

**CHALLENGES FACING COMMUNITY SECONDARY  
SCHOOLS AND THEIR INFLUENCE ON GIRLS' ACCESS TO  
SECONDARY EDUCATION IN TANZANIA:  
A CASE OF DODOMA MUNICIPALITY**

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By

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A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree  
of Master of Public Administration of the University of Dodoma

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October, 2017

**CERTIFICATE**

The undersigned certifies that he has read and hereby recommend for acceptance by The University of Dodoma dissertation entitled, *The Challenges Facing Community Secondary Schools and their Influence on Girls' Access to Secondary Education in Tanzania: A Case of Dodoma Municipality* in partial fulfillment of the requirements for the degree of Master of Public Administration (MPA) of The University of Dodoma.

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DATE.....

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## **LIST OF ACRONYMS**

DEO	District Education Officer
MoE VT	Ministry of Education and Vocational Training
MPA	Master Degree in Public Administration
SEDP	Secondary Education Development Programme
SEMP	Secondary Education Master Plan
UNESCO	United National Education Scientific and Cultural Organization
URT	United Republic of Tanzania
WEO	Ward Executive Officer

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education in its general sense is a form of learning in which knowledge, skills and habit of a group of people are transferred from one generation to the next through teaching training, research or simply through autodictasim (Mbilinyi, 1991). Education for girls is one of the criteria pathways to promote social and economic development (World Bank, 2009). According to EFA global monitoring report 2003/04 increasing the educational level of girls has a fovourable impact on economic growth since 2002, United Nations Scientific and Cultural Organization (UNESCO, 2010), and global community have been striving to attain the Dakar Education For All (EFA).

Considering the fact that, education for girls and women is an urgent priority, the Dakar Framework for Action contained a time-bound goal (Goal 5), devoted specifically to gender parity and equality in education. Moreover, special attention had been paid to women and girls in other goals; for example, goal two stipulates that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities will have access to a complete free and compulsory primary education of good quality (World Bank Report, 2004).

Education is the process of initiating and preparing man through training in his environment, in order to play active roles in society. It provides desired and worthwhile broad and in depth modes of thought, skills, altitude and understanding needed for the full development of human thinking and action. This is to say, education makes man aware of his own condition and that of his society; it is

embodied within its science and technology (URT, 1995). Therefore, education is what brings forth manifestable development of any country, education is a pillar of development of all countries the world over. At the Pan Africa conference held in Ouagadougou, Burkina Faso, in March/April of 1993, it was observed that Africa was still behind other regions of the world in female participation in education. Gender disparity was attributed to the age long belief in male superiority and female subordination (Okojike, 1996).

Due to the importance of education, as per emphasis given above, education actors and activists alike have been advocating on the need for education system which provides equal opportunities for all irrespective of social status, political class, sex and only any other tendencies of discrimination (UNESCO, 2010). In this regard, the focus of all local and international education actors has been to eliminate gender disparities and achieving gender equality in primary and secondary education. This is done in order to ensure that girls get full and equal access to and achievement in education of good quality. In previous decade, educational, social and economic reforms geared toward girls have advanced, however the status of girls in the social, economic and political life is not equal to that of boys (Hood, 1988:111). One of the ways to ensure that both girls and boys are equally represented in society is through their involvement in education. In so doing, educated girls help in contributing to their families in addition to the economic well-being of their country.

Global status regarding the level of gender and equality is promising at the primary education level, where about 75% of the countries had already reached gender parity by 2015. Nevertheless, progress seems to be taking slower pace in secondary education, with only about 40% being able to get gender parity by 2015. The

situation is not encouraging in in sub-Saharan Africa where girls are least enrolled in secondary schools while boys keep enjoying this precious and basic human right. Countries such Guinea and Niger had over 70% of the poorest girls who had never attended neither primary nor secondary schools (UNESCO, 2015). In Africa context and off-course elsewhere, this situation contributes to exceeding level of poverty due to the fact that education is the source of country's economy. If one gets education she/ he will be able to face and eradicate some problems existing in the society.

Furthermore, gender equality is very important because of its social returns which include: better nutrition and child health, occupational mobility, and an increase in household income (Subbarao and Haworth, 1994). Sander (1987) observed that, in most of nation's education is increasing reviewed as a primary means of solving social problems. Through education, people acquire knowledge, skills and attitude necessary for sustainable economic growth and general development. In Tanzania, as in many developing countries trends of gender inequality is not only in education but also in the labour market, political leadership and social economic spheres. Education is a key factor in determining development trends, particularly in contemporary world. Tanzania government has embraced the idea of equal education for all as a matter of priority.

Despite the fact that the actual number of female and male students enrolled in secondary education remains to be unimpressive in many countries, of recent there have been substantial improvement across the continent. In Africa between 2005 and 2008 only 33% of secondary school enrolment was female. However, in sub-Saharan Africa the female enrolment increased from 46% in 1970 to 76% in 2004 (UNESCO, 2010). New developments indicate for example that, at least 8 countries

have been recorded having achieved gender parity in secondary school enrolments (UNESCO, 2015).

Tanzania, like many other African countries, has been struggling to ensure girl pupils from primary education were getting access to continue with secondary education. In this regard, during the third government regime under President Benjamin William Mkapa, the government attempted to expand accessibility of secondary education by establishing community secondary schools in each ward under the secondary education development plan (SEDP). In turn, this helped many girls to get access and pursue secondary education despite a number of challenges which constrained girls from continuing with their education. These challenges are indeed limiting factors for girl's access to education because girl students have been trapped into drop out (failure to complete the studies) and sometimes contributing to poor performance of girls in their final examination (Sander, 1987).

Currently, Tanzania is working towards increasing access to girl's education as well as improving learning and teaching environment in order to guarantee provision of the quality education in its secondary schools. Historically, the country has passed through different development programmes in the secondary education sub-sector. First of all, there has been Secondary Education Master Plan (SEMP) which lasted from 2001 to 2005. SEMP has these purposes (a) increasing access, (b) improving equity, (c) enhancing quality, as well as (d) raising internal efficiency. Second initiative was Secondary Education Development Plan I (SEDP I) which was implemented from 2004 to 2009 with overall objectives of improving access with equity, quality, as well as management and delivery of secondary education. This went hand in hand with establishment of Community Secondary Schools. Another

proactive initiative extended the SEDP I into second phase by formulating Secondary Education Development Plan II (SEDP II). SEDP II was further complimented with The Big Result Now (BRN) initiative, all of them aiming to improve and promoting secondary education in the country. All these initiatives were intended to address issues of education quality, access to education, and poor performance in examinations (Mukyanuzi, 2003).

Looking at historical development of the sector as presented above, one can realize that, Tanzania has seen an ambitious set of policy reforms in primary and more recently in secondary education. These have dramatically improved the state of education in the country, particularly interims of classroom infrastructures and enrollment. Issues of quality, access and performance are yet to be celebrated whereby educational achievement have not been tied with helping students to develop capabilities, attitudes and skills, that will enable them to thrive in further education and mastering their future world (Hakielimu, 2006). This is to say, education reforms in Tanzania have been impressive in quantitative terms, but they seem not to embody clarity of vision in capability terms.

Consequently, issues of gender parity and equality have also been addressed in numerical terms (looking at number of enrolled girls) while ignoring retention of those students (circumvent dropout). In addition, quality of education acquired seems not to be given the attention it deserves. It is from this background therefore, this study was being set in order to investigate further the challenges facing community secondary schools and their influence on girl's access to secondary education in Tanzania.

## **1.2 Statement of the Problem**

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

In Tanzania, the decline of girls' access to education has been one among the major topic of discussion among the educators, politician, administrators and parents. Different reports have indicated that the standard of girls' access to education and academic performance has persistently been poor from primary school level, to tertiary level. For example, the Ministry of Education and Vocational Training (MOEVT, 2010) report based on form IV examination results from 2009 revealed that, over 72% of all the students who scored division four (IV) and zero (O) were girls. The report showed that girls' access to education and academic performance declined by 22% in 2008 compared to the previous year. In contrast, the same report indicates that boys' performance at the average of 70% compared to girls whose performance was at the average of 30%. The girls' performance is seen as declining if compared to the previous year in which girls had performed at the average of 40% while boys had performed at the average of 60%.

The decline of girls' access to education is the evident through other indicators of quality education. There are number of girls in Tanzania who complete secondary

school without having acquired secondary education. For example, the study conducted in Tanzania by Kassimoto (1997) indicate that, there is a large number of girls who have completed secondary school, but cannot read or write even a single sentence in English Language. The study indicates that forty three (43) years after independence, the country was facing big problem of girls' access and academic performance. For instance, two-third of girls who completed form four could not read and understand any connected test in English, between 95% and 60% of secondary schools, girls lacked mastery of English Language, and that only 20% of all University girls could understand and attempt correctly easy questions in English. The implication of this situation is that girls could not perform better given the fact that others fail to complete their studies and drop out, while they are in form two or three and those who accomplish their studies perform poor almost in all the subjects whose instructional medium is English with exception of Kiswahili subject.

Kassimoto (2008) noted that girls and women are considered to be weak looked at as weak human being, who cannot do anything alone and depend on oneself. The phenomena can be traced back in the past, when according to the customary law; girls and women were not involved in important political, economic and social-cultural functions. This has continued to the present where some ethnic groups in Tanzania still look at girls and women as people who should just stay at home taking care of the family. Beyond this, there are still some cases in which girls are raped and forced to marry at early ages against their own wishes, sometimes leading to teenage pregnant, dropout from schools, transmitted diseases like HIV/AIDS.

Cases of cruelty to girls and women in families and society in general are still reported. All these events have effect on the psychological, emotional and physical

stability of girls' access to education. In turn some girls have developed the sense of inferiority and loss of confidence in the society and at school leading to absenteeism from classes (Kassimoto, 2008). Consequently, the situation leads to failure of girls to access education as the result of poor performance or dropout from school. It is important to note that educating girls is to educate the whole society. Thus, significant measure has to be put in place in order to ensure that, girls in secondary schools are provided with friendly learning environments to enable them to perform well academically and access quality education.

On the other hand, the problem of girls' access to education is identified as resulting from the fact that, the educational system in Tanzania does not provide friendly learning environment for girls to enjoy effective learning for quality education. For instance, Hakielimu (2010) stated that, Tanzanian government had put much emphasis on key policy in education by looking on things like; infrastructures, books and teachers, as the focus on outcomes not inputs. Clarifying target is one thing but setting the right target is another. Target setting in Tanzania, as elsewhere, suffers from two major problems; it is focused on *quantitative* aspect and on *inputs*. In this context there is disconnection between the 'promise' of education or expectations of it, and its conceptualization. Education is expected to produce graduates who are able to thrive in a fast changing world, meet challenges and solve problems, be entrepreneurial and create jobs and critical and active citizen. Yet target rarely focuses on these sorts of outcomes of education, and, methods of measurement do not measure these sorts of skills and attributes. This being the case, one would comment that, education is not yet taken seriously by the government and general society of Tanzania.

The situation above has raised a lot of concern and therefore has drawn an attention among education stakeholders and researchers to assess possible factors affecting girls' in accessing secondary education. Therefore, this study was specifically focused on assessing educational challenges in community secondary schools in order to understanding as to how they do influence on girls' access to secondary education, taking Dodoma Municipality as a case.

### **1.3 Objective of the Study**

Basing on the background of the study and the problem under investigation objectives in this study have been categorized into two levels namely; general and specific objectives.

#### **1.3.1 General Objective of the Study**

The main objective of this study was to assess the challenges facing community secondary schools and their influence on girls' access to secondary education.

#### **1.3.2 Specific Objective of the study**

This study intended to accomplish the following specific objectives:

- (i) To examine the state of domestic side of school life in community secondary schools and their influences on girls' access to education.
- (ii) To analyze the effect of physical facilities (sanitary facilities, hostel) on girls' access to education.
- (iii) To explore the way in which matron and female teachers influence on girls' access to secondary education.
- (iv) To identify social practices that affect girls' access to secondary education in the study area.

- (v) To assess how academic timetabling affect girls' access to secondary education.

#### **14 Research Questions**

The study addressed the following central research questions:

- (i) How does domestic side of school life influence girls' access to secondary education in community secondary schools?
- (ii) What are the effects of physical facilities (sanitary facilities, and hostel) on girls' access secondary education?
- (iii) How do matron and female teachers have influence girls' access to education?
- (iv) What is the effect of social practices in community on girls' 'access to secondary education?
- (v) How academic timetabling does affects girls' access secondary education?

#### **1.5 Delimitation of the Study**

This study will be confined to assessing the factors that leading to girls' access secondary education in four wards namely: Tambukareli, Ipagala, Makole, and Msalato in Dodoma Municipality. Specifically, the study intended to assess facilities like sanitary and hostels, as well as the role of matron and female teachers in role modeling student behaviors. Also, the study focused on understanding social practices as important factors appealing to girls' access secondary education.

### **1.6 Limitation of the study**

This research work could not be success only without limitation, as it faced a number of challenges; first there was lack of fund for stationary, transport and other important materials needed for the study. The researcher was forced to seek a loan from bank through her employer to complete the work. Also, the time reduced smooth accomplishment of the research objectives. The researcher carried out the study while she had to attend other activities including social and family responsibilities at the same time. Moreover, some respondent could not fill in the questionnaires and return them on time. The researcher was forced to go back to collect the questionnaires the next day. In some cases respondents demanded some payment to participate in the study especially in filling the questionnaire and participating in the interviews. The researcher was forced to pay some money to those respondents in order to get the indended information. Likewise some respondent could not cooperate fully with the researcher during the data collection especially in disclosing important information until they were assured of confidentiality.

### **1.7 Significance of the Study**

The study was expected to be essential in a number of ways. First, the study would address the problems of girls' access secondary education in community secondary schools uncovering the factors that lead to the problems and in-turn suggest different solutions for the remedy of the problems. Second, the study would reveal the current situation where girls' access to education in schools has been declining remarkably due to several reasons. These reasons include lack of women teachers as role models, lack of dormitories, hostel, inferiority complex among girls and parental

perception and awareness towards girls' education. The study also, gives a room for different educational stakeholders, practitioners and the general community to improve the situation so as to enable girls to achieve their goals in accessing education.

Finally, the study would work as one of important documents and reference containing useful information regarding the problem of girls' access secondary education in the study area. Thus, the study would be useful as a source of literature for studies related to the challenges facing community secondary schools and their influences on girls 'access secondary education in related matters.

## **1.8 Definitions of Key Terms and Concept**

### **1.8.1 Community**

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

### **1.8.2 Community Secondary Schools**

Community secondary school; are those schools which are built and owned by member of a given community (Mgohamwende, 1997). These schools are built within the geographical areas in the respective community. Since community schools are built by members of the community, they purposely save the member of the community. Community secondary schools are those schools which are built

from funds raised by relevant community and local council with little financial assistance from the central government (UNESCO, 2010). In the context of this study community secondary schools to refer those schools which are built around the society in each ward. Also those schools are built by the people who participate in building the school through contributions and manpower like making bricks, carrying sand etc.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the reviewed literature on the studies related to challenges facing girls' access to education and the effort that the government and other education stakeholders have undertaken. Review of the literature refers to the process of discovering, reading, weighing up, shortening and incorporated in the study documents and having materials which are related to the problem under investigation. The purpose of the literature review is to familiarize the reader with the practical or theoretical issues relating to the problem and helps the researcher to lay a foundation for the study. A literature review indicates what is known about the area of inquiry and suggests ways of conducting the study on the topic of interest (Barley, 1999). This chapter describes the structure of education system in Tanzania, and the theoretical framework which guided the study. .

#### **2.1 Structure of Tanzania Education**

Education is a process of teaching and learning especially in school or college to improve knowledge and skills (Tanzania National Bureau of Statistic, 2007). The current education system in Tanzania was inherited from German and British colonial rule (Omari, 1982). Education in Tanzania consists of distinct levels. The first level includes one year of pre-primary education for children between 4 and 5 years old, followed by six years of primary education which is available to all children from the age of 7 years as stipulated in the current education policy (MoEVT, 2014). Primary education begins with standard I and ends with Standard

VII, a final examination on the national level marks the completion of primary schools and determined selection for secondary school.

Formal secondary consists of two sequential cycles; the first is a four –year Ordinary Level (O-Level) that spans from 1 through Form 4. The second cycle is two-years and consists of Form 5 and Form 6; this is the Advanced level (A-Level). National testing takes place after form 4 and form 6 and is used to determine further education. Tertiary education often takes three or more years for students. The general pattern of education follows a 1+6+4+2+3<sup>+</sup> (MOEVT, 2014).

The national examinations serve as a funneling mechanism whereby students who do not pass the examinations either terminate their education or have to find alternative paths to pursue their studies. Table 1 bellow outlines the approximate age and corresponding educational level of students in primary and secondary school. However, it should be noted that some variation in age occurs based on ability of the family to send them to school and student performance on national exams. Some students continue seamlessly from one age of education to the next, while others may stray from the normal path.

**Table 2. 1: Primary and Secondary Ages and Educational Levels**

Pre-Primary	Primary	Secondary	Secondary (A-Level)
	Standard I-VII	Form 1-4	Form 5-6
Age 5-6	Age 7-13	Age 14-17	Age 18-20

**Source:** BEST, 2010

The aims and objectives of secondary education are; to consolidated and broaden the scope of baseline ideas, knowledge, skills, and principles acquired and developed at the primary level. Also, to enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for and readiness to work, human rights, cultural and moral values, custom, traditional and civic responsibilities and obligations, to mention a few (SEDP I, 2004 - 2009).

### **2.1.1 History of Girls' Education in Tanzania**

Although the Tanzania education system was highly influenced by British ideals and philosophy, grounded in Christianity, it has also been influenced by Islamic education through the medium of the madrasa. Islamic institutions continue to embed social norms for girls and boys through cultural pattern, Islamic theology, and philosophy (Egbo, 2000). Furthermore, African education based on communal cooperation and oral tradition is also part of the educational history of Tanzania. More importantly, the role that girls play in oral history means that their stories became integral to protecting and transmitting communal history (Egbo, 2000).

Kerner (1986) claims that Tanzanian educators tend to fault region with strong Islamic influence as backward and traditional, and regions associated with Christian conversation as forward-looking and progressive (Kerner 1986:1). Depending on a student's background and upbringing any of the aforementioned educational philosophies could influence access to education. This is even more likely for women, because they are more susceptible to being prevented from attending schools at younger ages than their male counterparts.

Furthermore, the importance of girl's education within a developing country is significant. Several international agencies including UNESCO, UNICEF and the World Bank have recognized the importance of eliminating girls' illiteracy and enhancing access to education for both (girls and boys). In their creation of the millennium Development Goal, the United Nation recognized the importance of promoting gender equality and empowering women (Grown, Gupta & Kes, 2005). Not only does the UN seek to ensure that by 2015 all children, boys and girls, will have access to primary schools, they have also set goals regarding the elimination of gender disparity in primary and secondary schools' education (Grown, *et. al.*, 2005). Regarding of how much these international players wish to eradicate the disparity between access to education for boys and girls, but there are some challenges facing schools and affecting girls to access education, therefore, this study is intended to assess on how those challenges facing community secondary schools affecting girls' access education. These barriers reinforce by environmental standards in addition to cultural practices and more within society and which create inequality to education between girls and boys due to the failure of many girls' to accomplish their studies while they are in secondary education and if they accomplish, they obtain poor performance, and fail to access further education, and becoming a mother in society.

### **2.1.2 Girls' Access to Education in Tanzania**

Access to education is the ability of all people to have equal opportunity in education, regardless of their social class, ethnicity, background or physical disabilities (Digolo, 2006). Until the 1940s, few Tanzanian girls had access to education, a more than three years the secondary schools were minimal (Coulson, 1982). Since the inception of the united Republic of Tanzania, education access

continues to expand, but universal access to education remains a consistent problem. In current years there is clear recognition of the importance of education in Tanzania. Central documents broadly address educational access issues, economic impact, and policy implementation. The variety of papers, publication, and report, however, do not always address way to increase girl's education attainment. Generally speaking, only modest attempt has been made to improve opportunities for girls in higher education (Beoku-Betts, 1998: 167).

Greater student access to primary education and gender parity are two of the Millennium Development Goal in Sub-Saharan Africa (Grown, Gupta&Kes, 2005). There has been a huge increase to access to primary education for girls. Although these rates are up for primary schools, they remain considerably lower for secondary and tertiary education. For example, in 1990 there were around 40 and 21 percent, respectively (Bloch, Beoku-Betts & Tabachnick, 1998). While the number of girls attending primary school increased, the same progress was not made regarding non-formal education, including basic literacy for girls (Chlebowskah, 1990).

Indicators of education access, attainment and accomplishment are elements that help researchers measure the gender disparity in secondary education in Africa (Block, Beoku-Betts & Tabachnick, 1998). Access can be measured by using secondary and continuation (Bloch, *et. al.*, 1998). Finally, accomplishment "is measured according to labor force participation and career mobility pattern in professional and managerial field" (Beok-Betts, 1998, p.159). Each of these three indicators plays a role in describing girl's educational pattern and habits as they enter tertiary education. Although secondary school enrolments rates for girls have increased substantially, this is not denied the opportunity to continue with their

education structural limitation and prejudice exist, resulting from social, economic and cultural set-up of our communities, which put girls and women at a disadvantage (Bhalalusesa, 2000: 10).

Cumulatively, these issues play an important role in girls' ability to move forward with their educational pursuits. Although the enrolment of female students to secondary education has increased due to mushrooming of community secondary schools, still there are some challenges facing those schools and influence girls' access education. For instance, some of girl students fail to complete their studies (drop out), while they are in form one, two or three and those who manage to complete, they perform poorly and fail to access high education.

## **2.2 Theoretical Literature Review**

A theoretical framework is a skeletal structure of justification rather than a skeletal structure of explanation based on accumulated experience (Eisenhart, 1991). The framework had to guide research process through showing the relation of variables which explain cause and effect. This study was guided by the; Governance Theory, a Human Capital Theory and feminist theory (gender theory).

### **2.2.1 Governance Theory**

Governance is vital to the success of any organization from small domestic organization to large international organization. But what exactly is governance? In its simplest form governance refers to group decision-making that addresses shared problems, within the context of academic organization, governance describe the processes institutions that guide and restrain the collective activities taken by an international organization and its members. In addition, governance is more about

the process through which decision is made than the substance of the decision itself. In other words, governance is not necessary about making an international organization stronger, rather, governance describe an academic organization is rule and procedure that the organization uses to fulfill its goals. Whether ends an international organization may decide to pursue, governance describe the mechanism through which the organization implements its policies (Moldeveanu & Martin, 2001).

Contemporary theories on government make a fundamental distinction between governance and government. While both concepts involve academic behavior on the part of an organization and its member to achieve certain goals (for example an academic organization creates a new students' rights policy). Governments have the formal authority to act, they also have power to enforce compliance with their activities, rules and policies in particular, government have police power and exercise. In contrast, the broader concept of governance describes the way in which an organization chooses to engage in certain activities backed by goals shared by its constituents. Often, these activities do not derive from legal or formal responsibilities of the organization.

Unlike government, international organization does not possess police power to enforce compliance with their activities, rules and policies. This is not saying that academic organization have no power to require compliance, their power is different from those of national or local government. For instance, the community secondary schools can suspend academic regulation that has deviated from the term of its agreement with the school board. The various problems facing secondary schools like, poor facilities of teaching and learning, lack of matron and female teachers, the

school governance has no rights to deviated from the terms of its agreement with school board. Various theories of governance observe the difference between the concepts of governance from government (Melyok, 2005).

### **2.2.2 Gender Theory on Education**

The gender theory focuses on different perspectives of gender in an attempt to examine the ways in which historical, cultural and social dynamics contributes in the construction of gender differences in different societies. The theory can be well described through multiple perspectives of feminism that emerged since 1960s (Evans, J., 1995; Tong, 1989). These perspectives include the following: Liberal Feminism (challenge the ideology behind women oppression), Radical Feminism (seek to understand the roots of women's subordination), Black Feminism (focus on racism, sexism and class oppression), Cultural Feminism (challenge cultural constructed differences between men and women), Marxist/Socialist Feminism (challenge capitalist economic system as crucial women's subordination), Transnational/Global Feminism (considers globalization and capitalism as source of differences across nationalities, races, ethnicities, genders, and classes), and Post-colonial Feminism (dominant classes in post-colonial societies source of differences across groups of people in communities).

With regard to education, gender theory advocates for equality and non-discrimination on grounds of sexual and gender identity. Indeed, the theory urges the education stakeholders to participate in formulation and implementation of anti-discrimination education policies and programmes in the provision of formal education (Aikman & Unterhalter, 2005). Despite being criticized of disregarding the importance of culture in the development of a particular society, theory has been

able to point out factors for imbalances that existing as far as access to education is concerned. It is observable in practice that, women are constrained to obtain equal opportunities and equal rights in society only because of ideological, structural and cultural orientations that causes stereotypes and discrimination. In turn, this has created a situation where women have fewer chances to equally access education as compared to their men counterpart.

While the important of female education has been widely recognized gender disparity in education persists in a number of developing countries (Acker, 1987). The evidence from sub-Saharan Africa shows that the education from the perspective of “education and development” and “gender and development” identifies strategic and practical gender needs that constrain girl’s access to education. While gender theory considers schooling as the means of empowerment, friendly environment required for better learning among girls and boys are yet to be realized, whereas girls are more affected than boys (Philips, 1987). This theory, therefore, guided the present study to assess the schooling environment and girl’s access to education as to how the environment could be friendly to girls in their process of acquiring knowledge.

### **2.2.3 Human Capital Theory**

On the basic of human capital theory education is considered as an economic good, because it is not easily obtainable and thus needs to be apportioned. Economist regards education as both a consumer and capital good because it offers utility to a consumer and also serves as an input into production of other goods and service. As a capital good, education can be used to develop the human resources necessary for economic and social transformation. The focus on education as a capital good relates

to the concept that education creates improved citizen and helps to upgrade the general standard in a society. Therefore, positive social change is likely to be associated with the production of a qualitative citizen. This increases faith in education as an agent of change in many developing countries, including Tanzania. Human capital provide as useful theory about expected future welfare and who benefit. Investment in education result in both private and public benefit and ‘state’ aid donors, religious bodies, individual and the business community. All invest in education as a means of developing human capital (Bandera, 1999: 117). Although human capital is a western concept, it helped to provide context for study on women and girls access to higher education in Uganda (Kwesiga, 2002). She used the concept of human capital; to unearth the underlying explanation of why less attention is paid to girls’ education than boys (Kwesiga, 2002: 14).

This theory helps to explain why a family or individual would invest in female education or, rather why they are more likely to invest in males than female. Families behave as if they are applying a cost–benefit analysis; they may believe that the profit margin change based on whether boys or girls are educated. Human Capital is not the sole explanation for the lack of gender parity in education, but it does address different factors that influence educational barrier. When faced with scarce resources and finances, families make decision based on who will produce greater benefits. Many economic benefit from educating women and girls cannot be measured because they are indirect and do not work with conventional rates (Kwesiga, 2002). Because men dominate the economic landscape, investing in girls’ education usually falls secondary to investing in boys’ education (Kwesiga, 2002).

Human Capital theory has big significance in the modern society, because this theory provides the knowledge to society by given the lesson that; *“Education of girls and mother leads to sustained increases in educational attainment from one generation to the next”* (Grown, Gupta& Kes, 2005: 41). In other words, improving educational opportunities for women and girls will have significance impact on future generations. Children of educated parents are more likely to attend secondary and higher school than of non-educated parents; parental earning influence educational aspiration for their children (Kwesiga, 2002). Advancing educational opportunities for girls and women result in intergenerational benefit for families. Further, research on challenges of community schools and their influence on girl’s access secondary education will provide the knowledge to the community in general to understanding the importance of improving learning environments and the significance on girl’s access secondary education to their future life.

## **2.4 Empirical Literature Review**

### **2.4.1 An Overview of Community Secondary School in Tanzania**

At the outset, majority of secondary schools in Tanzania are public one funded and managed by the government. According to Sitta (2006) the country had 2,289 secondary schools, out of which 599 (26.2%) were private schools while 1,690 (73.8%) were state owned schools. During the same period, those schools had enrolled 243,359 form one students of which 196,391 (80.7%) were enrolled in state owned secondary schools while 46,968 (19.3%) were enrolled by private owned secondary education. Secondary education entrance depends on the quality of pupils who are enrolled in primary education. The PEDP Review in 2004 indicated that the education provision in primary education Tanzania Mainland has many critical

challenges that must be addressed. Some development partners are not willing to support secondary education as they feel that quality aspect in primary education development programme is not addressed properly the government (Wedgwood, 2006).

In January 2002 when Primary Education Development Programme (PEDP) started, almost 1,600,000 pupils were enrolled in standard one, who will be the first batch of the PEDP standard seven to graduate in 2008. The gap between the pupils expected to finish standard seven in 2008 had forced the government to set the target to having almost 50 percent (800,000) pupils joining secondary education by 2009 (SEDP, 2005). In order to enroll that number in secondary education, the government in collaboration with community, intend to build more day community secondary schools but there is no clear policy statement on how professional teachers will be trained to meet the demand of the new schools to be launched, leave alone the present teacher shortage. The intended target is to have almost 30,000 qualified people to teach in community secondary schools (Wedgwood, 2006).

Through Secondary Education Development Programme (SEDP I), which was initiated in July 2004 more rural secondary school had been built in the country pushed by politician, which is an indication that rural people had realized the importance of secondary education to their development. But the way these schools were built had created disparities among the region (Ibid, 2006) as there were no policy guidelines in place to guide community secondary schools construction. Those with more financial and economic capabilities have used the unguided school construction to have more secondary school than issues with very high level of poverty in the country. There is a 'strict policy statement' in the country, which

encouraged every ward to have its own secondary school in their areas. The vision of SEDP is to ‘‘provide rural communities with day school, there is no provision for building hostels as it is assumed that students will live at home’’ (Ibid 2006). Although the fourth regime of the government had shown interest to build hostels for girls students in rural areas, that good intention alone without an adequate resources allocation may not help to addresses the challenges facing students in rural areas.

Education is the primary agent of transformation towards sustainable development; it increases people’s capabilities to transform their vision for society into reality. All countries strive for quality education for their sustainable development. The government of Tanzania like any other Africa country; consider education as a fundamental human right and an essential means to ensure that all Tanzania realize their full potentials. It place special emphasis on basic education as a priority area within the Poverty Reduction Strategies Paper (PRSP), because of the strong correlation between education and improved economic opportunities (MoEVT, 1995).

Current demands for quality education are placing great pressure on schools to improve education service and delivery, hence the role of management transcends a purely administrative function and becomes an all-inclusive task that focuses on, among others, improving of teaching and learning in classroom and subsequently improving academic performance. According to the South Africa Schools (SAS) Act No.84 (1996), the basic aim of education is to provide quality education for all learners. To achieve this, there should be excellent facilities and highly trained administration, diverse method of teaching and conducive schools should be norms,

to overcome the challenges facing these community secondary schools, and to enhance them to achieve quality education as the intended goals of the Nation. Learners need to be motivated and disciplined so as to take their education seriously and see the opportunities that are available to them. To meet these goals of quality education, school improvement is necessary.

School improvement is a systematic, sustained effort aimed at change in learning condition and other related internal condition, with the ultimate aim of accomplishing educational goals effectively (Ndoe, 2003). School improvement, therefore, is about developing strategies for educational change that strengthens the schools' organization as well facilities implementation of curriculum reforms (Ibid 2006). As indicated before the key focus for changes is the internal condition of schools, these include not only teaching and learning activities in school, but also all the schools administrative procedures, role allocation and resource employed in supporting the teaching and learning process.

When working with girl's students who face failure and learning problems, educators with the support of the school management team, should be sensitive to socio-economic factors that impact negatively on learner's performance. These include; poor schooling of the parents, stressfully at home life, and lack of basic skills, previous failure and descriptive behavior. The school management team should view these as indicator of problem and works to correct them in a strategic way. Naum (1985) recommended that educators build their power to control the curriculum. Educators should see learners as individual and use the curriculum as way to enhance the academic performance of a learner.

Tanzania during independence declared to fight three enemies namely; ignorance, diseases and poverty. Education was one of the priorities because education is the root of all development no matter from which aspect it is considered, it is critical measure of improved condition of life. Education expands people’s choices increases people’s skills, knowledge, values, attitudes, ability to change, communicate and willingness to accept changes (Karanja, 2003: 46). The Table 2.2 bellow shows the way the government fights against ignorance in the country.

**Table 2. 2: The Government Fights against Ignorance**

Year	Primary Schools	Enrollment Of pupils	Year	Secondary Schools	Enrollment Of Students
1961	3,000	486,470	1961	41	11,832
2010	15,816	8,419,305	2010	4,266	1,638,699

**Source:** Best, 2010

This is the sign that the government is responding to its vision motivated people to build primary and secondary schools with the aims of poverty reduction and improving country economy through education. Unfortunately, it is very sad to see these schools are still facing poor facilities of teaching and learning.

### **2.5 Policy Paper on Decentralization 1998**

This paper has its origin from the ruling party (Chama cha Mapinduzi) election manifesto of 1995, and both the recommendation for the national conference on a shared vision for local government in Tanzania and the local government reforms agenda of 1996. This paper sets the broad guideline for decentralization in Tanzania. The main emphasis is to decentralize the responsibilities for social service

provision, including education service to the localities, in order to improve the state of service delivery (URT, 1998).

This policy paper on decentralization stipulates that the improved service delivery requires human resources function and especially that of recruitment to be governed by less cumbersome procedures and be more responsible to the actual need of the local and grassroots institution. The policy paper insists that in order to achieve the objective of decentralization, no uniform structure needs to be introduced and imposed on the local institution (URT, 1998). Hence, the role of central institution (from the ministries, regional administration to the headquarters of the local government authorities) is to perform those decentralization responsibilities but, rather is issue policies, guideline and standard to be followed by the local level institutions. Education is given priority due to the demands of secondary schools, as the result many schools were built in each wards to address the problems of students who passed examinations but were not selected to join secondary education. Therefore, decentralization was done purposely to ensure the division of labour and effectiveness of responsibilities to the local level of institutions.

## **2.6 Education and Training Policy of 2014**

This policy is the product of, education and training policy of 1995, which guided the development and provision of education in Tanzania. Its emphasis is on decentralizing education by empowering communities and educational institutions to manage and administer education service delivery. The target of the education policy of 2014 is to place the delivery of education services under authority and responsibility of schools and communities. The policy stated that there has been increased access to education in pre-primary. and the number of pupils enrolled in

primary education has increased from 77.6% in 1995 to 96.2% in 2013, not only that, but also the policy state that, the education access to secondary education has increased from 14.6% in 1995 to 59.5% in 2013. In spite of many challenges occurring in schools, but still the government of Tanzania tried its best to ensure all students get better education. The policy stipulates that the role of the central institutions is to ensure equity, equality and distribution of allocation of resources for education provision in the localities. The REO and DEO are responsible for ensuring the human resources are sufficient in schools. Although there is insufficiency of curriculum in training to meet national economy, the education provided should meet the demand of the economy.

The policy stipulates that there is a big different of ration in education between boys and girls. The primary enrollment both girls and boys are almost 1:1, while in secondary education is 1:0.9, in high education is 1:2. The statistics shows that there is decreasing of number of girls from one level of education to another. Girls are failing to access education when they are in secondary education, especially in form two and three, the number of girls drop out are higher than boys. The policy says that, there is low involvement of women in education decision and management; there is a need for equal participation between men and women in education matters (URT, 1998).

## **2.7 Matron and Female Teachers as Role Models**

The role of matron in community secondary schools is vital as they are advisor and provide guidance and counseling to school girls (Onaria, 2007). It is also noted that lack of matron is a big concern in the welfare of school children. In absence of matron in schools, one would ask who monitor and care for the girls in school,

especially on issues related to the provision of pads, soap and water particularly during their menstruation periods. For example, Fawe (2001) observed that minimal guidance and counseling service lead to poor access of education among girls. That is why Twinomugisha (2007) and Bennars, *et al.*, (2004) suggest that matron should create favorable and friendly relationship with children. This will enable girls to face the matron and communicate their problems for a help. These scholars also call for school action to develop positive attitude and behaviors towards their children so that the children, particularly girls may be free to express their feelings pertaining to different spheres of life including academic matters. In the diversity premises all the time, good listeners, and polite, flexible and quick problem solvers. The study focused at assessing challenges existing in day schools especially community secondary school and their influence on girls' education.

One of the factors that affect girl's access to education is the absence or shortage of female teachers as role models to girls in community secondary schools. Most of community secondary schools lack female teachers (Bennars, 2004) as a result, girls lack important role models from whom to learn how to deal or handle female related challenges that girls face in schools. Evans (2006) explains that the presence of female teachers as role models increases girl's awareness and perception concerning girl's education to increase sense of competition and promote gender equality in education and personality in general. Important point to be discussed here is that, there is relationship between behavior and academic performance. If girls have a good interaction with role models, may have an opportunity of adapting good life manner, which in turn add to achieve learning habit like paying attention and polite ways of asking and answering questions. This can also inculcate positive ways of

inquiry and responding to learning stimulate resulting and increase the efforts of girls in learning hence attainment of their access to secondary education.

Female teachers are conducting meeting with girls to discuss gender issues such as participating in all the important matters like working hard in studies to achieve goals in their life, and other related issues about gender equity. Therefore, the presence of matron and female teachers are vital in community secondary school, the researcher interesting to make an assessment to investigating how these matrons and female teachers in community secondary schools may influence girl's access to secondary education.

## **2.8 Physical Facilities**

Physical facilities are very important because they have influence on the process of learning of girl's access to education in community secondary schools. The physical facilities such as; sanitary facilities and hostels are main challenges in most of the community secondary schools as discussed hereunder.

### **2.8.1 Sanitary Facilities**

Sanitation is another factor that may affect girl's access secondary education. Sanitation system includes toilets, drainage and sewage system, and waste materials systems. If schools have no proper sanitation system, they may affect girl's access education. For example, Twinomugisha (2007) points out that inadequate and poor latrine structure have previously been reported to be one of the causes of girl's failure to access education in secondary schools. This problem prevents girls from enjoying their rights to education. Onaria (2007) visited five schools in Rwanda and found that four out of the five schools visited had dilapidated latrine structure. For

some of the schools, latrine facilities and structure for girls were non-existent and female teachers had to use latrine for girls. Tindifa (2007) holds that the issue of sanitation and hygiene is still a problem in many schools especially to community secondary schools. In some schools, facilities are very old and not well maintained or repaired.

In addition, Babyegeya (2002) noted that most schools are operating without necessary physical facilities like enough sanitary facilities and water, among others. Fawe (2001) asserts that schools' facilities play important roles in attracting students to join certain schools. The facilities enable students to learn in state of harmonious environment, Fawe (2001). suggested the following facilities to be taken in consideration when there is establishment of any institution of schools, and thus are; separate latrine facilities for boys and girls, supply adequate water for washing and drinking, provide adequate laboratories facilities appropriate to the level of education and population of the students, as well as provide guidance and counseling service for personal educational related problems.

According to Cerid (1996), boarding schools can be a choice for many societies that cannot offer adequate facilities for study. Also, boarding school may be used to accommodate many students, because of conducive environment for learning such as electricity and water. This means that, since boarding schools accommodate many students, then they should be supplied with important facilities for the students. What prevails in most communities is that when a community lacks important service like sanitary facilities, then the most affected group is female children. This entails that when community secondary schools lack sanitation system such as latrine, drainage system and others, then girl students are more affected compared to

boys. This also implies that girls are more affected in terms of their process of access to education due to lack of sanitary service (Davis, 2001). Just as part of the solution, SEDP 1 (2006) recommended many pit latrines for girls than boys. Toilet for girls should be in a ration of twenty (20) girls per toilet hole while the ration should be twenty five (25) boys per pit.

### **2.8.2 Hostel**

Community secondary schools are also noted to be lacking physical facilities such as hostels. As Evans (2006) observed, lack of hostels affects negatively girl's access to education. Therefore, in order to improve girls' access to secondary education so as to accomplish their goals. As a result of this there is a need for improving physical learning environment making it attractive and accommodative to female students, especially by improving hostel facilities. Evans (Ibid) observed that physical facilities like hostel are very important to girls' access secondary education, hostel enable girls to be near with learning environment. Moreover, it enables girls to avoid other domestic work at home like, washing dishes, cleaning house, cooking to mention a few. Cerid (1996) compared commuter and dormitory students and suggested that living on campus foster education to girls and increase performance through expanded opportunity for integration into the academic system. This includes, but not limited to, interaction with faculty, social system, frequency of peer conversation and informal social activities of the school. Lyndon (2006) also noted that dormitories tend to have more extensive staff, thus offering opportunities for students to participate in activities programmed in residence halls.

In the same way, Davis (2001) points out that, school dormitories has been an important protection for children from being at risk of natural disasters or civil wars

schools dormitories prevent school children from winter disaster. Children in calamity-prone areas have been ensured of shelter, food, education and recreation during disaster due to presence of school dormitories. Hostels are believed to enhance girls' access to education, since female students have to spend time going long distance to school and are not burdened by domestic chores at home (Danida, 1999).

According to Davis (2001), in societies where girls' movement outside home is not permitted, hostel and dormitories give security and protection. Likewise, parents are more likely to encourage girls than boys to enroll in boarding schools because they perceive that dormitories offer personal protection and better education that ensures their daughters of good job. Most girls who live in hostel and dormitories are reported to be performing well compared to those who live in their homes. Girls who live in hostels and dormitories are under care of matron and the school regulation; they are protected from being at risk of such crime as raping, sexual harassment and teenage pregnancy compared to day scholars (Kassimoto, 1987). All this suffices one to conclude that hostel in community secondary schools are very essential, as they ensure girls of protection from un-desirable school condition. Instead, hostel and dormitories provided friendly learning condition for girls' access to education, to ensure they accomplish their studies without drop out within studies or complete with poor academic performance. Therefore, hostels to female students are very essentials, to make sure that girls' access to education is achieved without failure to complete on the way of learning and to perform better academically.

## **2.9 School Timetable**

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

Babyegeya (2002) also holds the same view that girls who live in far places sometimes miss morning lesson. Some girls have to use public transport to their schools in order to catch the school time-table, while others have to be accompanied by their parents for security purpose which falls to the disadvantage of the girls (Fawe, 2001). Makyikyeli (2003) insists on the important of scheduling school activities showing the amount of time needed for accomplishing certain activity so that, issues of girls is put into consideration. Makyikyeli (2002) insists also strictly adherence to school timetable to avoid any interference on girls. Thus, when need for adjustment of the time table is sought due to contingencies, then the adjustment has also to consider girls. Beyond this, Babyegeya (2002) advises to differentiate between time in which students are in school and times in which students are in actual learning process (the time-on-task). Timetable planners should note that the time which is referred to be related to the girls' education is the time of task.

## **2.10 Social Practices**

Apart from the challenges facing community secondary schools and their influence on girls' access to education, there are also some factors from community has influence on girls' access to secondary education, those factors are like:

### **2.10.1 Proximity to School (Distance to Schools)**

In spite of the schools' challenges, also some geographical factors affect girl's access to education. The location of schools inhibits girls from pursuing secondary education (Bloch, et al, 1998). Children who do not live near a school are subject to greater absenteeism (Kwesiga, 2002). Generally, girls are responsible for more of the domestic workload than their male peer and their duties require a higher investment of time (Bendera, 1999). School proximity is especially important for rural school children where the school day generally runs from 8:00am until 4:30am (Bendera, 1999). After these long days, the assumption is that girls will prepare the evening meal, take care of the cleaning and other domestic activities at home. Their accumulative household duties result in increased fatigue at the end of the day. Additionally, some families do not feel safe allowing their daughters to travel great distance to school. This is especially important in rural areas where schools may be rundown and the children travel a farther distance to reach a better facility (Kwesiga, 2002). Parents are less likely to invest in their daughters' education if she has to travel a long distance and the quality of education is poor (Sutton, 1998). Thus, distance and quality serve to impact girl student's attendance in education throughout much of Tanzania. Some girls stop going to school while are in form one or two due to long distance from school, especially in the rural areas. This situation

contributes many girls to fail to access secondary education and become a mother in society.

### **2.10.2 Teenage Pregnancy**

Teenage pregnancy is another challenge facing girls' access to education. According to Bhalalusesa (2000), expulsion due to pregnancy violates fundamental rights to education and contradicts Tanzania's constitution. Age ideology is not aligned with the current practice regarding pregnancy. The removal of pregnant girls from school limits their potential contribution to society and often results in poverty. Bhalalusesa (Ibid.) claims that female students suffer because the circumstances leading to pregnant schooling, consideration of the impact of expulsion or the view of the pregnant girls assume responsibility for the situation while the men who impregnate them suffer no consequences. Frequently, these girls suffer doubly because they shoulder the burden of child-care at young age and their social status become lowered (Bhalalusesa, 2000).

Kiluva-ndunda (2001) suggests that mothers find it difficult to address issues of sexuality in the modern context, yet they are held responsible for teaching their daughter morals around sexuality and the consequences (p.113). In fact, some daughters from school once they reach puberty (Kwesiga, 2002). Beoku-Betts (1998) observed that, about 18 percent of girls from age of 15-19 give birth annually compared to 8 percent of their Latin peers and 3 percent of Asian girls, while they are in form two or three. Specifically, the implication of girls bearing the responsibility of teenage pregnancy reinforces the traditional and subservient role that women play in Tanzania. Frequently, when girls become pregnant the young father meets with the women family to negotiate a bride price. In this sense, the

Tanzanian cultural norms in concert with the patriarchal system thwart girls' intellectual capacity and development (Kerner, 1986).

In addition, the existing challenges like inadequate teacher training and corporal punishment, the aforementioned issues highlight the most significant limitation on girls and their access to education. These challenges contribute and affect girls to successfully complete their studies and attain desired educational achievements. Sometimes, these challenges make them to perform poor in their form four final examinations. This is to say, the situation above hinders girls in their studies and ability to pursue secondary and higher education.

### **2.10.3 Domestic Roles**

The young girls bear the burden of cooking, attending to the needs of children, gathering, and fetching water and engaging in farm work; thus their academic studies become a lower priority (Sutton, 1998). Furthermore, parents often treat their children as form of investment and daughters tend to be viewed as potential wives and mothers (Kerner, 1986). If girls attend school, their time is spent away from household work and this is high 'opportunity cost' for families (Sutton, 1998). In essence, the odds stacked against women based on their gender and gender-determined roles. Balalusesa (2000: 40) acknowledge the historical oppression of Tanzania women by stating that, "*girls remain victim of circumstance just as their mother and their grandmother's generations before them*".

These circumstances do not allow girls to the opportunity to truly become invested in their education; the cultural responsibility of caring for families and preparing to become a spouse and mother is inconsistent with educational attainment. These

domestic responsibilities continue to limit women's opportunities. Parents worry about their educated daughters finding husbands, bearing children, and upholding community value, which undeniably impends the home leaving a small amount of time for leisure and even less time to pursue education (Bhalalusesa, 2000). Women who conform to traditional roles risk losing their educational opportunities, because they lack time for private studying, as result of poor performance to their national examinations. However, those who do not conform to risk of social isolation always perform better due to the facts that they have enough time for private study (Morley Leach & Lugg, 2009).

#### **2.10.4 Initiation Rituals**

Girls approaching adolescence are in a transitioning phase of their lives. They face cultural tradition of initiation rituals that take place when girls reach puberty (Bendera, 1999). Although initiation rituals are becoming less frequent, these practices still exist in rural areas. While the number of girls who endure these rituals is unknown, their prevalence warrants discussion. They are seen as important cultural traditions and perceived negatively by many teachers (Bhalalusesa, 2000; Stombach, 2000). Initiation rites pull girls out of the classroom during their first menstruation cycle; this exclusion lasts for at least one week when the girls only see their female family members (Bendera, 1999). After this imposed seclusion the girls retreat into the forest for three to five days where they are taught "*good manners, hard work and respect for elders, how to take care of themselves during menstruation, as well as, traditional sex roles and the submission of women to their husbands*" (Bendera, 1999: 8). Girls' absence in the classroom for this amount of time, at least two weeks, interferes with their education, because, all those times she

spends out of class, she misses many lessons, as a result of poor performance in exam's (Stambach, 2000). Stambach (Ibid.) also noted that some women endure these initiation rituals privately because it is illegal to conduct them in Tanzania and the school condemns them, while other girls openly engage in the rituals. These girls do not typically stop to go to school and believe it was important to respect tradition. Even though specific initiation rituals are mostly common in villages as they were, girls continue to have restriction placed on them when they reach puppetry (Kassimoto, 1998). The influence of socio-cultural norms on girl's access to education is the problem. Many girls stop in attending to school due to presence of these social practices in society (Bhalalusesa, 2000). These cultural practices continue to prevent girls from achieving their potential in an educational environment.

### **2.11 Research Gap**

Many studies have been conducted on community and related secondary schools such as; Msechu (2000) in Tanzania, Mbele and Katabora (2003 & 2008) in Kagera, Mara, Morogoro and Mwanza – Tanzania. Hakielimu (2005) in Mbeya, Kigoma and Singida –Tanzania, Utonga (2005) in Tanzania, Chikopela (2012) in Chobombo, Mumbwa and Chadiza –Zambia, Joseph (2012) in Mathira–Kenya, Chanda (2008) in Zambia, Pule (2013) in Limpopo –South Africa and UNICEF (2012) in Burundi, Malawi, Rwanda, Chad and Congo. However, these studies show that the investigation was mainly centered on various problems facing community secondary schools, specifically on student's academic performance and poor learning environment. However, the issues like physical facilities (sanitary facilities and hostel), the roles of matron and female teachers as role models, social practices and

school timetable identified as among of the appealing factors to girl's access to education have not featured in an apparent way. Therefore, the present study sought to assess how these factors affected girls' access to education in community secondary schools in Tanzania.

## **2.12 Conceptual Framework**

According to Weymer (2004) conceptual framework is a structured set of a broad ideas and theories that help a researcher to properly identify the problem that is looking at frame, the questions and find suitable literature. A conceptual framework is thus a tool researcher use to guide their inquiry in terms of identifying research variables, and clarifying relationship among the variables.

### **2.12.1 Independent Variables**

The variable components of independent variables in this study include the Decentralization Policy Paper of 1998 and National Education Policy of 2014 that had major objectives of improving and increasing the access to all children's and maintenance of access to education with better performance. The factors like matron and female teachers as role models, physical facilities (sanitary and hostel facilities), social practices, and school timetable, these are inputs in education.

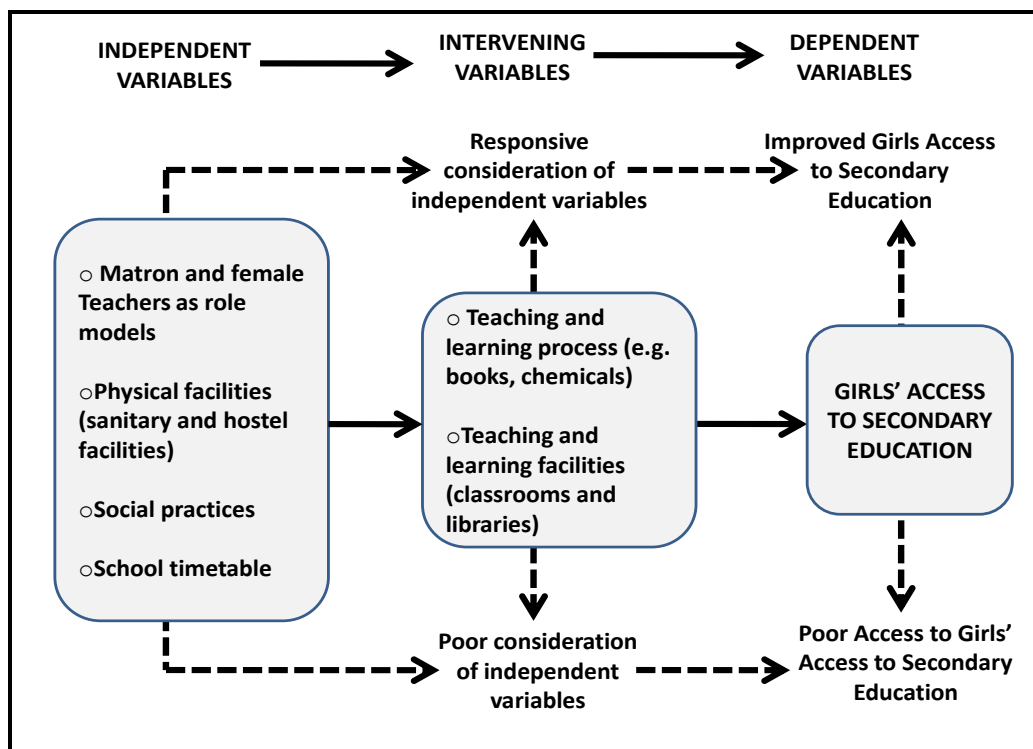
### **2.12.2 Dependent Variables**

Applicability of these variables does not rely on the effectiveness of independent variable. Decentralization of secondary education, may affect girls' access to secondary education and this access is well maintained, we look on the factors like; form two and form four national examination results as outputs.

### 2.12.3 Intervening Variables

They are all factors which depend on effectiveness of both independent and dependent variables, these factors may affect girl's access to secondary education, are like: Teaching and learning process (e.g. Books, chemicals for laboratory practicals), and teaching and learning facilities (Classroom and libraries).

**Figure 2. 1: Conceptual Framework**



**Source:** Developed by Author Based on Literature Review and Updated with Study Findings, 2017.

The above conceptual framework, explains the study in variables. These variables are interdependent to one another for girl's access to secondary education. For instance how you can measure the access to girls education.is through the output such as form four and form two examination., if the inputs are poor, even the output could be poor, even if the process of learning are good. Therefore, for girls to

accomplish their studies with better performance in their access to secondary education, there should be friendly schooling environment with social support from home so as to avoid unplanned pregnant and early marriages as well as to control school dropout to girls students.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The term methodology means the system of explicit rules and procedures in which research is based and against which claims of knowledge are evaluated (Ojo, 2003). The research methodology has two interrelated parts that is, the research design and data collection methods. This chapter describes the research area of the study, research approach, research design and population of the study, the sample and sampling procedures. This chapter also discusses about data collection methods and tools employed to answer the research questions, data analysis and issue related to data credibility.

#### **3.1 Study Area**

Study area refers to area considered to have aspect of convenience and access possibilities of information and data relevant for the study. It also argued that convenience is one among the most important considerations when selecting the setting for the study (Kothari 2004). The study was conducted at Dodoma Municipality, in Dodoma Region. The study area was chosen basing on the fact that there is having experienced increase in number of community secondary schools since 2005 for about 55% and relatively good distribution of these secondary within the region. Students in the study area also face similar challenges as discussed in chapter one and two.

#### **3.2 Research Approach**

The study employed both qualitative and quantitative approach, where by the researcher analyzed the data in words according to the understandings, opinion and

perception from the respondents (Frankel, 2006). Qualitative research goes direct to the particular setting of interest to observe and collect data. Qualitative approach provides an in depth information which provided a deep understanding of parameters underlying this study. The qualitative approach has been employed because it provides the room for flexibility due to verbal explanation and captures the image of the phenomena under study. Thus, from this perspective, the approach enabled the researcher to obtain detailed information regarding respondent views and opinion in terms of numbering on the challenges facing community secondary schools and girl's access to secondary education.

### **3.3 Research Design**

A research design is the framework for a study that specified how each activity should be conducted to accomplish the research objectives. It includes specifying the information required, designing the instruments, selecting the samples, collecting and analyzing the data for the study (Robson, 2002). Research design must be governed by the notion of the fitness for purpose (Cohel, et al., 2007). It refers to the structure or plan of research, what to do and how to do it. It involves the structuring of variables in the manner that enable their relationship to be determined by the study (Cohel, et al., 2005).

A cross-section research design has been applied in this study. The cross-sectional research design allow data to be collected at single point in the one time and used in descriptive study and for determination of relationship of variables (Bailey, 1998; Babbie, 1990). This approach therefore, was used to provide a picture of a situation so as to identify the problem (Burns and Grove, 1999). The main purpose of

descriptive research is to provide a description on the state of affairs as it exists at present or given a time (Kothari, 2005).

### **3.4 Study Population**

Population refers to the total number of items about which the information is desired (Kothari, 2005). In this study, population of the study were the parents, students especially girls' students, teachers, ward education officers (WEO), head master/mistress of community secondary schools, Regional Education Officer, and District Education Officer. Ward education officer, district education officer and regional education officer have roles to play directly or indirectly regarding the challenges facing community secondary schools and girls access to secondary education. Moreover, they have the knowledge and experience concerning the study topic in the study area. The study did not cover the entire population due to some limitation of accessibility, time and resources. Therefore, a representative sample was drawn for the study.

### **3.5 Sampling Techniques**

Sampling techniques is defined as the strategy used to select a sample of participants chosen from the whole population to gain information about the large group (Cohen, et al., 2007). Sample Techniques is the procedure used to select people, place or things to study in the target area (Cohel, et al., 2007). A sample is a smaller (but hopefully representative) collection of units from a population used to determine truths about that population (Gray, 2005). In this study, the research adopted purposive and random sampling. Gall, et al., (2005) define purposive sampling as the process of selecting cases that are likely to be information-rich with respect to the purpose of a particular study. Information-rich participants are likely to be

knowledgeable and informative about the phenomena under investigation. Purposive sampling method was employed to select (9) key informants who includes (8) head of (4) selected community secondary schools (namely Kizota, Makole, Sechelela and Chinangali, as well as one (1) District Education Officer.

Moreover, the study employed simple random sampling technique to select a sample of fifty one (51) respondents that included teachers, parents from household found in Dodoma Municipal Council and Ward Education Officer. Random sample ensures the law of statistical regularity, which state that; if an average of the sample chosen is a random one, the sample will have the same composition and characteristic as the universe (Kothari, 2004). The sample size of 25 was found to be appropriate because according to Hogg and Tanis (1977) a sample size of 20 to 30 is enough for analysis and reporting purpose (Saunders, et al., 2000). However, this study simplified the sample size to 60 in order to increase accuracy of the findings (Saunders, et al., 2000).

### **3.6 Sample Size**

The study employed a sample size of sixty (60) respondents at Dodoma Municipal Council, including thirty two (32) teachers, twelve (12) Wards Education Officers, eight (08) heads of schools ,two from each selected community secondary schools, seven (07) parents and one (01) District Education Officer. The sample size chosen was determined largely by three factors (i) the estimated prevalence of the variables of interest (challenges facing community secondary schools and their influence on girl's access to secondary education) at Dodoma municipality(ii) the desired level of confidence and (iii) the acceptance margin of error.

The sample size was obtained/calculated basing on the following formula.

$$n = \frac{t^2 \times p(1-p)}{m^2}$$

Whereas: n = required sample size

t = confidence level of 95% (1.96)

p = population proportion of the project area (0.04)

M = margin of error of 5% (0.05)

(Confidence level (95%) and Confidence Interval 0.05 are defaulted to the most commonly used references).

**Calculation:**

$$n = \frac{t^2 \times p(1-p)}{m^2} \dots\dots\dots(i)$$

$$n = \frac{1.96^2 \times 0.04 (1-0.04)}{0.05^2} \dots\dots\dots(ii)$$

$$n = \frac{3.8416 \times 0.04 (0.96)}{0.0025} \dots\dots\dots(iii)$$

$$n = \frac{3.8416 \times 0.03841}{0.0025} \dots\dots\dots(iv)$$

$$n = \frac{0.14751744}{0.0025} \dots\dots\dots(v)$$

$$n = 59.01 \dots\dots\dots(vi)$$

From the calculations above, n = 59.01, therefore, researcher decided to take the sample of 60 respondents.

**Table 3. 1: Respondents' Categories, Sample Size and Sampling Techniques**

<b>S/N</b>	<b>Category of Respondent</b>	<b>Actual Drawn Sample</b>	<b>Sampling Techniques</b>	<b>Data Collection Method/Tool</b>
1	Municipal Education officer	01	Purposive Sampling	Interview Guide
2	Head master/Mistress	08		
3	Ward Education Officer	4	Simple Random Sampling	Social Survey Questionnaire
4	Teachers	32		
5	Parents	15		
	<b>Total</b>	<b>60</b>		

**Source:** Researcher Own Construct, 2017

### **3.7 Sources of Data**

Sources of data in this study were both primary data and secondary sources. Primary data are those which were collected afresh for the first time and they happen to be original in characters. Secondary data on the other hand were those that have already been collected by someone else (Kothari, 2004). In this study, both primary and secondary data were utilized.

### **3.8 Method of Data Collection**

In this study researcher used social survey and personal interview as method for data collection. Social survey involves focusing a study on a particular population or phenomena in order to study some or all of its attributes and characteristics. In this regard, questionnaire was used as a tool for data collection in social survey (Olatunde, 1994). Personal interview is an interaction between an interviewer and interviewee in which the interview has a general plan of inquiry. In this interaction, the interviewer obtains data from the interviewee. In this study, the researcher used

only personal interviews Municipal Educational Officer and Heads of selected secondary schools (Babbie and Mouton, 2004).

### **3.8.1 Tool for Data Collection**

The study employed questionnaire, interview guide and documentary as tool for data collection.

### **3.8.2 Questionnaire**

The questionnaire is a list of questions given to respondents to fill by themselves. The main reason for the use of this tool of questionnaire in this study aroused from the fact that they were relatively economical and covered a wide geographical area with minimal cost in terms of both time and money. Furthermore, it was possible to standardize questions, ensure anonymity and questions were presented in written form for the specific purpose (Olatunde, 1994). In this study, questions were used for selected teachers, ward education officer and parents from household found in Dodoma Municipality.

### **3.8.3 Interview Guide**

An interview guide is a list of questions asked to respondents and filled by researcher herself/himself (Ndunguru, 2007). In this study researcher used a list of questions and asked the key informant and then records the answers himself.

### **3.8.4 Documentary Reviews**

This is a method of data collection used to review different documents prepared by other authors. The researcher reviewed the documents with issues related to challenges facing community secondary schools and girls' access to secondary education in Dodoma Municipality.

### **3.9 Validity and Reliability**

The validity and reliability of data collection tools was assured by accommodating comments from the research supervisor and appropriate administration of tools by the researcher. All interviews were conducted using Kiswahili language in order to enable building of confidence to respondents and for effective communication (Dawson, 2002). This was done in order to ensure the validity and reliability of the study.

#### **3.9.1 Validity**

Validity of instrument means the quality of data gathering instrument or procedures, with measurement of what is supposed to be measured (Kothari, 2003). According to Gay (1981) validity is the degree to which test measure what is supposed to be measured. In order to ensure validity of the instruments, interview and questionnaire were piloted to 60 respondents who were not involved the actual study in the final data collection stage in the study area.

#### **3.9.2 Reliability**

The term reliability can be defined as a degree to which research result can be stable. This means that, if the same methods are applied with the same sample, then the result should be similar (Bryman, 2004). The study employed triangulation method to ensure reliability of the study. The researcher also used expert appraisal to ensure that the language used was simple and appropriate to the respondents, clarity and consistency of the research questions and instructions were considered.

### **3.10 Data Analysis Plan**

Data analysis is a general way that involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing them. This is done in such a manner that they answer the research questions or computations of a certain indices or measure along with searching for pattern of relationships that exist among the data groups (Kothari, 2004). Data analysis can be categorized into two; qualitative and quantitative data analysis.. Qualitative data were analyzed through the application of pattern matching, strong descriptions and explanation building and comparison of data and information.

The quantitative data obtained were analyzed using the statistical package for social Sciences (SPSS) version 16 computer software to determine the frequency and percentages. According to Yin (1994) the SPSS program enables the researcher to enter and store data, engages in statistical analysis, and generates graphs, frequency tables. Therefore, the questionnaire data was analyzed using SPSS program and the interview data was analyzed descriptively. Frequency tables and cross-tabulation tables were widely used to analyze the data and examine the relationship between different pairs of variables.

### **3.11 Ethical Issues**

This is concerned with what is morally good and bad, right and wrong. The term is also applied to any system or theory of moral values or principles. Ethics deal with such questions at all levels. In this sense, ethics is equivalent to moral philosophy (Cohen, 2005).

In this study, all ethical issues by following all procedures required in data collection and process of obtaining relevant authority concern were observed. The study took into consideration all ethical issues by following truthfulness, thoroughness, objectivity and relevance principles as both will be applied in all procedure required in planning, conducting and reporting the result. All these were applied to shape the morality in research.

Protection of human rights was ensured by the researcher. Respondents were protected by keeping the information given confidential, as they were promised. Data obtained was only accessed by the researcher and her supervisor only and the respondents participated in the research voluntarily. The first thing was for the researcher to respect her informants and understand their rights, needs, values, and desire of the informants.

Secondly, the research objectives were verbally articulated to the respondents before the study took place. The researcher obtained the research clearance and introduction letter from directorate of post graduate studies of the University of Dodoma. The research clearance letter permit was presented to the Municipal Directors' office so that the office could grant research permission letter to the researcher which allowed the researcher to visit schools and heads of each school so as to allow the researcher visit their schools and collect data. Before distributing the questionnaires, conducting interviews and documentary review, the respondents were ensured that the information obtained was treated as confidential. The researcher complied with the University of Dodoma's research and publication guidelines which strictly prohibit any kind of plagiarism in the academic field.

## **CHAPTER FOUR**

### **RESEULTS AND DISCUSSION OF RESEARCH FINDINGS**

#### **4.0 Introduction**

This chapter covers analysis of data and discussion of the research findings of the study according to the specific objectives and research questions presented in chapter one. The data presented, analyzed and discussed in this chapter were collected through questionnaire, and interview guides. The general objective of the study was to find out the challenges facing community secondary schools and their influence on girl's access to secondary education in Tanzania, a case study of Dodoma Municipality. The discussions of the major findings include: the state of domestic side of school life in community secondary schools, the role of matron and female teachers as role models, physical facilities (sanitary facilities such as pads, soap, water and hostels), as well as social practices and school timetable as key factors.

#### **4.1 Description of Respondents**

Respondents involved in this study were of various occupational and educational backgrounds. Occupationally, the study involved eight (8) parents, one (1) District Education officer (Secondary Education), four (4) ward education coordinators, sixteen (16) teachers, and thirty two (32) female students. The focus of this study was to assess the challenges facing community secondary schools and their influence on girls' access to secondary education. The main themes included the role of matrons and female teachers as role models, physical facilities (sanitary facilities and hostel), social practices and school timetabling as the challenges facing community secondary schools. The data collected from respondents provides a lot of information with facts that are available in real condition to these secondary schools, as presented below.

## **4.2 State of Domestic Side of School Life in Community Secondary School**

The first objective of the study was to examine the state of domestic side of school in community secondary school. The purpose in this regard was to understand how the domestic side of school life influences on girls' access to education

### **4.2.1 Number of Students per Class Stream**

According to the Tanzania Ministry of Education and Vocational Training, the number of students per stream is supposed to be 40, which means one teacher to forty students. Findings in this study have shown that the average number of students in the school is relatively high (60 students per stream) compared to the standard class size which is 40. This large class size would continue to be a problem if important resources such as teachers, teaching and learning material and school infrastructures are not increased. Hence, it will negatively affect access to quality education because students will not be as attentive as expected during the lessons.

The study noted that community secondary schools have contributed much to giving female students an access to secondary education in Tanzania. To understand the number of students in each stream in community secondary school in Dodoma Municipality, head of schools were asked to provide data on students' enrolment. Table 4.1 portrays how class stream were overcrowded.

**Table 4. 1: Number of Students per Class Stream**

<b>Name of School</b>	<b>Number of Students</b>	<b>Number of Students in each Stream</b>	<b>Surplus number of Students per Stream</b>
School A	579	64	24
School B	607	58	18
School C	570	62	22
School D	585	53	13

**Source:** Field Data, 2017

By policy standard, one stream is supposed to have 40 students. However, Table 4.1 above shows that, community secondary schools enrolment was notably high. Therefore, their contribution towards enhancing girls' access to education as marginalize group become problem, due to the fact that in the overcrowded classrooms it is very difficult for students to get quality education.

#### **4.2.2 Institution Arrangement**

The study revealed that most of the schools are managed by school boards, which are comprised of parents, heads of school and local leaders (Councilors). Members are both men and women, and the committees meeting are held at least once in each term and when need arises. The level of education of members depends on the catchment and hence ranges from least educated to those who have attained at least a secondary level of education. The role of the school boards includes planning and implementation of the school programme on behalf of community members and overseeing curriculum implementation.

In the visited community secondary schools, the management teams were found to be weak and this created some problems in the administrative roles and hence poor

delivery of quality education. In some cases, the management teams, attempted to protect their own dubious interest and privileges, deliberately neglecting to promote their relationship with the District Education Department. One of the reasons for this was that, the manager may lose their jobs if their weaknesses are uncovered by school inspector or advisor from the government. They complain that inspector and advisor from the District Council ask for payment by the school before such services are delivered. Given the limited resources of the school, it was difficult for them to pay for advisory services from the District Education Department, Schools inspection are done to monitor the delivery of quality education and determine if the school adheres to the stipulate curriculum and standard set in order to safeguard access to quality education. If the school is not inspected, there will be no opportunity for inspectors to learn, monitor and assess the running of the school administration, the teachers' efficiency and delivery of the curriculum and the students' performance, and achievement. School inspections are vital for monitoring the delivery of quality education and maintenance of girls' access to education.

### **4.3 The effect of physical Facilities on Girls' Access to Education**

The second objective of the study was to analyze the effect of physical facilities on girls' access to education. Specifically, the study was interested on aspect such as sanitary facilities and hostel in community secondary schools.

#### **4.3.1 Sanitary Facilities**

As noted earlier, sanitary facilities have to do with the materials for removing human wastes in order to improve or maintain cleanliness for good human health. Sanitation is an important aspect for physical and mental health of any human being. This study sought to examine how the provision of sanitary service in community

secondary schools affects girl's access to secondary education. The two aspects were examined for this purpose; these included human body sanitary service and toilets.

**(a) Human Body Sanitary Services**

Experience had shown that, while all human beings demand body sanitary services like water and soap, girls demand these services with special needs at school. Beyond this, girls have special needs or requirements different from boys. For example, they need clean water during their menstrual periods. It was therefore important in this study to examine how the provision of girls' body services by the government and society affect girls' access to education in their academic performance. There are three important sanitary services to girl students, which are very crucial namely: water, soap and pads. Table 4.2 below presents the responses of 32 girls from four secondary schools who responded to the questionnaire regarding the provision of necessary girl's body sanitary service in community secondary schools.

**Table 4. 2: Provision of Girls 'Body Sanitary services (Water, Soap and Pads)**

Services/Facility	State of Provision		
	Provided	Not Provided	Total
Water	32=100%	00=00%	32=100%
Soap	00=00%	32=100%	32=100%
Pads	00=00%	32=100%	32=100%

**Source:** Field Data, 2017

Table 4.2 shows that, all the respondents (32=100%) agreed that water service is provided in the selected community secondary schools. On the other hand, this may attempt one to think that girls do not face water problem. However, as shown in

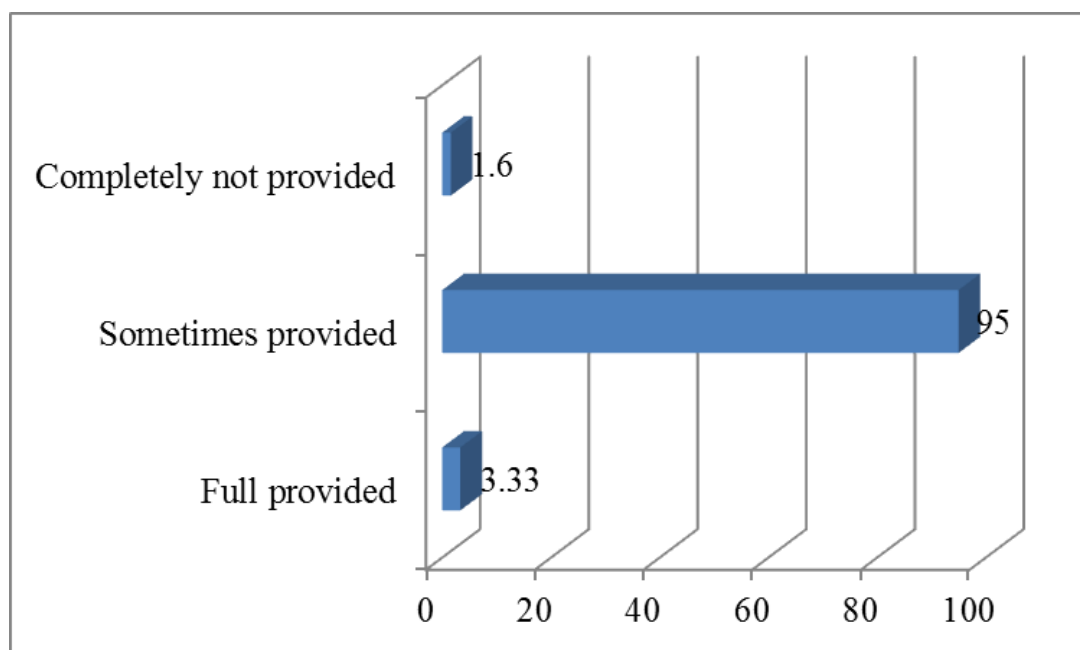
Table 4.2 above the girls still face shortage of water service. From the findings the study revealed that soap and pads were not given to girl students in community secondary schools regardless of the fact that these facilities are very important to girls. It is important to know that, girls need special requirements at schools especially when they are in menstrual periods, these facilities such as water, soap and pads are very vital to them. School management, other educational stakeholders and the government should look on this challenge facing girls as being an obstacle in their process of accessing education.

This study found that, some girls get soap and pads from their homes. However, since some girls' families cannot afford offering these services, girls decide to remain at their home for some days during menstrual periods. This is a major challenge when girls find themselves in menstrual periods.

Furthermore, the study found that, even though water is provided, the provision still faces challenges. For example, it was noted that, water is not provided at full provision. Sometimes water service is not available in community secondary school. It happens that, girls go to school but find that water tapes do not flow water due to different reasons not communicated to girls. When this happens, girls find themselves in extremely serious sanitary problem. Girls were also interviewed on how they are affected by poor provision of water and lack of necessary sanitary facilities like soap and pads. They complained that, the problem affect negatively not only health wise, but also academically. They disclosed that during water problem, even to attend toilet becomes more challenging. Figure 4.1 shows how water service is provided in community secondary schools.

As indicated in Figure 4.1 water service is provided fully to only 3.33% of girls in the study area while most of the respondents 95% pointed out that the service is provided with uncertainty, and 1.67% of the respondents said that water service was not provided completely. This finding implied that the provision of water service in community secondary school still face some challenges. Girls cannot concentrate fully on their studies while facing this problem especially when they are in menstrual periods. As a result, they miss some classes in order to go and look for their safety of health. Therefore, the study found that this is a major challenge which girls face and hence work as barrier to their access to quality education in secondary level.

**Figure 4. 1: Water Service Provision in Community Secondary Schools**



**Source:** Field Data, 2017

Head of schools were interviewed on the provision of sanitary services, namely water, soap and pads to their schools, almost all of them agreed that, this was the challenge facing many community secondary schools. In their opinion, when these

schools had been established the government and community concentrated much only on buildings and forgot to look on other things that sounded minor but very important in provision of education. When the government provides budget to schools, they do not consider things like soap and pads to girl students.

They noted that the problem is serious and parents should understand that they bear primary roles on ensuring that their daughters get access to education. In so doing, they have to provide their daughters with all facilities needed for their educational needs until when the government provides budget for schools to buy all these facilities. One of the head of school noted that, there is relationship between provision of girls' body sanitary service and girls' academic performance and school attendance. On the other hand, when parents interviewed in the same way of sanitary facilities to their daughter, they complained as one of them was quoted saying that, *"Our daughter has been admitted and she is at risk of falling victim of hygienic problem"*.

They revealed their awareness on the availability of water in community secondary school. Even though is not fully available, as it is for the community. Another parent said that, *"The provision of soap and pads is still challenging greatly due to, economic hardship among majority of parents"*. Therefore, they ask for assistance from government to look on these sanitary services to their daughters so as to enable them access education without obstacles.

DEO and WEC were also interviewed in the same issues of sanitary services/facilities such as water, soap and pads to get an understanding whether they

are well provided to girl students at community secondary schools. In their responses, they had these to comment:

*The government takes it for granted that, community secondary schools are day schools, thus girls do not necessary require such articles such as; soap and pads, because they come from their home and their parents take responsibilities to make sure their daughters get such service” (WEC in School B).*

Another WEC had this to say when responding to the same questions;

*“The day scholar student spends short time at school. Therefore, it is the responsibilities of their parents to ensure their daughter gets such services and acquire education too” (WEC in School D).*

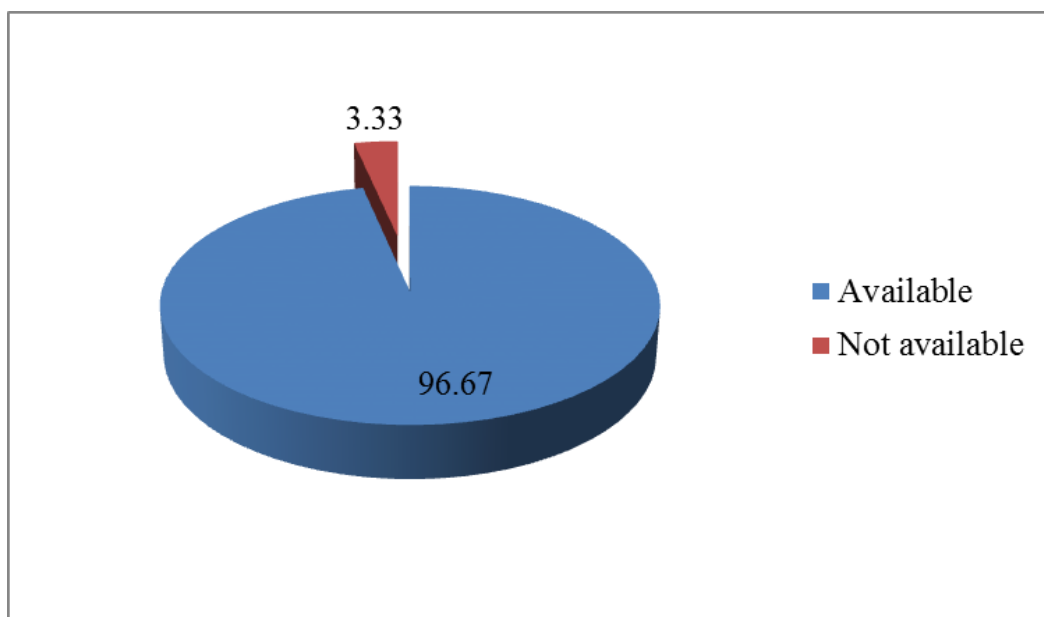
Response from these education administrators are contrary to Twinomugisha (2007), who suggested that, in solving problems which facing girls in acquiring knowledge at school, we should identify and meet the demand, like provision of sanitary facilities/services namely; water, soap and pads, which would enable girls to participate fully and concentrated on studies for better academic achievement.

From the analysis regarding parents and government officials on the need for sanitary service with these community secondary schools which are day schools, there are two opposing views. While the government feels that there is no need of provision of sanitary services because students spend short time at school, parents complained by asking the government to consider these services to their daughters due to hardship of economic and other reasons. This suggests that, the government should play part to support students, because sometimes girls get menstrual period at school time or class hours and need these services.

### (b) Toilet Services

Another component of sanitary services in community secondary school was the provision of toilet services for girls. Due to that, the study tried to look on how these challenges affect girl's access to education. The first task for this purpose was to establish the status of the availability of toilets in selected community secondary schools. This study found out that, there are some challenges regarding the availability of toilet services in the selected schools. The responses obtained from the questionnaire administered to girls revealed that the availability of toilets was satisfactory as presented in Figure 4.2. It is clear from the Figure 4.2 that; girls are provided with toilet service in the study area which may be considered as improvement in making sure that girl students access quality education delivery.

**Figure 4. 2: Availability of Toilet Service**

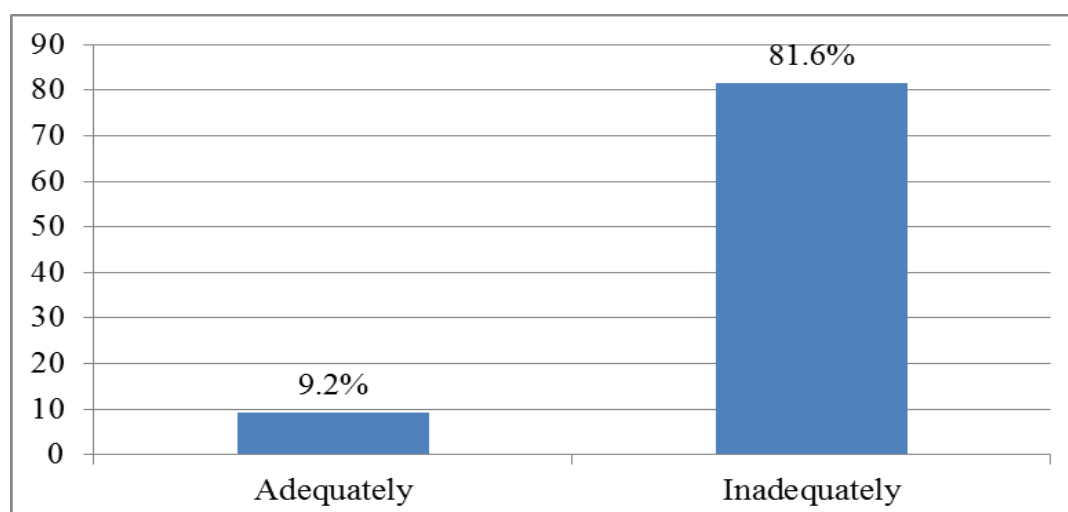


**Source:** Field Data, 2017

Furthermore, this study also assessed how adequately toilets were available to girls in relation to their access to education and academic performance. The findings from respondents regarding questionnaire, are presented in Figure 4.3.

The findings revealed that, toilet service is inadequately provided due to the fact that, a large number of respondents, 49 (81.6%) out of 58 (100) revealed that girls are provided with inadequate toilets services. Only 9.2 % of the respondents had the view that toilet service was adequate. This group of respondents were students who might have lacked clear criteria which were considered in looking at the adequacy of the service as they might have thought that having buildings and pits were just enough. This finding implies that, still there is a need for more toilet services to be put in place so that students could learn in a friendly and supportive environment.

**Figure 4. 3: Provisions of Toilet Services**



**Source:** Field Data, 2017

From this observation, the study found that, the availability of toilet service in community secondary schools is low. When DEO was interviewed on the same issue concerning the availability of toilet service to these community secondary schools, which is not proportion with the expansion of toilet service, he had the following to say:

*“The problem of toilet services availability in community secondary schools is caused by the increased enrollment of students. Previously, the Ministry of*

*Education and Vocational Training instructed that, community secondary schools should have only four streams for each class having a maximum number of 40 students per stream. The increased enrolments led to deficit in provision of toilet service in these community secondary schools”.*

The provision of toilet service in these community secondary schools still faces serious challenges. For instance, in one of these schools (School C), as a sample presented other selected schools, it was learnt that, girls are in excess demand of pit latrines. The number of girls' student was 448 who could be served by 21 pit latrines. However, only 4 of them were available, with a deficit of 17 pit latrines.

It is clear that, girls are in great shortage of toilet service as it was learnt in this study that, the over use of the available toilet may lead to transmitted disease like UTI(Urinary Track Infection), which affects much female students. Due to that, the health of large number of girls who uses the toilets is at stake. In turn this affects girls' access to education because of eruption of disease, which may cause schools to be closed or the girls to suffer from disease and stay at home for treatment as a result they miss some classes hence affect their performance of some subjects.

#### **4.3.2 The Presence of Hostel**

This study also intended to assess the role of girls' hostel on their access to education in community secondary schools. Also, hostels tend to have more extensive staff, thus offering opportunities for students to participate in activities programmed in residence hall (Lyndon, 2006). More precisely, hostel provide friendly learning conditions for girls to improve their access to education as far as academic performance as they will get access to group discussion, away from

bottleneck domestic activities, protected from pregnancies, sexual harassment, raping on the way from or to school and others dangerous events.

This study found that, community secondary schools, lack hostel for girls. The responses of respondents indicate that, none among selected community secondary schools, had girls' hostel as presented in Table 4.3. This finding is contrary to (David, 2001) who argued that, school hostels provide important protection for children from being at risk of being tempted by unfaithful men who can impregnate them and hence fail to accomplish their academic dreams. Similarly, the study findings is not in line with Cerid (1996) who pointed that hostels tend to foster academic performance through expanded opportunity for integration into the academic system such as interaction with faculty social system, frequently peer conversation and informal social activities at the school.

**Table 4. 3: Presence of Girl's Hostel**

Category of Respondents	Availability of Hostel in community Secondary Schools		
	Available	Not Available	Total
Head of Schools	00 = 00%	4 =100%	4 =100%
Teachers	00 = 00%	16=100%	16=100%
Students	00 =00%	32 =100%	32 =100%
DEO	00 =00%	1 =100%	1 =100%
WEO	00 =00%	1 =100%	1 =100%
Parents	00 =00%	8 =100%	8 =100%
Total	00 =00%	62 =100%	62 =100%

**Source:** Field Data, 2017

Given the responses in Table 4.7 above, this study found that girls in community secondary schools suffer from lack of hostel. All 62 (100%) respondents maintained

that, none of the selected sampled community secondary schools had girl's hostels. Interviews with DEO and WEO generated the same observation as they said that;

*“According to the circular of the Ministry of Education and Vocational Training, all community secondary schools are considered as day schools. As a government policy said, there is no need to allocate any fund for building hostel in any community secondary schools, because the students are not staying at school” (DEO, Dodoma Municipality, March, 2017).*

The WEO added that

*“The mater remains within the control of the respective communities if they can decide to build more building is better but whom one will stay there at night while all students after class hours, they should go back at their home. So there is no need to build hostel in these community secondary schools” (WEO School A).*

Furthermore, this study found that, most of these girls were leaving very far away from their schools. They had to travel long distance by different means of transport, including town minibuses, motor cycle, bicycles, with the majority of them walking on foot. While they are traveling from home to school due to economic hardship of their parents, it is the fact that, they get tired. During the interview with one girl student from school D, she expressed her experience of walking a distance of more than 6 kilometers from home to school and the same from school to home from Monday to Friday. This is contrary to government policy, which state that, day students should be coming from a catchment area of not more than six (6) kilometers from where the school is built, but this policy has been violated due to scarce of resources and large catchment areas.

It should be born in mind that long distance walk for girls leads to an over exhausting exercise and arriving at school too late. Sometimes misses first periods and in turn being affected their academic performance. In the views of many girls, traveling long distance from home to school was one thing, but sustaining class concentration was another thing. Girls find themselves very much tired and hence dozing in classrooms due to exhaustion. Thus, they could do not concentrate fully in studies. This has learning implication, which in turn affected negatively girls in access to education.

Therefore, it was learnt in this study that, hostel for girls is very important for their safety. When girls walk long distance from home to school and school to home for every school day, it is the same kind of punishment to them. It set girls to riskier situation some girls had to wake up very early in the morning to school and arrive back home too late in the evening or night, especially if they had to remain at school for some time for duties like cleanliness or sport and games. The situation put them on danger of encouraging robbery, raping, and kidnapping on their way to home in evening time. Therefore, the government policy should consider girls who stay far from school to be admitted with near of their localities so as to avoid these risky.

#### **4.4 The influence of Matron and Female Teachers on girls' Access to Secondary Education**

The third objective of the study was to explore the way in which matron and female teachers influence on girls' access to education. In this objective the purpose was to get insights regarding special needs that girl students are likely to benefit in their learning process from female teachers and matrons.

#### 4.4.1 The Role of Matrons

With regard to objectives of this study, the researcher made an assessment in community secondary schools to look whether the schools had matrons or not, and if there were no matrons, then to suggest possible solution on how to overcome the challenge of inadequacy of the matrons. The data gathered through interview held with the four (4) head of schools from community secondary school and documentary review showed that there were no matrons employed as professional rather, the head of schools appointed one female teacher to act like a matron. The findings are shown in Table 4.4.

**Table 4. 4: Availability of School Matrons**

Schools	Responses	
	Available	Not Available
School A	X	V
School B	X	V
School C	X	V
School D	X	V

**Source:** Field Data, 2017

**Key=Available; v =Not Available**

Table 4.4 indicates that school matrons are not available in community secondary schools. The lack of matrons in community secondary schools means that girls may lack the contribution of matron as their role models. The finding on this aspect implies that female students in the study area are in the disadvantaged position. This finding is contrary to what is advocated by Bennars et al, (1994), who state that matrons are monitors, advisors, guiders and counselors of girls in school, the presence of matrons enables girls to perform better in their academic studies. This

implies that poor performance of female students in schools is caused by lack of matrons to guide and support them morally on academic and social affairs.

When the heads of schools were interviewed on what they do, especially when there is need to assist girls for specific problem that would demand a matron, they pointed out that they appoint some teachers to perform the role of matrons. However, it was revealed that although the appointed teachers are very helpful in assisting girls, still the whole situation faces a number of challenges. For stance, it was found that the appointed teachers are changed very frequently in the effort to avoid the possibility of overloading one teacher with matron's responsibilities for a long time. Since matron's duties are too demanding and sometimes undermined, they overload teachers making them fail to attend classes fully. Therefore, the solution is to change the teachers so that every female teacher or at least some female teachers attend matron's responsibilities. For example, one teacher may be appointed to hold the position of a matron for a term or year and then another teacher is appointed for replacement in the next or year.

Furthermore, it was established that matrons are supposed to be in school premises throughout the day ready for matrons' duties. Even though, it is true that, teachers are assigned to different responsibilities like Head of Department, Discipline Master/Mistress and so on. All these prevent effectiveness of the appointed teacher in playing her role of a school matron. Absence of matrons in community schools constituted girls' failure to get competently access to education. This leads to dropout among female students or complete their studies with poor academic performance, due to poor supporting from school's environment, while they are in the processing of acquired knowledge.

The District Education Officer (secondary department), was given the same questionnaire on the same matter of availability of matrons in community secondary schools, he had this to comment:

*“The challenge of matron and patron to community secondary schools, are well known by the government, the problem is low budget given by the Ministry of Education and Vocational Training. The Municipal Director fail to employ matron and patron to these community secondary schools, due to lack of sufficient budget”.*

This has caused teacher to be overloaded by unexpected responsibilities, consequently affecting their abilities in the execution of their responsibilities. This does not only affect teachers’ performance in their work, but more significantly may deteriorate girl’s access to education due to lack of trained matron as a role models.

#### **4.4.3 The Roles of Female Teachers**

This aspect sought to assess the role of female teachers as role models on girl’s access to education in community secondary schools. The study found out that, there was availability of female teachers in the visited community secondary schools. Presence of female teachers is considerably instrumental because they are mentors, advisers, guiders and counselors of girls on issues related to their sex. In order to achieve this, number of female teachers in relation to male teachers was identified. The study found that female teachers are available in community secondary school in different number as presented in Table 4.5 bellow.

**Table 4. 5: Presence of Female Teachers**

Name of School	Number of Teachers			
	Female	Male	Total	Difference
School D	15	20	35	5
School C	11	20	31	9
School A	10	17	27	7
School B	9	19	28	10
Total	45	76	121	31

**Source:** Field Data, 2017

Table 4.5 show that the number of male teachers is larger compared to that of female teachers. From the finding one may conclude that girls in community secondary schools may not enjoy female care, because it is obvious from the finding that female teachers are not as many as they would be expected to serve the challenging needs of the female students. It is plausible to conclude that girls to these schools lack seriously care from their female teachers. When one female teacher is appointed to perform certain duty in spite of her being a professional in that post, it means that other teachers are less concerned and she should perform all responsibilities. The academic implication of this is that girls are denied of their right to access to education support from teachers with whom they share same sex and with whom they would be very much free to express their learning difficulties. Therefore, from this observation, as the findings reveal the small number of female teachers as role models may conclude that, girl's access to education is still facing with many challenges. Due to lack of enough female teachers, female students may fall under the risk of school dropout and unexpected pregnancies and acquiring sexually transmitted diseases like HIV AIDS. All these may happen because of lack of friendly care from their environment of learning.

The finding concurs with Davis (2001), who stated that, most of the community secondary schools have shortage of female teachers. This tempt one to suggest quick recovery procedures to minimize the difference so that, girls may enjoy equal academic and other support from female teachers as boys do from male teachers. This would improve girl's access to education in community secondary schools, given that female teachers may harmonize and encourage girls more freely to work hard on their studies. Female teachers conduct meeting with girls to discuss gender issues such as participating in all important matters like working hard in academic issues and related issues about gender equity and equality in education maters.

Furthermore, female teachers act as the guardian to girl students. This is because many female teachers have families at their home and they well know how to take care of daughters. Therefore, when they are in schools, they consider girl students as their daughters to encourage them on so many things of development to their future. The government has to put effort to employ many female teachers in these community secondary schools in order to overcome this challenge for girl students.

#### **4.5 The Social Practices Affecting Girls' Access to Secondary Education**

The fourth objectives aimed at identifying social practices that affect girls' access to secondary education particular interest in this regard was to understand how social practices affect girls 'access to education in community secondary schools in the study area. This aspect was looked at in two dimensions such as presented in the following subsection.

#### 4.5.1 Social Perception and Practices

Researcher asked the respondents to give their views towards girls' education in their communities. The responses were as follows: all sixty (100%) respondents said that regarding perception towards girl's access to education, there has been some improvement compared to the previous twenty or so years. However, the rise in awareness has been slight since majorities of the parents have a negative attitude towards educating girls. One of the parents from Msalato ward of gogo origin said:

*“You know, there has been a big problem among Gogo parents and Dodoma in general. Gogo elders hate educating girls thinking that they are going to be polluted with cultural elements from their tribes. Furthermore, they consider girls to be source of labour at home to keep on taking care of cattle. Also, according to Gogo tribe, when a girl gets married she become more affiliated to the husband's family rather than her family of origin. For that matter, they do not see sense in educating a person whose existence in the family is regarded as temporary. They believe that once you educate a girl, then the family of her husband is e the ones who are going to benefit from her education”.*

Similar observation was made during the interview with one of the guardian (parent) in Kizota Ward, who noted that,

*“People's attitude towards girl access to education was becoming positive though it will take a very long time for all the communities in Dodoma to develop a positive attitude towards girls' access to education”.*

This respondent narrated that the change in attitude is very gradual and a majority of the people especially in Dodoma villages like marrying off their girls children very early in order that they can get some cattle which are paid as dowry.

During an interview with one of the parent in Makole Ward said that, nowadays girls themselves have started realizing the importance of education, such that some tend

to avoid getting married early in favor of getting an education first. The parent gave the following story:

*“I can say that the future of girls will be better in terms of accessing education because of the rise of awareness of the importance of education among the communities and the girls themselves. I have witnessed in my village at Kongwa district, where girls ran from their parents in the village and went to Morogoro to join secondary school some of which are under religious organization”.*

When DEO was interviewed to state on the social practices that has influence on girl's access to education, he said:

*These years, societies have changed, as you see many secondary school students are many compared to the previous years. Even in offices, many women were employed. All these were the efforts of the government. The District education officer further said that, the government has been providing funds under Secondary Education Development programmed (SEDP II), to conduct seminars in villages regarding the importance of educating girls in order to improve their socio-economic condition. Furthermore, the government collaborates with other stakeholders and donor countries to provide scholarship to girls, promotes girl's retention in school, and provides monitoring services and women in society. so far, the government mobilizes funds at community level for supporting the education to girl's.*

The awareness and importance of educating girls is well known all over the world, even here in Tanzania, the people of Dodoma have changed at much extend, parents decide to leave away their traditional believes and send their daughters at school. Therefore, these social practices has been reduced to some extent, now are days societies has transformed.

When WEC was asked on the same matter of social practices on influence of girl's access to education, he said:

*“I can say that, social practices in Dodoma Municipality have been reduced even though some of the parents still practice them much secretly. Many parents send their daughters to school, even though some dropout while they are in school due to other factors like getting pregnant, poor environment supporting of study at home and so forth”.*

The study further revealed that due to negative thinking prevailing among some members of the society, some girls are lacking the opportunity to attend school lack of push factors from community that would encourage them in accessing education. Instead, some girls in village have developed inferiority complex among themselves in school and in the community. As the result, girls fail to complete their studies successfully and others end up dropping out.

#### **4.5.2 Domestic Activities**

Domestic activities as part of social practices which girls doing and has influence on their access to education. It was pointed out that, in many countries girls and women spend more time in various food production and household activities (Kassimoto, 1997). While these reports based on general observation, the present study tends to assess these social practices specifically in community secondary schools. Therefore, it was important to gather data in order to reveal the situation. The data gathered showed different social aspects that has influence on girl's access to education. The first task was to find out between boys and girls who participate more in domestic activities. The data collected from respondents provide the following impression as illustrated in Table 4.6.

**Table 4. 6: Involvement in Domestic Activities**

Type of Respondents	Sex Involved in Domestic Activities		
	Girls	Boys	Total
Head of Schools	06=100%	00=00%	6=100%
Parents/Guardians	04=80%	01=20%	5=100%
Teachers	29=96.7%	01=3.3%	30=100%
Students	53=88.3%	07=11.7%	60=100%
DEO	01=100%	00=00%	1=100%
WEC	01=100%	00=00%	1=100%
Total	94=91.3%	9=8.7%	103=100%

**Source:** Field Data, 2017

Observation of the data in Table 4.6 above indicates that both girls and boys are involved in domestic activities. However, girls appear as the only group that is involved most in domestic activities as pointed out by 91.3% of the respondents. The study asked the respondents to identify the domestic activities that stand as obstacles to girl's access to education in community secondary schools. The respondents identified various domestic activities such as: cooking, clearing home environments, washing clothes, fetching water, preparing food on table, removing utensil on table after eating, ironing school uniform, washing children, feeding children, cattle and goat keeping, arranging resting room manners and taking care of the children.

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

Consequently, this influences their studies negatively as a result they fail to perform better and others decide to dropout due to these overloaded domestic activities at home.

The group discussion held with students indicated that girls spend more time in domestic activities than they do in private studies at home. For example, one girl from one school (School A) had this to say in relation to domestic activities affecting female students' academic performance:

*I wake up early in morning, around five o'clock so that I can perform home activities like sweeping the floor and mopping inside the house and toilet. I have to wash my young brother and my sister to prepare them for school. When I finish all these activities then I have to prepare myself to school. You can see Madam, in class I am, always a sleep, because I am tired of the work.*

The similar situation happened to another girl from another school (School C). The girl complained a lot as she said that;

*"I wake up very early in the morning, before coming to school and I have to do all homes activities despite having two brothers at home. One is in form five and another in form three and I am in form four. But Madam, when we reach at home in the evening my brothers put the exercise book in the room and go to watch Television or just to play, or doing their own works, or sometimes sleep in their room. But for me, I have to wash the plates, fetch water, clean the kitchen and prepare dinner.*

Therefore, this study established that, girl students spend more time in doing domestic activities at home than academic activities. This affects much their academic performance and social wellbeing as they feel oppressed by the family and social practices.

## **4.6 Academic Timetabling and Girls' Access to Secondary Education**

This objective intended to assess how academic timetabling affects girls' access to secondary education. This study examined the extent to which scheduling of timetable does accommodate girls 'access to education special needs in community secondary schools.

### **4.6.1 Accommodating Girls' in Academic Timetable**

The finding of this study on school timetable revealed that, school timetable has both direct and indirect impact on girls' access to education in community secondary school. The finding indicates that, the schools' timetable in community secondary schools do not accommodate special needs of girls. For instance, for all form four classes in selected community secondary schools, the school timetable did not allocate the time for remedial classes or extra class for those girls who miss class due to biological reasons like menstruation and stomachache. Girls run into toilet for menstrual service and they have to leave the classes while the lessons are in progress. Also, sometimes girls decide to absent themselves from school during their menstrual period due to lack of important menstrual facilities like water, pads and soap. Their attendance and participation in the classroom is in such doubtful situation compared to boys.

### **4.6.2 Scheduling of Timetabling**

Furthermore, the study found that, school timetable in community secondary school did not consider girls excuse, in spite of the fact that, girls have many problems faces like, doing home activities in morning before going to school. This make them to reach late at school, sleep during the lesson due to much tired of home activities. It is a great challenge to girls in their attempt to access education. No much attention

has been paid to the lost time when girls are attending menstrual period services like, water, pads and soap which are not readily available at schools. The study found out that, girls access to education still have many challenges, both at their home and at school environments. It is difficult for girls to perform better in their final examination if these challenges cannot be well addressed. There is a need to educate parents on the importance of arranging flexible time table to female students so that they could get time to concentrate on their academic activities while at home.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.0 Introduction**

The purpose of this study was to examine the challenges facing community secondary schools and their influence on girl's access to secondary education in Dodoma Municipality-Dodoma Region in Tanzania. Therefore, this chapter summarizes key findings of the study; draw conclusion, and gives suggestions or recommendation for further studies.

#### **5.1 Summary of the Study**

This study assessed the challenges facing community secondary schools and their influence on girls' access to secondary education. To accomplish the stated purpose the study had three specific objectives which were: (1) to examine the state of domestic side of school life in community secondary schools and their influences on girls' access to education; (2) to analyze the effect of physical facilities (sanitary facilities, hostel) on girls' access to education; (3) to explore the way in which matron and female teachers influence on girls' access to secondary education; (4) to identify social practices that affect girls' access to secondary education; (5) to assess how academic timetabling affect girls' access to secondary education.

The study was carried out in Dodoma Municipality, where four secondary schools, were involved. The study involved a total of 60 respondents. Including teachers, heads of schools, WEO, DEO, parents and students. From the informants, data were collected through questionnaires, interview and focus group discussion (FGD). The study employed a qualitative research approach and a case study design. Three main data collection instruments were used in the data collection process, whereas the

analysis was mainly qualitative complemented with some quantitative techniques i.e. simple statistics, which were used to draw some inferences.

## **5.2 Summary of the Key Findings**

From the purpose of the study as described above, key findings are summarized according to specific objectives of the study and their respective research questions as presented hereunder. In first place, the study revealed that, community secondary schools do not have matron and bad enough, there are few female teachers. Matrons are appointed by the head of the school from among the available female teachers to take matrons' responsibilities. In most cases the appointed teachers are overloaded as they continue having their regular responsibilities and beside they lack guidance and counseling skills in playing the role of a model. This situation basically has affected the academic and social performance of the female students in community secondary schools.

Furthermore, the study has established that, social practices practiced by the community members within the areas where these community schools are located affect to a large extent girl's access to education. However, there has been observed a gradual change from the social practices that undermine female students in the study area. The community attitudes towards schooling for female children have been observed to be transforming positively towards acceptance by majority of parents to send them to schools. Many parents seemed to be aware on the value of education to their daughters. Even though, some of the parents seemed to be holding negative perception on girls accessing education. Furthermore, girls were identified as overloaded by domestic activities which consequently affect their academic

performance. Therefore, there is a need to have more seminars with parents to educate them on the importance of education to girls.

On the other hand, the study revealed that, school timetable in community secondary schools do not consider special need of girls. This implies that the timetables at schools are not friendly to their social and academic wellbeing at school. No time was allocated for the time spent when girls attend their menstrual period services, in domestic activities and travelling from far away from home to school, the result of which is nothing but, girl's poor access to education and performance as well.

Moreover, the study revealed that, physical facilities in community secondary schools continue to be a major challenge. This was observed in all selected schools. Girls are not provided with enough water, they lack soap and pads, toilets are not enough while hostel are completely not available. This affects their attendance especially when they face menstruation periods.

### **5.3 Conclusion**

Keeping in mind the findings presented and discussed in chapter four, it suffices to conclude that the government and the society should put more effort to improve girl's access to secondary education in these community secondary schools. It is already disappointing to find that girls fail to access secondary education due to reasons which would be eliminated on investing in girl's education. What seems also very suprising is the kind of awakward perpection that still holds strongly among some individual that girl's education is nothing but misuse of resources and time. When the world speaks of new millennium globalization, scientific and technology advancements, equality and equity, and human rights, among others as important

aspect in marketing development of mankind; the development will never come about in Tanzania communities until the communities change the altitude towards one another. This is providing equal chance for every member of society to access service especially education.

However, this study found that some parents have acquired important awareness that girls require opportunity to access education. For example, the finding revealed that parents provide necessary facilities like pads to their daughter to ensure that the daughter attend school comfortably. Likewise, some parents accompany their daughters on their way to school, while others provide the daughter with fare for transport services. This marks one among the great achievement in the provision of education to girls in community secondary schools. All in all, the government and other stake holders of education should be seriously considerate on these issues that constrain girls in order to create a conducive environment for better learning.

#### **5.4 Recommendations**

Based on the major findings as presented above, the study has the following recommendations to make regarding the challenges facing community secondary schools and their influence on girl's access to education. To start with, the government should employ matrons in community secondary schools. The claim that community secondary schools are day school and that, therefore do not need matrons, should be eliminated. It should always be remembered that both girls in day and boarding schools have same demands, given the fact that a matter of menstrual period for example, does not separate day and boarding school girls. Female teachers should be given priority to these schools, because lack of female

teachers creates difficult learning environment to these students in accessing their education.

The government should also allocate provided budget to these community secondary schools so as to enable the school management to buy sanitary facilities to female students. These sanitary facilities are very important to both girls and boys for example water, toilets, soap, hostel. Also the government should collaborate with parents in ensuring hostels and toilets are built in these schools so as guarantee quality security for female students and give them enough time to concentrate on studies.

In addition, it is recommended in this study that the government should consider paying attention to the problem of toilet services and find long lasting solution. If this is done it can avoid eruption of dangerous diseases like cholera and Urinary Transmitted Infections which can easily be transmitted to all students at the short time only because of the fact that, the number of toilet service does not match with the number of students.

The society should be educated on the negative social practices which undermine female children. These negative social practices should not continue being practiced in our societies. The society should have positive attitude towards educating female children. They should see female children as equal to male ones especially when it comes to learning opportunities. Girls should be provided with learning resources and time so that they could utilize their potentials. Girls should be encouraged to put more efforts in academic studies in spite of the challenges that exist in the educational system in community secondary schools in particular and Tanzania in

general. School timetable in community secondary schools should be scheduled to accommodate girl's special needs. School timetable should consider time spent by girls attending their biological needs.

### **5.5 Recommendation for Further Studies**

Based on the findings and discussion this study recommends that other studies should be carried out to address the problem facing these community secondary schools, so as to enable all students attain quality education without much obstacles. Accessibility and equity in the provision of quality education will help students achieve their academic dreams in life. While this study focused on the challenges facing community secondary schools, further studies should focus on the strategies towards addressing these identified challenges. Moreover, they should also look on the consequences (social-economic, social-cultural and psychological effects) resulting from girls' failure to access education in the community.

### **5.6 Recommendation for Action**

There should be thorough needs and environment impact assessment before the establishment of educational institutions like community schools. This would help in the identification of the challenges that are likely to occur along the way during the implementation process as observed from the study. The study also recommends for the adequate allocation of the budget and timely disbursement of the fund to cater for the needs of the students particularly female students considering their special needs. Additionally, there should be resource auditing to identify the challenges facing educational institutions so that proper intervention could be put in place so as to help students learn effectively and successfully. Sanitary facilities namely water, clean toilets, soap, pads and the like should be supplied to female students so that

they may help themselves when the need arises. This can be done successfully when there is collaboration between the government and other education stakeholders in the given community.

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## APPENDECES

### Appendix I: Questionnaire for the head of community secondary schools

The principle purpose of this study is to assess the challenges facing community secondary schools and their influence on girls 'access to secondary education: A case study of Dodoma Municipality. Please read the questions carefully and answer. I remain committed to confidentiality for the information that will be given and state that, the information given will not be used beyond the purpose of this study.

Name of secondary school.....

Ward .....

Please put a tick (v) where appropriate or fill in the required information on the space provided.

1. (i) Do you have a school matron in your school?

a) Yes ( )

b) No ( )

(ii) If No, who performs the duty of matron at your school? Or how do you manage students in the absence of matron at your school?

(iii)Is the matron capable enough to attend all girls in the school as a role model?

a) Yes ( )

b) No ( )

iv). If no, what do you think should be done to overcome the challenge of incapable matrons in schools?

(Specify) .....

(v)If yes, why do you think the matron is important in your school?

.....

(iv)What challenges have you noted on girls ‘access to education resulting from ineffective implementation of roles of matrons in schools?

.....

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

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

3. Can you please comment briefly on girls’ access to education in your school in relation to the roles of matrons and female teachers as their role models? .....

4. Please explain about the provision of sanitary facilities like; water, soap, pads, toilets to girls in your school.....

5. Do you think that provision of sanitary facilities has remarkable impact on girls’ access to education in your school? .....

6. (i) Do your school have hostel for girls?

a) Yes ( )

b) No ( ) (ii) If Yes, how do you make them to be conducive environment for girl students? .....

7. ( i) Is the timetable in your school scheduled in a such way that it considers the fact that girls need special attention?

a) ( ) Yes

b) ( ) No

(ii) If no, why it doesn’t consider.?.....

(vi)If yes, how does it affect girls’ academic performance in schools.....

**Thank you for your cooperation!**

## Appendix II: Questionnaire for Students (Girls)

The objective of this research is to assess the challenges facing community secondary school and their influence on girls' access to secondary education: a case of Dodoma Municipality. Therefore, I request you to provide me with reliable information useful for this study. All the information given will be used for the purpose of this study only. Your cooperation will be highly appreciated.

Class..... Name of School.....

Date..... Gender: Female ( )

### Part A: Provision of Sanitary Facilities

Here are some statements, which reflect your attitude towards community secondary schools. Please put a tick (v) in the respective box to indicate whether the indicated sanitary services/facilities are provided to you or not.

Service/Facility	Provided	Not Provided
Water		
Soap		
Pads		

### B: Water Provision

Please tick a tick (v) in the appropriate bracket.

2. With regard to the important of water to girls, especially during menstrual period, please indicate how adequately or inadequately is water provided to girl students in your school.

a) Fully provided ( )

b) Sometimes provided ( )

c) Completely not provided ( )

3. Apart from water, soap and pads are also very important. If the school does not provide soap and pads, where do you get these facilities from? Put a tick (v) to relevant source:

a) Parents ( )

b) Guardian ( )

c) Other source ( )

4. If you get these facilities from other source, identify any three sources;

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

5. Do you think lack of sanitary facilities affect education provision to girls? Put a tick (v)

a) Yes ( )

b) No ( )

6. Are toilets for girls available in your school? Put a tick (v)

a) Yes ( )

b) No ( )

7. If toilets for girls are available in your school, are they sufficient? Put a tick (v)

a) Yes ( )

b) No ( )

8. If toilets for girls are not sufficient, is there any negative impact on education provision?

a) Yes ( )

b) No ( )

**Part C: Social Practices and Girls ‘access to education**

1. Do girl students involve in other activities different from studies? Put a tick (v)

a) Yes

b) No ( )

2. List down five domestic activities that girl students are involved in:

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

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

v).....

3. Do domestic activities that girl students engage in affect their academic performance? Please put a tick (v)

a) Yes ( )

b) No ( )

**Part D: School timetable and Girls’ access to education**

1. Is there different time for arriving and leaving school between girls and boys in your school? Put a tick (v)

a) Yes ( )

b) No ( )

2. Is there remedial classes for girls who miss classes for different reasons like staying far from school, involved in domestic activities and attending menstrual period services? Tick (v)

a) Yes ( )

b) No ( )

3. If school timetable does not provide compensatory time for the girls who miss classes for the reason identified in number 2 above), is there any negative impact on girls’ access to education? Tick (v)            a) Yes ( )            b) No ( )

### **Appendix III: Interview Guide for Girls (Students)**

1. Do you have enough studying facilities at your school like, laboratories, classes, tables and chairs, to mention a few?
2. How do you enjoy with studies at your school?
3. What are the major challenges you are facing at your school?
4. Since menstrual periods are sometimes dynamic, what do you do to overcome the problems of girl students associated with menstrual dynamism at school, as far as sanitary care is concerned?
5. Who take(s) care of you when you face menstrual period problem at school?
6. What do you do when you think that you are likely to undergo menstruation in the next one or two days, especially in school days?
7. Many community secondary schools are said to lack matron and female teachers, what is the situation at your school? How does lack of matron and female teacher at your school affect your access to education?
8. Explain briefly how you spend your time at your home after school.
9. What domestic activities do you engage in at home?
10. Are the domestic activities that you do at home also done by your brother (if any)?
11. When do you do domestic activities at home?
12. Explain briefly how domestic activities interfere with school timetable, your private studies, and comment on the impact of them on your access to education
13. Is there any challenge that you face on your way from school? Describe briefly.

**Your contribution in this study is appreciated**

**Appendix IV: Questionnaires for Teachers on girls’ access to education**

This research work aims at assessing the challenges facing community secondary school and their influence on girls’ access to education, a case of Dodoma Municipality. Being a teacher, I expect you to have great contribution to this study because you are at the center of students’ (girls) in their access to education. Please respond to the following questions:

Name of School.....

1. Please rank the following aspect in comparison to boys. Put a tick (v) in appropriate space in the table below:

Education access criteria	Rank		
	Better	Equal	Poor
Academic Performance			
Class Attendance			
Participation in class			

2. When planning for activities, do you consider the possibility of girls missing your class or performing poorly due to special reason applying to girls only? Put a tick (v)

- a) Always considered ( )
- b) Sometimes considered ( )
- c) Not considered ( )

3. Using your experience, do the provisions of toilets service interfere with girls’ access to education especially in participation in your class? Tick (v)

- a) Yes ( )
- b) No ( )

4. Have you noted that your school is responsible for ensuring necessary sanitary facilities like soaps, pads to girls? Tick (v)

a) Frequently noted ( )

b) Rarely noted ( )

c) Never noted ( )

**Please give brief comments on the following questions:**

5. What can you comment on girls' attendance and concentration in your class?

.....

6. What reasons do girls give you when they seek for permission to leave your class or for absenteeism in your class?

.....

7. How do you assist girls who miss your classes for different reasons, especially those related to girls' biological affairs like; menstruation? .....

**Thank you for your cooperation**

## **Appendix V: Interview guides for Parents**

The researcher intends to assess the challenges facing community secondary school and their influence on girls' access to education, a case of Dodoma Municipality.

You are assured of confidentiality for all the information you provided, that the information for the purpose of this research only.

Ward.....

Categories of parents: Guardian ( ) Father ( ) Mother ( )

1. When you send your daughter to community secondary schools, do you also consider the need of having matron and female teachers for counseling and academic advice as their role model?
2. What do you do to ensure your daughter has necessary sanitary facilities such as; water, soaps, and pads while, she is at school?
3. Do you think that school timetable affects your daughter's access to education.
4. What social perception and practice in community has influence on girls' access to education?
5. How do domestic activities affect girls' access to education?

**Thank you for your cooperation**

**Appendix VI: Questionnaires for the Ward Education Officer (WEO), and  
District Education Officer (DEO)**

The main objective of this study is to assess the challenges facing community secondary school and their influence on girls' access to education, a case study of Dodoma Municipality. You are requested to provide important information for the success of this study, and the all information given will be used for the purpose of this study only. Furthermore, I remain committed to confidentiality for the information given, and state that, the information given will be highly used beyond the purpose of this study only. Your cooperation will be appreciated.

Title/position ( WEO/DEO) :.....

Ward/District.....

Please put a tick (v) where appropriate or fill in the required information on the space provided.

1. Do the community secondary schools in your ward/District have hostel for girls?

tick (v)

a) Yes ( )

b) No ( )

2. Does the community secondary school have matrons to take care for girls' students, especially when, they are in biological affairs Tick (v)

a) Yes ( )

b) No ( )

3. (i) Does the community secondary school have enough number of female teachers as role models to female students (girls)? Tick (v)

a) Yes ( )

b) No ( )

(ii) If no how do you cope with the shortage?

Others (specify).....

4. (i) Do you think school timetable in your community secondary schools are schedule in consideration of special attention on girls? Tick (v)

a) Yes ( )

b) No ( )

(ii) If no how does it affect girls' access to education?

(Specify).....

5. How is the status of provision of sanitary facilities like; water, soap, and pads to girls in your community secondary school? Tick (v)

a) Provided ( )

b) Sometimes provided ( )

c) Not provided ( )

6. (i) How adequate is the provision of toilet services in community secondary schools? Tick

a) Adequate ( )

b) Inadequate ( )

(ii) If the provision of toilet service is inadequate, does it have any negative effect on girls' access to education? (Specify).....

7. What do you comment on the availability and importance of hostel for girls in community secondary schools in relation to girls' access to education?

.....

8. What is your opinion on the social practices which affect negatively girls' access to education in your community secondary schools?.....

9. What is the policy of the government on employing matron and enough female teachers in community secondary schools? .....

**Thank you for your cooperation**

**Appendix VII: Table of correction has been done**

<b>Number of comments</b>	<b>Examiner Observations</b>	<b>Corrections done</b>
01.	The study needed some theory on gender Page 21	Well added, The feminist theory on education
02.	Measurement of construct are not development	Much attention was needed here ,its already developed
03.	Update the conceptual framework 43	Well updated and elaborated
04.	Discuss implications of result on page 81 before presentation of recommendations	The implications were already presented in each result of findings but conclusion is added to insist implications.