Jefferson and Sealy (1999) questionnaire is a research instrument that consists of series of questions and other prompts for the purpose of gathering

information from subjects. Therefore, the study employed questionnaire as a quickly instrument for gathering data, such instrument facilitated to obtain information on time from to teachers and students. Questionnaires sought information facing girls' academic performance, measures to be taken by the society or government on improving girls' performance.

### **3.5.2 Interview**

Interview is a face-to-face interaction between the researcher and respondents (Kothari, 2004). Interview is the instrument of data collection, that encourages a social relationship where respondent and the investigator exchange information. The study employed semi-structured interview to collect data from to secondary school heads. Moreover, the data was interpreted in the form of words depending on the way subjects responded. The study allowed respondents to express their own perceptions in order to generate information. Semi-structured interview facilitated the study to quantify more information. The instrument included both closed and open ended questions. Expected information from this group, is about effects of social-cultural practices on girls' academic performance.

## **3.6 Validity and Reliability**

### **3.6.1 Validity**

Anderson (1979) contends that, validity means the most critical criterion that indicates the degree to which an instrument measures what is intended to be measured. In order to ensure validity and reliability of the instruments. In order to achieve the purpose of this study, Questionnaire and semi-structured interview will

be test to a small number of respondents to ensure the data expected are valid by counterchecking contradictory information.

### **3.6.2 Reliability**

Reliability was determined through retesting the instruments for checking if they give out the same expected response, where validity was determined by testing instruments for only expected respondents and to ask what was expected to be asked by the study. Questionnaire tested 10 classroom teachers, 20 secondary school girls and 5 discipline masters through Semi-structured interview. Therefore, Questionnaire and Interview questions composed and tried out again to ensure the reliability of the instruments.

### **3.7 Data Analysis**

Data analysis is a process that involves editing, classifying and tabulating the collected data (Kothari 2004). This study used tables and percentages to present and analyze quantitative data through descriptive statistics, where qualitative data from interview were presented. Therefore, the quantitative data obtained and analyzed by using SPSS program, such analysis helped the study to make good discussion and give out the recommendations in appropriate way.

### **3.8 Ethical Considerations**

Ethical implications involved norms of conducting research that distinguish between acceptable and unacceptable behaviors (Cohen, Morrison & Markson, 2008). In this study, maintained ethical implications in order to avoid respondents' identifications

or any problem. The study asked permission from the Open University and other educational offices for running an investigation. Again, permissions from heads of schools were considered. Participants were no forced to participate in giving out the information for purpose of putting forward their rights.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents data analysis and discusses findings obtained in this study about the Impact of Social-Cultural Issues on Quality Academic Performance among public Secondary School Girls in Kwimba District. Data obtained were categorized into two parts; demographic information, which refers to respondents' characteristics and discussion of findings, that based on specific objectives. Specific objectives of this study are:

- (i) To investigate the effects of home activities on girls' quality academic performance in day public secondary schools.
- (ii) To explore the impact of gender preference on girls' quality academic performance in day public secondary schools.
- (iii) To examine social practices enhancing girls' quality academic performance in day public secondary schools.

#### **4.2 Respondents' Characteristics**

This category intended to present respondents' characteristics, which based on age, sex, and level of education to Secondary school Heads, Discipline Masters, Secondary school Teachers, and Form four Girls. Respondents' age were ranged from 15 to 60 years old and above; while gender of respondents was indicated by male and female, where level of education of respondents were categorized from Secondary school, Diploma, Degree and above level.

#### 4.2.1 Age of Respondents

The study obtained information from different respondents' ages which were ranged from 15 to 60 and above as Table 4.1 shows. The intention of involving this category of age is to illustrate information from both respondents of different ages; such situation facilitated to know on how long the problem was also well experienced to respondents due to how did they reported according to their ages.

**Table 4.1: Ages of Respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
15-30	190	69.3
30-45	72	28.8
45-60	5	1.8
<b>Total</b>	<b>267</b>	<b>100.0</b>

**Source:** Research Field Data (2019).

Table 4.1, presented that, 190(69.3%) of respondents ranged from 15-30 years old as a highest percentage from all categories. The second group relied on 79(28.8%) which ranged from 30-45 years old while the lowest category relied on 5(1.8%) which ranged from 45-60. In that case, the study portrayed different ages of respondents who facilitated to obtain fact data from both groups about the problem investigated.

#### 4.2.2 Sex of Respondents

The study intended to collect information from both sex so that it could enable to obtain concrete data on the Impact of Social-Cultural Issues on Day public Secondary School Girls upon Quality Academic Performance in Rural Area in



Kwimba district. Considering both genders which are male and female eliminates doubt about the information given by respondents towards this study. Subsequently, data obtained to both genders were illustrated in Table 4.2.

**Table 4.2: Sex of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	86	31.4
Female	181	68.6
<b>Total</b>	<b>267</b>	<b>100.0</b>

**Source:** Research Field Data (2019).

Table 4.2 shows that, large number of respondents 188(68%) were female and 86(31.4%) of respondents were male. Such situation cross-cutting views from both sexes for avoiding biases of data. Both genders' views and awareness towards the topic of this study were crucial and fact. In this case, the study expected to have concrete responses from female as respondents who are more familiar in one way or another with the theory investigated.

### **4.2.3 Respondents' Level of Education**

The study intended to obtain information from different respondents' levels of education. Table 4.3 indicated respondents' levels of education which intended to quantify more views and understanding from both categories and facilitated to obtain a reality of the problem being investigated.

**Table 4.3: Respondents' Level of Education**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percentages</b>
Secondary	142	54.4
Diploma	38	13.9
Degree	86	31.4
Above	1	.4
<b>Total</b>	<b>267</b>	<b>100.0</b>

**Source:** Research Field Data (2019)

From the Table 4.3 indicated that, a big number of respondents relied on level of secondary school who were 149(54.4%) followed by degree holders who were 86(31.4%). The third group was relied on 38(13.9%) who were Diploma holders, while last group of above education than first degree felt on 1(4%). From these levels of education possessed by respondents, the study intended to acquire and present a real situation towards the theory searched.

### **4.3 Impact of Home Activities on Girls' Quality Academic Performance in Day Public Secondary Schools**

The study intended to determine about effects of home activities on girls' quality academic performance in public secondary schools in Kwimba District, Tanzania. The items illustrated on Table 4.4 and responses were also indicated. The study employed questionnaires which were given to respondents to cycle the right response they wish and interview was conducted to discipline masters for more understanding about the problem.

**Table 4.4: Respondents' Responses on the Impact of Home Activities on Girls' Quality Academic Performance**

Items		Scales of Responses		
		True	False	Total
1.	Insufficient time	228 83.2%	39 16.8%	267 100%
2.	Tiredness to Girls	218 82.1%	49 17.9%	267 100%
3.	Late coming to School	185 67.5%	82 32.5%	267 100%
4.	Frequent Punishment	85 31%	182 69%	267 100%
5.	Poor Performance	218 79.6%	56 20.4%	267 100%
6.	Truancy to Girls	177 67.2%	90 32.8%	267 100%

**Source:** Research Field Data (2019).

Table 4.4 illustrated responses on the effects of home activities towards girls' quality academic performance in day public secondary schools in rural area. From the Table 4.4, shows a big number of 228 respondents equal to 83.2% argued on true, while those who denied the question were 46(17.9%) about home activities provide insufficient time for private study to girls.

The findings indicated that, there was a negative impact of home activities on girls' quality academic performance as many respondents argued on True. Most girls do not get sufficient time to do their assignments or private study due to many home activities assigned with their parents than boys. These findings are in line with previous study done by Mushi (2015) who reported that, girls in Africa have great deal on household chores such as care giving, laundry, fetching water and cooking,

such duties deny time for their own private study at home. This report portrays the existence of the problem to girls in the society for a long time.

Findings of this study are in line with Zilimu (2014) who reported that, in Tanzanian girls are low achievers in most subjects especially in Mathematics; they normal perform poorly due to domestic chores are assigned at home. These findings from literature reviews confirm what the current study reported about poor academic performance to girls through domestic chores. For more understanding about the effects of home activities towards girls, the study obtained data from interviewees who were asked a question about the effects of home activities on girls' quality academic performance in day public secondary schools. The study obtained responses as follows.

Discipline Master from third secondary school said that:

*African families depend much on girls for domestic activities; they see them as their duties daily. Normally, boys are left aside from these duties, but in reality both are children who have to share every duty at home. It is true that, home activities have great negative impact to most girls in kwimba district. Many of them perform lowery their subjects as they lack enough time for their private studies at home (Source: Discipline Master, 2019).*

In connection to three discipline masters' findings, other interviewees were questioned about the effects of domestic activities to girls who schooling in day public secondary schools in rural areas.

Discipline master from second secondary school reported that:

*Most families from this area do not value education to girls, they normal consider marriage. Some girls are assisted with their parents to*

*answer exams wrongly so that they could fail and then be married earlier. As they are young, some girls consider their parents' advice they perform poorly, with no efforts of getting private study at home. Normal girls from this area engage mostly in domestic chores such as milking cows, collecting firewood, washing family clothes, cooking and looking for cattle with no ideas of studying hard.*(Source: Discipline Master, 2019).

From what interviewees reported, such findings are supported by Emmanuel (2015) who reported that, in Africa domestic chores are normally exercised by female members of the family which normal affect negatively most girls students who are given many tasks to perform at home. Moreover, Mwaura (2014) found that, home activities undermine girls' academic performance as they fail to concentrate much on completing school assignments, hence home activities scrutinize girls' efforts of studying hard.

Table 4.4 also asserted that, about 225(82.1%) of respondents cycled a true alternative and 49(17.9%) of respondents cycled false option about home activities cause tiredness to girls, hence they deny girls' opportunity of doing school assignments. These findings confirmed that, home activities are causatives to girls' tiredness, which undermine their quality academic performance every day. Such findings are supported by Narayan (2005) who asserted that, African girls work an average of two times more possible than boys of the same age, such burden causes tiredness to them and normal affect negatively their academic performance.

From these findings, all the respondents viewed that, home activities contribute much effects on girls' poor academic performance. Such activities consume more

time and girls waste much time for doing domestic activities. Obae et al (2014) concluded that, unequal jobs distribution in most African families; girls are always affected negatively in their academic achievements due to brain and physical tiredness from many works they perform daily. Therefore, tiredness is reported as the result of home activities, which affect negatively girls' academic performance.

The output on Table 4.4 shows that, 185(67.5%) of respondents marked on True option, while 89(32.5%) of respondents marked on False option about girls to come late to school due to daily home activities. These findings indicate that, home activities still affecting girls' academic performance as many respondents supported through cycling a true alternative. Field data from this study were supported by Obae et al (2014) who discovered that, problem of water in rural areas is an issue to girls who are required to work up early the morning to go to fetch some water. In addition to that, Rotich et al. (2014) reported that, difficulty of obtaining water near to settlements in villages and other home activities are problems affect most girls in rural areas, most girls miss morning periods as they go firstly to fetch some water far from home and then make cleanness before to leave going to school.

For more understanding about the effects of home activities, the study conducted an interview to discipline masters; they were asked a question about what do they understand about most girls come late to school. The follows were their responses.

Discipline master from one school revealed that:

*In this area, girls normally work up early the morning especially during the dry season for fetching some water, and then make home cleanness,*

*some milking cows, attending farms during the early morning in rain season before going to school (Source: Discipline Master, 2019).*

Discipline master from seventh school reported that:

*Most girls come late to school as they ought to fulfill home duties before coming to school; this is the main reason to them to come late although it is not always. Household chores affect them to attend to school early the morning and some of them decide to leave school before completing the CSEE because of going to school while they are tired, and late (source: Source: Discipline Master, 2019)*

From what interviewees reported, and what previous literature reviews revealed about, home activities to affect negative girls' development, Table 4.5 supports such report. Table 4.5 shows that, some girls who started form one, few of them are registered in CSEE.

**Table 4.5: Candidates Registered in Kwimba District from Form One to CSEE**

Registered In Form One 2014	Registered for CSEE 2017		Presents		Absentees			
	Male	Female	Male	Female	Male	Female		
<b>Gender Number</b>	1845	1572	1014	925	995	896	20	28
<b>Total</b>	<b>3417</b>		<b>1939</b>		<b>1891</b>		<b>48</b>	

**Source:** District Secondary Education Officer (2019)

The output on the above Table 4.5 indicates registrations of candidates from both genders in 2014 when they started in form one, then were registered in the CSEE 2017. The Table 4.5 portrays that, boys in form one were registered 1845 while girls were 1572 in 2014. Wonderful enough, in form four, number of boys were 995 who attended the exam for CSEE while girls were 896. These data indicated a big problem to girls; few of them complete school from number of circumstances surrounding them especially home activities assigned to them.

What the study found is supported by Hakielimu investigation (2010) which reports that, in some families girls are given many home activities compared to boys in Tanzania such situation undermine their academic performance and some of them dropout from school. Furthermore, Masabo et al (2017) reported that, poor academic performance to girls in rural areas is caused by home activities to girls. These findings illustrate a crime wave to girls' academic achievements in public secondary schools.

From the output on Table 4.4, respondents were asked if frequent punishments due to household chores affect their academic performance. The findings illustrated that, 85(31%) of respondents said true, while 189(69%) of respondents said false. From these findings, home activities contribute lowery on frequent punishments to girls. Researcher wanted to know more on how frequent punishments affect girls' quality academic performance or not from interviewees.

Discipline master from second school said that:

*Currently, punishment are avoided in schools, any student found with certain problem, she/he ha to report to discipline masters who will report to other teachers about what such student is troubled. Most families of this area, need education for their daughters, because most parents put much obstacles to them, that why frequent punishments are much avoided (Source: Discipline Master, 2019)*

Discipline master from third school argued that:

*Frequent punishments are not much exercised in schools; teachers are insisted to make investigation before taking any action to student. Girls who normal come late, most of them are given permission to arrive at certain time. Any student's misbehavior, discipline master works on it purposely to help a student rather than providing punishment without knowing what is troubling a student (Source: Discipline Master, 2019).*



From the above finding, Emmanuel (2015) commented that, teachers are not much encouraged to use punishment as a way of solving students' problems. Moreover, Dupont (1989) revealed that, currently, punishments in secondary schools are likely to be left aside than before. These findings indicate that, situation of using punishment to students nowadays is reducing as how interviewees responded.

Furthermore, respondents were asked if home activities cause truancy to girls' students in secondary schools. Table 4.4 portrays the responses about truancy to girls towards home activities. The findings illustrate that, 184(67.2%) of respondents who answered questionnaires, responded on true option and 90(32.9%) of respondents opted false on the question asked about truancy to girls in public secondary schools is the result of home activities.

This finding confirms that, truancy to girls contributed with home activities goes on line with Torto, (1995) who reported that, traditional beliefs upon women as mother who nursing family normally affects girls' attendance of being at school daily. Here torto (1995) adds that, girls are seen as mother who has to remain at home for nursing family. This finding about truancy to girls concurs with what Dimbisso (2014) reported, absenteeism to girls in school increases through many works at home especially families which value no education to their daughters. Other evidences from interviewees were also collected to quantify data and see how far the problem affects girls on their academic performance through truancy. Discipline masters from secondary schools were questioned if home activities stimulate truancy to girls; their responses were as follows:

Discipline master from forth school confirmed that:

*It is true, truancy is the result of home activities because some girls are asked to remain at home for some days so that they can help their parents from different activities like attending to farms, looking cattle, cooking, and nursing children where needed. Not only that, some parents use such trick to ask their daughters to remain at home and lastly they leave school purposely to get marriage (Source: Discipline Master, 2019).*

Discipline master from fifth school argued that:

*Truancy is a great problem to girls in this area; some parents come to school for asking permission to their daughters and if they are given permission, girls may spend even a month without coming back to school. Furthermore, girls attend to traditional ceremonies like Bukango (twins ceremony), Bufumanija (traditional wedding) especially after the harvest. These ceremonies contribute and stimulate girls' students to be married (Source: Discipline Master, 2019).*

In connection to these findings, Katunzi and Ndalichako (2004) argued that, education to girls is a low priority to many families; most of them give priority to boys. Addition to that, poverty and unwillingness of some parents to support girls are accounted as some issues contribute girls' poor academic performance in secondary school (Katunzi & Ndalichako, 2004). Lastly, Atieno et al (2012) reports that, family size in relation home activities have stimulated much to girls' poor academic performance especially those coming from big families. Generally, girls are affected by several factors especially home activities as how the study reports.

#### **4.3.1 Impact of Gender Preference on Girls' Quality Academic Performance in Day Public Secondary Schools**

A second objective was established to assess the impact of gender preference on girls' quality academic performance in day public secondary schools. Moreover, the

objective aimed to demonstrate the attitudes of some members of the society on the impact of gender preference to girls. This study involved discipline masters, form four girls, and secondary school teachers who reported on gender preference on girls' quality academic performance. Table 4.6 indicates respondents' responses on the impact of gender preference on girls' quality academic performance.

From the Table 4.6 respondents were questioned if gender preference causes inferiority to girls and affects their academic performance. The output shows that, 169(62%) of respondents said yes and 62(22%) of respondents responded on not sure, while those who said no were 43(16%). These findings indicate that, gender preference causes inferiority to girls and such situation directly affects girls' academic performance in their exams. Table 4.6 illustrates what respondents presented.

**Table 4.6: Illustrates an Impact of Gender Preference on Girls Quality Academic Performance**

Items	Scale of Responses			Total
	Yes	Not sure	No	
1. Inferiority	162	62	43	267
	62%	22%	16%	100%
2. Big burden of activities	227	35	5	267
	86%	13%	1%	100%
3. Poor family support	183	51	33	267
	70%	18%	12%	100%
4. Girls dropout from school	206	30	31	267
	75%	14%	11%	100%
5. Poor motivation to girls	190	56	21	267
	72%	20%	8%	100%

**Source:** Research Field Data (2019)

In supporting the above findings of this study, Evans (2000) revealed that, the valued gender will benefit and other suffers from such preference done by parents, this report indicates that, community or family that value one gender, automatic the left one must suffer such segregation. Also, the findings above indicate that, 169 respondents equal to 62% confirm that, inferiority to most girls' students affect their academic performance especially when they realize that are segregated.

Furthermore, inferiority to girls was also addressed by Rotich et al. (2014) who confirmed that, most societies observe women as people for serving men; care their families and some illiterate parents and leaders in society stand firmly to weaken girls' rights. Rotich et al (2014) also added that, most African girls especially in rural areas are not much valued and they normal feel weak. These findings portray that, gender preference has great effects to any gender segregated. The same question was asked to discipline masters and their responses were as follows:

Discipline master from one school revealed that:

*Gender preference is unwanted behavior in any society or family. Automatic any gender not given priority, it must feel weak in any situation. In schools, most girls are low achievers in most subjects and normally feel weak before men. In addition to that, most girls in rural areas require counseling services, because they often feel inferiority towards men at least those who coming from town they have somehow confidence than of rural areas (Source: Discipline Master, 2019).*

Also, discipline master from one school added that:

*Inferiority complex to most girls' students is normal situation in rural areas, and it caused by gender preference created from home, most girls normally come to school knowing that are weak before boys. Even in classroom, few girls prefer to answer questions most of them remain quite till you ask her by force. Some girls have individual ability and they perform well in class, but lastly some of them ending to fail as they lack confidence of competing with boys (Source: Discipline Master, 2019)*

Respondents scrutinized that, inferiority is the result of gender preference hence; it denies girls' quality academic performance daily in secondary schools. In order to prove that girls perform differently compared to boys, Table 4.7 shows an academic performance in Kwimba District for the CSEE 2017.

**Table 4.7: Students' Performance in CSEE 2017 in some Rural Secondary Schools in Kwimba District**

Schools	Registered for CSEE 2017		Students' Performance for Division I - III	
	Males	Females	Males	Females
Walla Secondary School	28	18	08	05
Maligisu Secondary School	59	31	20	04
Imalilo Secondary School	28	09	08	01
Mhande Secondary School	30	13	10	00
Mwakilyambitiss Secondary School	32	18	04	00
Mwashilalage Secondary School	30	18	11	01
Mwabomba Secondary School	25	17	08	01

**Source:** District Secondary Education Officer (2019)

From Table 4.7 data show that, girls' academic performance is low compared to boys in all secondary schools illustrated above. Such findings support what respondents responded on questionnaires and interview. All seven secondary schools demonstrated above, few girls performed equal to boys, this means that, gender preference affects negatively girls' academic performance and stimulates inferiority behavior to them especially those coming in rural areas.

From the above responses on Table 4.7, gender preference stimulated inferiority girls and they normally perform lowery in most subjects. A big burden of domestic activities to girls was experienced from gender preference; such question was asked to respondents. The output from Table 4.6 indicates that, 234(86%) of respondents

opted Yes alternative, while 35(13%) of respondents responded on Not sure, and lastly, 4(1%) of respondents opted No alternative.

The findings above confirm that, girls perform many domestic chores than boys in their families. As the study shows that, 86% of respondents agreed that, big burden of domestic activities is given to girls; this verifies what other scholars reported. Mauka (2015) asserted that, most families in developing countries, domestic activities are done by female especially girls' students, while Hamad (1994) investigated about tasks done by girls and reported that, cooking some food, washing family clothes, fetching some water, nursing children and collecting firewood were some duties done by female in most African families particular in rural areas. These findings portray evidences of sufferings from girls in Kwimba District.

Moreover, a study done by of Emmanuel (2015) supports the findings that, male students tend to perform better compared to female students in their studies and the reason was due to gender preference experienced in most African societies. In addition to that, Hucks (2011) reported that, most parents do not encourage their children especially girls to put much effort on studying hard because parents expect them to be married to other families.

These findings support indeed this study about girls to be accommodated many domestic chores than boys. Researcher conducted also an interview to discipline masters about big burden of domestic chores to girls, their arguments were reported as follows:

Discipline master from second school reported that:

*This is true, most girls are always reported to achieve lowery in academic performance than boys. Most families depend much on girls to earn wealth, and it reported that, girls are expected to show their strengths after been married, that is a reason of been assigned many domestic activities with their parents for perfecting them (Source: Discipline Master, 2019).*

For more information, the question was also asked to other discipline masters to know whether a big burden of domestic activities is given to girls. Their responses were reported as follows:

Discipline Master from third school said that:

*Truly, girls are being assigned many domestic chores as a situation of preparing them to become strong mothers in their families. Most parents know well about such situation and they do not see that, girls are affected in academic performance due to many tasks directed to them. Some girls come late to school and they normal sleep in classrooms due to many tasks at home (Source Discipline Master, 2019).*

From these findings, the situation show that most girls in rural areas are accommodated many domestic chores with their parents believing that, they prepare them to be strong mothers after been married. In connection to these findings, Obae et al (2006) argued that, poor performance shown by girls in schools is the result of many domestic chores given to them at home. This situation portrays that, girls have great burden of performing home activities than boys' students. In generally, girls need much help for equalize domestic chores with boys.

Respondents were also asked about poor family support to girls on acquiring education is associated with gender preference? The output provided on table 4.7

indicate that, 190(70%) of respondents opted Yes, about poor family support to girls on acquiring education, while 50(18%) of respondents were Not sure and 33(12%) of respondents who were teachers and students said No.

The Table 4.7 indicates that, 190(70%) of respondents agreed about poor support given to girls with their parents, so these findings demonstrate that, most families in rural areas do not provide much support to girls who acquiring secondary education. These findings were in line with investigation of Katunzi and Ndalichako (2004) who reported that, education to girls is given low priority compared to boys who are most given high priority in most families especially in rural areas. Also, these finding went equally with what Nyatuka (2015) found that, number of students who miss going to school in order to help parents different activities at home, girls were the most, this data indicates that, girls are given low priority of acquiring education compared to boys.

Gender preference drives many girls to dropout from school?, this was also a question asked to respondents and their responses were given as follows: From table 4.7, the findings showed that, respondents who agreed by responding on yes, were 206(75%) and those responded on not sure were 37(14%) while those who said no were 31(11%). These findings evidenced that, gender preference has great negative impact to girls' students as many respondents about 75% agreed and it contributes dropout to most girls in rural areas.

These finding concur with what Mwaura (2014) reported, gender preference occurs in many African families, such preference affects more girls who normally assigned



many as possible domestic activities and such tasks deny girls' time of attending school daily. Mwaura (2014) added that, domestic activities have been caused many girls' students to dropout from school. The study also conducted an interview to discipline masters from seven secondary schools in Kwimba District, the follows were their responses:

Discipline Master from forth school revealed that:

*It is true that, gender preference assists most girls to dropout from school, teachers and village leaders always cooperate to find girls who dropout from school without concrete reason. But such situation is caused by parents who do assist their daughters to attend school. Some girls report that, their parents are source to them to dropout from school, because they assign them many tasks to do than boys (Source: Discipline Master, 2019).*

This finding indicate that, parents are more causative to girls dropping out from school, because they do not value whether their daughters attend school or not, sometime they assign them so many tasks so that they may fail to attend school. Not only that, other finding was obtained through interview to other discipline masters and they reported as follows:

Discipline Master from fifth school commented that:

*Dropout to girls from school is a big problem to members of this area. Some parents ask school heads to permit their daughters to leave school promising them to give cows or money. In that case, school heads are using village leaders to resist such situation purposely to help girls to acquire education (Source: Discipline Master, 2019)*

Other Discipline Master from sixth School reported that:

*An issue of dropping out for girls from school, is a great war to this area, some parents come to school to ask transfer to their daughters with many*

*reasons, and if you allow him or her to transfer her daughter, they do all their level best to ensure they complete all procedures required, and after been given the transfer documents, they send their daughters to other place ready to be married, so talking dropout for girls in this area, it has great impact to girls although it reducing now (Source: Discipline Master, 2019)*

The above findings indicate that, parents are causative girls' dropping out from school in most rural areas. Study's findings confirm what other scholars discussed, Hucks(2011) found that, in some societies most parents did not encourage their children to acquire education even they dropout from school. Moreover, parents also are blamed to distribute inequally home activities to both girls and boys, where such situation simush girls to dropout from school.

Moreover, respondents were questioned whether parents not provide motivation to girls. Responses were illustrated on the Table 4.6. Referring to Table 4.6, 197(72%) of respondents responded on yes, and 56(20%) of respondents who involved in this study opted not sure towards the question asked about poor motivation to girls from their parents due to gender preference. Not only that, 21(8%) of respondents opted no. From this finding, motivation to girls is not much exercised with most parents in rural areas. Most respondents equal to 72% agreed that, poor motivation to girls' students is given by their parents to them.

This finding concurs with an investigation done by Masabo et al. (2017) who revealed that, performance of girls' students can be improved if parents and whole community come together to motivate and encourage them to study hard and guide them from different violence. From these findings the reality portrays that, parents in

rural areas have no such tradition of encouraging or motivating girls' students so that they may perform better in their studies. For more understanding, the study conducted interview to respondents who provided several information.

The key point that was highlighted by interviewee from one school said that:

*Few parents realize that, children need motivation or encouragement for any activity they perform. In this area, few parents come even to ask performance of their children at school, and if there is anyone, he or she has well understanding about education (Source: Discipline Master, 2019).*

Other Discipline Master from second school said that:

*Normally parents from this area come to ask permission for their children so as they may get help for several activities at home (Source: Discipline Master, 2019).*

Generally, the above findings on second objective indicate that, gender preference has great negative impact to girls' academic achievements. Most parents in rural areas do not support much their daughters towards education.

Moreover, most families prefer girls to stay at home waiting marriage and they ignore education by believing that girls waste time for nothing because they see most them fail. Also, gender preference contributes many girls to dropout from school and others fall in truancy due to home activities.

#### **4.3.2 Social Practices Enhancing Girls' Quality Academic Performance in Day Public Secondary Schools**

This was the third objective in this study which intended to investigate social practices that enhancing girls' quality academic performance in day public secondary

schools in rural areas. This part involved questionnaires and interview for respondents, but also questionnaires were given three alternatives to cycle, strongly agree, agree and disagree.

Moreover, this objective gave a room to interviewees to answer questions orally, and numbers of questions were asked to respondents, who dealt with questionnaires, and interview. The table 4.8 indicated responses given by respondents in questionnaires.

**Table 4.8: Respondents' Responses on Social Practices Enhancing Girls' Performance**

ITEMS	RESPONDENTS' RESPONSES			
	Strongly Agree	Agree	Disagree	Total
1. Enact by-laws	106 39%	115 44%	46 17%	267 100%
2. provision of breakfast and lunch	176 64%	71 28%	20 8%	267 100%
3. provision of social services	220 83%	41 14%	06 3%	267 100%
4. Unite members	212 78%	52 21%	03 1%	267 100%
5. Building Hostels	223 81%	30 14%	14 5%	267 100%
6. Providing motivation	101 37%	125 15%	41 48%	267 100%
7. Educating community	215 82%	46 16%	06 2%	267 100%

**Source:** Research Field Data (2019)

From the Table 4.8, the findings indicates that,106 of respondents responded on strong agree, and 122 of respondents agreed, while 5(1.8%) of respondents disagreed about the enacting by-laws against members of the society who violating girls. From these responses, many respondents strongly agreed and agreed than those denied. In

that case, the finding asserts that, girls may improve their academic performance if there are ways taken like enact by-laws for those violating girls' students.

This finding is supported by the findings of Mushi (2015) who reported that, many countries employ several efforts like initiating laws to strengthen girls' academic performance through fighting against several factors troubling them. In other way, the finding of this study against factors affect girls' academic performance was supported by Emmanuel (2015) who revealed that, effective laws towards girls' rights should be made and exercised within the society so that girls may achieve their dreams. Interviewees were questioned about what kind of social practices might strengthen girls' quality academic performance? The responses were as follows:

Discipline Masters from second school revealed that:

*In order to help girls academically, enact by-laws could help them against people who troubling their dreams. Connecting electricity to rural areas and for low prize but also, each family should connected electricity in any house, and health centers near to school areas are important (Source: Discipline Masters, 2019).*

Discipline master from third school said that:

*Provision of breakfast and lunch at school could also help girls to get time for private study and other classroom assignments before going at home (Source: Discipline Masters, 2019).*

Discipline Masters from forth school reported that:

*Moreover, girls have to acquire education in proper learning environment, but most parents in rural areas do not consider such situation. The importance is to build hostels in community secondary schools areas (Source: Discipline Master, 2019)*

Discipline Master from fifth school commented that:

*Parents should be educated about the importance of developing girls. Girls should acquire education by been supported, motivated, encouraged by their parents. Such situation will reduce challenges hammering girls and dropping out of girls (Source: Discipline Masters, 2019)*

These findings portray that, girls may be helped through enact by-laws for those violating girls' rights and provision of lunch, breakfast, and electricity in rural areas so that children may have light for private study and classroom assignments.

Moreover, other two discipline masters said that:

*Generally, parents should distribute equally domestic activities, while people who humiliating or violating girls' rights unknowingly, better to be educated and strictly roles should be introduced to harmonize the situation of developing girls academically (Source: Discipline Masters, 2019)*

These are findings from interviews which are supported indeed with what respondents responded on questionnaires from table 4.8. The responses from the table 4.8 illustrate that, many respondents strongly agreed and agreed in most questions asked to them. Furthermore, respondents asked about provision of breakfast, lunch, education for community, motivation and social service like electricity, water, health centers in rural areas and lastly, uniting members of the community on supporting girls towards education.

As the findings showing above, many respondents in table 4.8 strongly agreed to items given, their responses concurs with other scholars' views like obae et al (2014) who commented that, there should be introduced boarding schools in rural areas where girls' students may acquired education in peacefully environment. The findings also analyzed several measures to solve or reduce the problem of girls' academic performance in secondary schools.

Apart from that, there other scholars underline what the findings demonstrating in this study. Some of scholars are Mansoor and Hussain (2015) who reported that, constructing hostels for girls in rural areas may enable them to stay in acceptable environment, proper guidance and light services. Furthermore, Dimbiss (2009) insisted on gender re-education from some cultures belittle girls and doom them to eventual failure. From these findings projected by different scholars, generally education is needed to members of the community. Not only that, constructing hostels or boarding schools in rural areas is also reported as solutions for girls' quality academic performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the study, research findings, conclusions, recommendations as well as suggestions for further studies.

#### **5.2 Summary of the Study**

This study aimed to conduct an investigation about the impact of social cultural issues in day public secondary school girls upon quality academic performance in rural area in Kwimba District. This study involved three specific objectives which formulate purposely to guide the study to stick to the intended investigation: objectives formulated state as follows; to investigate the effects of home activities on girls' quality academic performance in day public secondary schools, to explore the impact of gender preference on girls' quality academic performance in day public secondary schools and lastly to examine social practices enhancing girls' quality academic performance in day public secondary schools.

This study adopted approach which are quantitative and qualitative research approaches aiming to obtain accurate data. The study employed cross-sectional research design in collecting data intended. Moreover, questionnaires and interview were proper tools used to collect data from respondents who intended. The study involved 274 respondents, where 267 respondents stick on questionnaires and 07 were interviewees. All these respondents were parted into three groups, discipline



masters who are teachers were 07 fall in interview, 126 were normal teachers while 141 were form four girls' students, all these were respondents who facilitated the study to obtain data. Findings also were analyzed using coordinated items and tabulated frequencies and percentages. The findings illustrated that several factors affect girls' quality academic performance. Furthermore, the study demonstrated possible measures which could strengthen girls' quality academic performance in rural areas.

### **5.3 Summary of Research Findings**

This part projects a summary of the findings of this study, as it is shown above, this summary based three objectives which aimed to enlighten individual people, parents, communities and other groups on the importance of solving if not eliminating challenges troubling girls on acquiring education. Moreover, if education will not be given to members of the community, girls' students may still remain in the room of operation.

Data collected from interviews and questionnaires, views or argumentations are analyzed in this part as the crucial findings to be considered upon the effects of home activities to girls' quality academic performance in day public secondary schools.

- (i) This study demonstrated the effects of home activities upon girls' quality academic performance. The findings report that, girls fail to attend school as they normally accommodated with many domestic chores at home. Some girls dropping out from school due to resistance of their parents attending school,

other come late to school with much tiredness and ending performing poorly in their exams.

- (ii) Not only that, effects of home activities are reported with many scholars like Makewa et al (2014) who reported that, absenteeism to girls in school increases through many works at home given to them especially from illiterate families.
- (iii) The study also assessed the impact of gender preference on girls' quality academic performance. The findings shows that, gender preference affect girls' students negatively, they are normal given more domestic chore than boys, girls are supported lowery in academic compared to boys, girls drop out from school but their parents do not take care.
- (iv) According to Masabo et al. (2017), girls lack motivation and encouragements from their parents, such condition undermine their academic performance continuously. Furthermore, measures are required to help girls' students to improve the academic performance. This might be concluded that, girls are ignored from to acquire education. In connection to this, Rotich et al. (2014) confirmed that, most societies consider women as people for serving men and caring their families hence no need of acquiring education.
- (v) The study also examined social practices that could enhance girls' quality academic performance in day public secondary schools. The findings from the respondents showed that, several measures to assist girls to perform better are required like initiating hostels, providing lunch and breakfast, educating community on supporting girls like boys, provide motivation to girls' students, and fighting against truancy and absenteeism to girls. These are among suggestions confirmed with respondents in this study. These social practices

underline what Emmanuel (2015) reported, he said that, concrete laws could be implemented in the society purposely to resist people who violate girls rights and preserve girls' rights. Moreover, parents or community must be educated to distribute equal tasks to both girls and boys without biases.

Lastly, better community to be enlightened on the importance of educating both genders, leaving one gender a side without education, it may concur with what Aiyejina (2000) argued, the valued gender will benefit and other suffers. This is true, where one gender is segregated; normally other suffers from such calamite and denies certain opportunity, so better community join together to assist girls like boys without gender's barriers.

#### **5.4 Conclusions**

Basing on the findings of this study, the study projected conclusions, which based on the impact of social-cultural issues in day public secondary school girls upon quality academic performance in Kwimba District.

- (i) A large number of girls' students perform lowery in their exams due to number of home activities that deny them sufficient time of doing classroom assignments or private studies.
- (ii) Most families undermine girls' rights through assigning a lot of home activities than boys claiming that are their duties, hence most girls feel inferiority, with low motivation, and such situation resulted from the effects of gender preference.

- (iii) Several social practices for enhancing girls' quality academic performance in rural areas are given including; educating community or parents about the importance of educating girls, providing social services in rural areas like water, electricity, health centers, through mobilizing communities to contribute on constructing boarding schools or hostels in rural areas. Enact by-laws may also help girls to acquire education smoothly.

### **5.5 Recommendations for Action**

Through findings of this study, the recommendations portray what the study found from field, the follows are recommendations of this task:

- (i) The issue of girls to do a lot of home activities, parents, communities and local government leaders should cooperate together to solve girls' problems through mobilizing all members of the community to contribute for building boarding schools in rural areas, or hostels for those girls affected with home activities. contributions
- (ii) Women themselves in any community should stand firmly to show their strengths before men through performing every duty done by men; such situation will undermine some social beliefs like gender preference.
- (iii) In order to eliminate unfavorable behavior exercised in society towards girls, government, NGOs and other stakeholders should organize the community to join together to overcome girls' challenges affect their academic performance especially overloading home activities than boys.
- (iv) Crucial issues required to improve girls' academic performance. Local government and all members of the community should enact by-laws for

preserving girls' rights. Improve social services in rural areas; parents should contribute money or food in schools for lunch and breakfast.

### **5.6 Suggestion for Further Research**

This part presents suggestions which may help other researchers to conduct investigations on the area of social practices upon girls' academic performance. The study suggested further studies:

- (i) This study was conducted at Kwimba District and in rural area, may be there is a need of conducting such task to other areas even in town. It can't be concluded that, what this study found are not similar to other areas.
- (ii) Furthermore, an investigation can be done on impact of gender preference girls' academic performance in higher learning.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

My name is Mtindi, E. James from Open University of Tanzania, pursuing a master degree in Administration policy and planning (MED APPS). I do value your input which will be highly considered and views shall be vital to the researcher, society and the department considering, where the given information will be confidential handled. The very glad for giving out your time and accepting to fill these questionnaires, blessing be upon you. Thanks you.

School's name .....

**Instruction:** Please circle the right choice you wish.

#### SECTION A: Demographic information

- A. Your age,      (i) 15-30    (ii) 31-45    (iii) 46-60    (iv) 60 above
- B. Your Sex -    (i) Male      (ii) Female
- C. Level of education    (i) Secondary level (ii) Diploma      (iii) First Degree  
(iv) above

#### SECTION B: The effects of home activities on girls' quality academic performance in day public secondary schools

Do you think the following statements could be among the effects of home activities on girls' quality academic performance in day public secondary schools?

Put a tick (✓) to an appropriate response, **T = True, F = False**

S/N	Statements	T	F
1	Insufficient time for private study on girls		
2	Tiredness		
3	Late coming to school		
4	Frequently punishments to girls at school		
5	Poor academic performance to girls		
6	Truants		

**SECTION C: The impact of gender preference on girls' quality academic performance in day public secondary schools.**

According to your understanding, the following statements might be the impacts of gender preference on girls' quality academic performance in day public secondary schools?

Put a tick (✓) to an appropriate response, **A = Yes, B = Not sure, C = No**

S/N	Statements	A	B	C
1	inferiority to girls in their studies before men			
2	Big burden of domestic activities to girls			
3	Poor family support to girls on acquiring education			
4	Many girls drop out from school			
5	Poor motivation to girls from their parents			

**SECTION D: Social practices that enhancing girls' quality academic performance in day public secondary schools.**

Do you think the following social practices might enhance girls' quality academic performance in day public secondary schools?

Put a tick (✓) to an appropriate response, **Strongly Agree = 3, Agree = 2, Disagree = 1**

S/N	Statements	3	2	1
1	Enact by laws against members of the society who violating girls			
2	provision of breakfast and lunch at school through parents' contributions			
3	Provision of enough teaching and learning materials at schools			
4	Provision of social services like electricity, water and health centers near to schools			
5	Unite members of the society to support girls on acquiring education			
6	Building hostels to girls living far from home to school			
7	Educating community against patriarchal system and other social practices hammering girls			

## APPENDIX II: QUESTIONNAIRE FOR GIRL STUDENTS

**Dear respondent,**

My name is Mtindi, E. James from Open University of Tanzania, pursuing a master degree in Administration policy and planning (MED APPS). I do value your input which will be highly considered and views shall be vital to the researcher, society and the department considering, where the given information will be confidential handled. I'm very glad to you for giving out your time and accepting to fill these questionnaires, blessing be upon you. Thanks you.

School's name .....

**Instruction:** Please circle the right choice you wish.

### SECTION A: Demographic information

- D. Your age,      (i) 15-30      (ii) 31-45      (iii) 46-60      (iv) 65- above
- E. Your Sex -      (i) Male      (ii) Female
- F. Level of education      (i) Secondary level      (ii) Diploma      (iii) First Degree  
(iv) above

### SECTION B: The effects of home activities on girls' quality academic performance in day public secondary schools

Do you think the following statements could be among the effects of home activities on girls' quality academic performance in day public secondary schools?



Put a tick (✓) to an appropriate response, **T = True, F = False**

S/N	Statements	T	F
1	Insufficient time for private study on girls		
2	Tiredness		
3	Late coming to school		
4	Frequently punishments to girls at school		
5	Poor academic performance to girls		
6	Truancy to girl students		

**SECTION C: The impact of gender preference on girls' quality academic performance in day public secondary schools.**

According to your understanding, the following statements might be the impacts of gender preference on girls' quality academic performance in day public secondary schools?

Put a tick (✓) to an appropriate response, **A = Yes, B = Not sure, C = No**

S/N	Statements	A	B	C
1	inferiority to girls in their studies before men			
2	Big burden of domestic activities to girls			
3	Poor family support to girls on acquiring education			
4	Many girls drop out from school			
5	Poor motivation to girls from their parents			

**SECTION D: Social practices that enhancing girls' quality academic performance in day public secondary schools**

Do you think the following social practices might enhance girls' quality academic performance in day public secondary schools?

Put a tick (✓) to an appropriate response, **strongly Agree = 3, Agree = 2, Disagree = 1**

S/N	Statements	3	2	1
1	Enact by laws against members of the society who violating girls			
2	provision of breakfast and lunch at school through parents' contributions			
3	Provision of enough teaching and learning materials at schools			
4	Provision of social services like electricity, water and health centers near to schools			
5	Unite members of the society to support girls on acquiring education			
6	Building hostels to girls living far from home to school			
7	Educating community against patriarchal system and other social practices hammering girls			

### **APPENDIX III: INTERVIEW GUIDE FOR DISCIPLINE MASTER**

Dear Interviewee,

My name is Mtindi, E. James from Open University of Tanzania, pursuing a master degree in Administration policy and planning (MED APPS). I'm very glad for your concerning in the interview. Moreover, your views will be highly considered and vital to the researcher, society and the department considering, where the given information will be confidential handled. I'm very glad for you to give out your time and answer questions asked, blessing be upon you. Thanks you.

School's name .....

#### **PART A: Personal information**

- i) Age .....
- ii) Sex .....
- iii) Position .....
- iv) Experience .....
- v) Level of Education .....

#### **PART B: Effects of home activities on girls' quality academic performance in day public secondary schools**

1. Do you think home activities have any effect on girls' quality academic performance in day public secondary school?
2. Truancy to girls in day public secondary schools could be the result of home activities?
3. Poor academic performance to girls in secondary school is associated with home activities?

**PART C: Impact of gender preference on girls' quality academic performance in day public secondary schools**

1. In your opinion, gender preference causes inferiority to girls in their studies before men?
2. Do you think families which base on gender preference provide enough support to girls in their studies? If yes or No why? Explain
3. Is there a need of encouraging gender preference in the society? If Yes or No why? Explain

**PART D: Social practices enhancing girls' quality academic performance in day public secondary schools.**

1. Which kind of social practices many strengthen girls' quality academic performance in day public secondary schools? Explain briefly
2. In which kind of environment would you suggest for girls acquiring education smoothly?