SOCIO- ECONOMIC FACTORS AFFECTING GENDER EQUALITY IN ENROLMENT TO COMMUNITY SECONDARY SCHOOLS IN MASWA DISTRICT, TANZANIA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN RURAL DEVELOPMENT OF SOKOINE UNIVERSITY OF AGRICULTURE. MOROGORO, TANZANIA.

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ABSTRACT

Although the Government of Tanzania has been addressing and promoting equal opportunity in enrolment to secondary schools for boys and girls, despite the concerted efforts, still gender disparity exists. This study was therefore conducted to examine socio-economic factor affecting gender equality in enrolment to community secondary schools in Maswa District. Specifically, the study aimed to: assess students' views on socio-economic factors hindering girls and boys enrolment in secondary school, assess enrolment trend for boys and girls from 2008 to 2012 for form one students, and determine the impact of socio-economic factors on the students' enrolment to secondary school. A total of 127 respondents were involved in the study, including 80 secondary school students and 47 standard seven pupils who had missed the opportunity to join to community secondary schools in the study area. Data were analyzed using the Statistical Package for Social Sciences (SPSS) version 16.0. The study identified low academic performance, income poverty, inadequate teaching and learning materials and long distance to school to be major factors impeding enrolment to secondary school. Binary logistic regression model indicates household income and long walking distance from home to school among other factors influence enrolment. The study recommended that to narrow the gap in enrolment, the government should chart out strategies to be realize in period of time to enhance enrolment by gender, also parents should ensure effective spending on their children's education regardless to gender.

DECLERATION

I, **Aviti Tibumarwa Archard,** do hereby declare to the Senate of Sokoine University of Agriculture that this dissertation is my own original work done within the period of registration and that it has neither been submitted nor is being concurrently submitted for a degree award in any other institution.

11. 11. 2014

Aviti Tibumarwa Archard **Date**

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The above declaration is confirmed

11/11/2014

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DEDICATION

This dissertation is steadfast to my parents Mr. Archard Rwamunwa and Mrs Winifrida Rwamunwa. It is also dedicated to my beloved brothers Dionizi, Rwegasira, Rugebandiza and his family, my sisters Joanitha, Advera and Zitta whose moral and material support for my studies helped me to reach this successful stage. May the Almighty God be with all of us in every aspect of our life.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACSE	Advanced Certificate for Secondary Education
BEST	Basic Education Statistics
CERID	Centre for Education Research Innovation and Development
DFID	Department for International Development
EFA	Educational for All
FBO	Faith Based Organization
FGD	Focus Group Discussion
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
HH	Household Head
IGA	Income Generating Activities
MDG	Millennium Development Goals
MKUKUTA	Mpango wa Kukuza Uchumi na Kupunguza Umasikini Tanzania
MoEVT	Ministry of Education and Vocational Training
NGO	Non-Governmental Organization
O-Level	Ordinary level
OLS	Ordinary Least Square
SEDP	Secondary Education Development Programme
SLO	Statistical and Logistic Officer
SPGP	Strategic Plan for the Global Partnership
SPSS	Statistical Package for Social Sciences
SS	Secondary School
UNESCO	United Nations Education Scientific and Culture Organization

UNICEF	United Nations Children's Education Fund
URT	United Republic of Tanzania
USA	United States of America
USD	United States Dollar
WEO	Ward Executive Officer
WMR	Weighted Mean Ratio

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

Access to education by girls and boys, women and men is considered to be one of the most important indicators of progress of a society. According to Brown (1991) education for women and girls in a society determines social, financial, natural, physical and human capital, and contributes to its growth and development. Moreover, education is a substantial factor influencing socio-economic and health conditions of the family and community at large by determining gender relations in a society.

In the last thirty to forty years there has been an increase in demand for education provision in the developing countries. As a result of the demand, enrolment ratios have dramatically improved for both primary and secondary levels in the Sub-Saharan countries within the period (Alexander, 2010). In view of the above, secondary school education is considered to be important as it produces critical thinking and analytical skills beyond literacy, which is to influence positive knowledge, attitude, and allows girls, boys, men and women to participate more effectively in various social sectors (Rihani, 2006).

Secondary school education is back on the plan, in most of the developing countries, after an epoch of being ignored. The rapid expansion of the sub-sector is beyond query. In low income and middle income countries the shift was accompanied by the effort for achieving Education for All (EFA), as part of the Millennium Development Goals (MDGs) to 2015. The extension and upgrading of the secondary education essentially is to prepare young generation and elite for higher Education. Consequently, the sub-sector has occupied its own duty of makeover ability to change lives for better future. All over the world, primary

education is no longer sufficient to for the young generation. They need secondary education, so as to offer them technical ability, academic and life skills to make their schooling contributing to society welfare, and at the same time they act as a highway between primary, tertiary and the labour market. In global development community where gains and success are always hard-won providing youths with dynamic education, that takes them from basic secondary and tertiary education and beyond that help incentives of the economic growth. Surely, one of the best investments one can make mainly applies equally for boys and girls (World Bank, 2005).

The main two challenges facing the education sector are inequalities in enrolment in secondary education and inadequate improvement of the quality and relevance of secondary education (Word Bank, 2005). Gender disparities in secondary education have been a major challenge in developing countries. However, there has been substantial increase in female students' enrolment observed in East Asia, Pacific and South West Asia, but in sub-Saharan Africa gender disparities have persisted as in gross enrolment for boys was 9% higher in both regions. Disparities in lower levels of secondary education area great challenge in terms of access, and the problem continues to upper levels of secondary education (UNESCO, 2011; 2012).

In the case of Tanzania, despite the increase in total enrolment rate the proportion of female students enrolled has not kept pace with that of boys. For example in 2011, 45% of secondary school students were girls out of 325 799. Meena (1996) noted that gross secondary school education enrolment sex ratio in Tanzania was 0.75 which is suggestive of lower access of girls to secondary education. It is estimated that the gross secondary school enrolment sex ratio is 0.50 despite a primary completion ratio of 0.81. Statistics indicate that fewer girls complete secondary school level than boys with a completion ratio

of 0.64. The condition is worsened at tertiary level with a gross enrolment sex ratio of 0.22.

Despite the fact most of the districts in Tanzania have similar situation to Maswa District. It is noted that enrolment rates in Maswa District is below 50% among girls when compared to boys. The average proportion for girls who attained secondary education was 38.7% and that of boys was 61.3% in 2012. This implies that the problem of gender disparities in secondary school enrolment for girls is higher, when you compare with that of boys. Therefore, this study intended to examine the challenges of attaining gender equality in community secondary schools.

1.2 Statement of the Problem

Since 1995 when Tanzania's Education and Training policy was issued, the education sector has undergone several reforms. The reforms have always been geared towards achieving education for all. Currently, the Tanzanian Government is implementing the policy to make sure that all children attain secondary education regardless of their gender. This is by ensuring that all children are not denied their right to secondary education (URT, 2008).

The recently official Strategic Plan for the Global Partnership (SPGP) pinpoints gender disparities in secondary schools as one of the main critical problems to be addressed over the period 2012- 2015. In most of the low income countries, Tanzania included, girls are less likely to be sent to school than boys, once they are admitted to school they are more likely to drop out for a range of causes, which include early marriage, household tasks, income poverty of parents and guardians, and perceived lack of job opportunity. It is also

argued that girls' level of accessing secondary education are lower than those of boys in low income countries (Mannathoko and Mickiewicz, 2012).

Despite the efforts made by the Tanzanian Government to ensure equal access to secondary school education by both girls and boys through building education infrastructures, reducing school fees and sponsoring girls from low income families; but still gender disparities in access to secondary education is relatively high in Maswa District. For example, for the years 2012 and 2013 the enrolment rates were 57.6% and 42.3% for boys and girls respectively, while in 2013 the enrolment was 54.3% for boys and 45.6%for girls (URT, 2013).

Several studies have been done on challenges with regard to girls' access to secondary education like that of Machimu (2010) and Lissungu (2010). The former investigated challenges facing rural girls in accessing education a case of matrilineal societies of Luguru in Morogoro District in Tanzania and latter was the factors affecting secondary school education in public and private secondary schools in Tanzania. Even if some of those reasons might be true, the extent which they are true is not well known. The aim of this study was to generate empirical information to bridge the gap by examining socio-economic factors affecting gender equality in enrolment community to secondary schools using Maswa as a case study.

1.3 Justification for the Study

The study intended to examine the socio- economic factors affecting gender equality in community secondary schools with particular attention on girls' and boy's enrolments. The findings of this study will contribute to some policy directives and reforms under MKUKUTA II which ensure equitable and access to boys and girls at all level education

which have been put in place during the last 15 years (NSGRP, 2010). The study is important because it adheres to the commitment to implement Education For All (EFA) goals with the purpose of meeting the basic learning needs by 2015 for every person (Child, youth and adults) to benefit from educational opportunities (URT, 2008).

The study is timely because it is in line with EFA agreement on education for all, goal 2 on accessing education, and goal 5 on gender discrepancy, which remains a strong agenda in education implementation in Tanzania. The study is in line with the Millennium Development Goals (MDG) goal 3 which emphasizes on promoting gender equality and empowering women by eliminating disparities in all level of education (UN 2000 cited by Lori *et al.*, 2012).

Previously, the notion that every individual has a right to education regardless of one's gender is profoundly rooted in the worldwide dialogue on educational opportunity and inequality. For decades, global initiatives such as the United Nations Declaration of Human Rights, Education for All (United Nations Educational, Scientific and Cultural Organization and the Millennium Development Goals, all of them were striving for expanding access to education for marginalized populations, that have argued for equal access to education as a basic human right guaranteed to all citizens (UNESCO 1990; 2000, 2005).

1.4 Research Objectives

1.4.1 General objective

To examine socio- economic factors affecting gender equality in enrolment to community secondary schools in Maswa District.

1.4.2 Specific objectives

The specific objectives of the study were to:

i. Assess students' views on socio-economic factors hindering girls' and boys' enrolment in secondary schools.

ii. Assess enrolment trend for boys and girls from 2008 to 2012 for form one.

iii. Determine the impact of socio-economic factors on enrolment in secondary schools.

1.4.3 Research questions

i. What are the social economic factors hindering girls and boys enrolment to secondary school?

ii. What is the enrolment trend for form one students on the basis of gender for five years from 2008 to 2012 in secondary schools?

iii. What is the impact of socio-economic factor on secondary schools enrolment?

1.4.4 Research hypothesis

$\mathbf{H_0}$ Household domestic work load does not have a significant effect on the chances of girls and boys accessing secondary education.

$\mathbf{H_1}$ Household domestic work load has significant effect on the chances of girls and boys accessing secondary education.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Definition of Key Concepts

2.1.1 Gender

Gender refers to the culturally and socially determined characteristics, values, norms, roles, attitudes and beliefs attributed to women and men through constructed identity in a society. Gender relationships differ from one social setting to another and can change from time to time (URT, 2000).

2.1.2 Gender equality

Gender equality reflects practises in terms of access to, and participation in, education. For male quality can also be understood as equality that is premised on the notion of sameness of men and women, where the male actor is held to be the norm (UNESCO, 2008). Gender equality refers to equal and fair treatment of women and men members of a community in provision and access to goods and services required to meet their social needs. It includes fair treatment before the law, the undeniable right to life by each member of the community (URT 2000).

Gender equality, implies equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equal opportunity between

women and men is seen both as a human rights issue and as a pre-condition for an indicator of sustainable people-centred development (UN, 2013).

2.1.3 Secondary school education

The secondary school education as the sub sector has two tiers, the first is Ordinary level (O-level) which involve four years after post primary education, both cycle keep an eye on core curriculum and with specialized subject include, Agriculture, Technical, Commercial and Home Economic, projecting to be award a Certificate of Secondary Education qualification (CSES). The second stage is advanced level which takes two years after O-Level and it is divided into science and arts stream, principally leading to an Advanced Certificate of Secondary Education Qualification (ACSE). Both examinations consequently serve two purpose of certification and selection. Those who pass ACSE are authorized to join universities and institutions of higher learning for degrees and advanced diplomas, as well prepare students to go in the world of work. (Mlozi *et al.*, 2013; AFDB 2007).

2.1.4 Community secondary schools

Secondary schools ownership in Tanzania is classified into two, Government schools consist of two categories, the traditional national schools and community built schools, but operated and managed by the government. Non-government schools include schools built by communities, NGOS, individuals and Faith based Organization (FBOs). The public non-government schools are owned and operated by communities, individuals, NGOs FBOs or individuals. Omari (2002) sited by Mlozi *et al.*, (2013). African Development Bank in the appraisal report, program in support of the Secondary Education Development plan in Tanzania (2007), categories four secondary schools ownership include government, community, private and seminaries. The schools which are built by the

community, but operated and managed by government are considered government schools. Most growth over the last ten years has come from the community built schools. In 1997 non-government schools were 371 and the government schools were 350. However by 2006 the number of government schools had raised to 1 690, against 599 non-government schools. The motivating factor behind this dramatic increase was the general freeing up of strategies and structures in Tanzania from the early 1990s, embodied in the choice for communities to build their own secondary schools and thereafter being managed by the government.

2.2 Empirical Literature Review

The rates of progress towards universal access to education has significantly increased and decrease in Sub Saharan African the total number of children out of the school increased by 1.6 million between 2000 and 2008. Globally, pre-primary education gross enrolment rate remain below 50% while in the developing countries is below 43%. In the 47 out 54 African countries transition to secondary school still a challenge is below 50% for girls having chance to access secondary education. The barriers to girl's enrolment attributed by poverty level of the community gender disparities wider the enrolment rate completion or remain significantly through the education process. Girls might be forced to stop access to secondary education due to early forced marriage, early pregnancy, while boys forced by the pressure of generating income. Adolescent girls and boys react differently to school environment such factors push them out including harsh discipline and school climate (Tanner and Antonowiz, 2013).

A wide gender gap still remains in secondary level education, girls in the developing countries are the victim while boys are prone in most of middle class income countries .The barrier which intersect with gender are the poverty harm social or cultural norms,

violence and low achievement. Access and achievement in education patterns vary it can be trait by gender, geographical location, conflict and disabilities. Most of the parents in rural site discourage girls to go to school if they are far from their residence. Youth from pastoral communities face extreme disadvantage, boys often relied on task of tending cattle and girls for domestic chores (UNESCO, 2010).

Gender parity for long time has addressed equal access of education between boys and girls. Access and participation in the secondary schools is a critical issue which require a wider attention on the learning content of education such as curriculum textbooks and teaching and learning practices. Education is not only about knowledge acquisition it is crucial in the socialization process and in the transmission of norms, and value including the notion of gender equality (SADEV, 2010).

In secondary education gender gap is wider, net enrolment rate in secondary schools reveal a huge gap between rural and urban areas. In Sub Saharan African net enrolment is low for both girls and boys. In Tanzania, around 100 % of the children enrolled in primary only 31% of boys and 25% of girls enrolled in secondary school also 25 out of 100 girls' enrolled complete secondary circle. Gender gap is slightly wider compared to primary and wider compared to secondary and widens further at tertiary (SAVED, 2010).

2.2.1 Socio-economic Factors Hindering Enrolment to Secondary Education

Gender disparities in education are relatively a high, as the system advances the gap in terms of the enrolment between boys and girls differ. In 2010 the enrolment rate for girls was 46% compared with 56% for boys (URT, 2011), that call for urgent action in Africa is to be counted among those who will have achieved the EFA and MD goals by 2015. The factors behind the gender inequality in education include negative cultural values, attitudes

and practices that foster teenage pregnancy, early marriage, sexual harassment, excessive domestic chores and the disregard of the importance of girls' education in most of our societies (Mlama, 2005).

2.2.2 School environment

The School environmental factors combines a large number of factors which attribute the students to attend frequently to school. In Tanzania such factors include; class size, lack of basic learning materials, and an absence of safe drinking and school physical infrastructure (URT; UNICEF, 2010). Unconducive school environment discourage girls to be enrolled rather than boys, and most of the girls' enrolled in the secondary school with unfavourable environmental condition perform poorly. Usually the situations at school that are unfavourable to girls' contribute to gender gap in education system. The school environment needs to be helpful in the learning process, facilities like sanitary latrine and clean water should be available, particularly to girls imminent to puberty stage. In most cases in the developing countries facilities are always in short supply and discouraging frequent attendance to school (Mushi and Makauki, 2009).

2.2.3 Distance and school location

Distance from home to school is a barrier for school attendance and enrolment at large. Parents and guardian with low income tend to be reluctant to send their daughters and sons to boarding schools. They are likely to allow them to walk for long distance to day schools, however in special cases they incur transport cost for girls due to safety purpose, and in other cases they are impressed and relaxed by allowing their son to walk for long distance to school. In some countries in rural areas girls are prohibited to ride bicycles to as it for boys. The distance from home to the secondary schools become an even more severe problem particular to girls in rural area. Long Distance to lower secondary and

upper secondary school is one of determents for girls' attendance, retention and completion of secondary cycle in rural area of the countries including Mali, Nigeria, Pakistan, Yemen, Egypt and Guinea (Rihani *et al.*, 2006).

2.3.4 Financial constraints

In most countries pre- schooling accounts for a smaller amount of 10% of the education budget in developing countries. Critical barrier to access to secondary level consist of school fees payment, improper water and sanitation facilities and distance to school (UNESCO, 2012). Direct cost of school such as school fees, examination fees, registration fees, uniform, books and stationary diminish opportunities for students to access education. This situation attributes to a high number of girls being pushed out of school especially from low earning income families, the status quo favour boys from whom education is given high precedence in many societies. Indirect cost such as opportunity in terms of cost income or household labour from girls further reduce girls access to secondary education (Mannathoko, 2007).

Girls enlightening needs special transport costs for student safety and civility. Educating girls may actually reduce girls' marriage prospect and rise down dowry payment unaffordable. Investing in sons rather than daughter perceived as take along higher financial returns for families, as boys are more probably to be employed. High cost in secondary education is the biggest preventive families in educating their daughters. In Asian and African countries tuition fee has been removed a mechanism of favouring students from low income families. In the African continent, school fees removal has led to dramatic increase in enrolment (DFID, 2005).

Economic constraints, low parent education level and dysfunctional families subsequently lead to shortage of support for their children is education. Low earnings families do not provide favourable environmental for ideal utilization of education amenities. The trend for involving girls for long period in searching water, fuel for home, household tasks and care for siblings. In India, Afghanistan, Nepal and Bangladesh, girls' have been customarily more exposed to undesirable social norms and harmful cultural practices, consequently, is low value attached to the girls right of education and raise distressing experience in occupation as domestic labour and child sex work (Gunawarden and Jayaweera, 2005). In Asia countries other kind of indirect costs such as textbooks meals transport cost and school uniforms discourage enrolment for underprivileged children, and girls in particular. The successful initiatives comprise the provision of free or subsidized childcare for younger children from India and Kenya, and the construction of schools closer to communities so as to lower transport costs and travel time. In Egypt, this raised enrolment for girls by 60 % and for boys by 19 % (DFID, 2005).

Education for all Global Monitoring report, underline that gender disproportions in access to education are usually reduced by the household wealth. In low income countries such as Bangladesh almost 60% of boys move in to lower secondary compared with 40% of girls. In Cambodia 2007, National Education Partnership showed that the overall school fees expenses for parents, sending one children to primary and O-level community secondary school are on average of USD 109 or 8.6 of an average family annual income, and the average of 6 children per family, then cost educating all children turn out to be extremely difficult (UNESCO, 2012).

In Tanzania poor households use their daughters as the source of income. Girls are forced into marriage so that they can get cattle and dowry. They also engage them into petty

business to get family income in comparison to boys' parents claim that girls' are more faithful. Tanzanian Secondary Education rule regulation clearly state that the students who missed to attend to school consecutively for 90 days should be counter out (Hakielimu, 2010).

2.2.5 Education policies and financing

Most long-term obstacle to unequal chance in education is rooted in education policies. The tendency to focus on formal schooling with little attention paid to special that block girls' the education improvement of girls and women, and impact on their education outcome. There is often absence of recognition of special needs of girls' minority in school environment. Education systems in the developing countries usually are not flexible enough to support enrolment for girls. Drop out of school is due to poor incentive, early marriage, pregnancy, motherhood, and family commitment. In Sub-Saharan Africa, more than 50% of girls are reported to give birth before the age of 20. However, countries remain in implementing policies and practice at secondary level that eliminate pregnant girls' from continuing with education. The unequal distribution of government fund, for education is a seriously block to gender equality in secondary education enrolment. Weak subsidy coverage in remote rural areas mainly in the school maintenance and building have connotation impact on girls' education. Secondary and primary school suitability concern to school building lacks bathrooms and sanitary facilities (CERID 2009).

The Dakar Forum Agenda identifies the standing of better national capacity to monitor education. Several Developing regions include Mexico, Morocco, Nigeria, the Philippines and Yemen has stepped up determinations to develop Education Management Information Systems. Nevertheless, weak management capacities endure to be a major obstacle to education progress in many low-income countries. In Burkina Faso, for example,

considerable progress has been attained in improving access to basic education. The increasing attentiveness that both staff training and changes in the managerial structure of education systems are necessary to deal with growth and qualitative issues (UNESCO, 2010).

A study in Nepal reported that inadequate sanitation facilities for boys and girls determine the level of access and learning achievement. A number of countries have changed in publicizing the lower secondary as the basic education to their community. The movement, also raises an important question in public finance .The financial assessment report for Sub Saharan African state that, the development of secondary education must sizable amount of external aid, to fulfil funding gap and the cost of service delivery and the potential resource mobilization policies would need local participation (World Bank, 2010).

2.2.6 Domestic chore

In some families female students are given a lot of household tasks a such as cooking, washing dishes, taking care of their young siblings fetching water, fuel wood and working on farm . The most of the household chore performed by girls and the consequence girls fail get ample time for actual private study at home, some of them do not even get time on a regular basis as result they are disqualified for joining to secondary schools (Hakielimu, 2010).

2.2.7 Role model

Female teachers are very important at the post primary level of education, are the one inspiring girls for career development. Parent feels more secure to send their daughters to school due to their existence, female teacher protect girls from potential mistreatment.

Increasing the number of female teachers has also been the potential in increasing girls' enrolment. In addition well trained and motivated female teachers play a key role in ensuring gender equality at the ordinary secondary level (GCE, 2009).

Developing countries need to improve the staffing system and working environments in order to increase the number of women teachers, often come to be imperative role models for the young girls they teach. Teachers need training to be effective in supporting girls and intervene school related problems hindering girls to access education compared to boys (DFID, 2005).

Along with training to battle all practices of discrimination in the classroom, there needs to be an operative in monitoring and review system that occupies teachers, specifically, where there are harms of teacher authority Governments need more training officials, teachers have the knowledge, and status to ensure that girls have access to quality education. Expertise is required to assess the problems and solutions for the education system according to the country perspectives and actual need, rather than the trends of the development agencies (Tower and Sossou, 2008).

2.2.8 Social cultural norms and value

Low life standard in countryside disturbs enrolment trend to education system, however at the secondary level only girls are negatively affected in Pakistan for example, almost half of females living in rural areas have never been to school while this is true for only 14% of urban males. The actual age of 15 to 19 that make it to upper secondary is also roughly twice as high in urban areas as in rural areas. The motives behind for this inequality may be that in rural areas, as girls grow up, more demands are made on them to perform household tasks. In Gambia where two thirds of the population live in rural villages, girls

expected to work in their households rather than go to school for higher learning studies. Since a girls commitment after marriage usually belong to the family of their prospect husband. The parents perceived that investing in their daughters' will be lost (UNESCO, 2008).

2.2.9 Household size

The number of children at a particular household has an inspiration on educational access, for boys and girls mostly in the underprivileged societies. The possibilities of a child to access secondary school determined by level of income earned to cover expenses children of at school age children (World Bank, 2007). Most of the female household are more likely to place a higher value on education and decrease the burden on children to contribute to household chores, compared to their male headed household insisting on giving only boys chance for higher learning studies rather than girls' (CREAT, 2009 cited by Gerresten and Libby, 2012).

2.3 General Outlook of the Enrolment Trend in Secondary Education

World Education Forum in the 2000 prepared an assembly commitment to education for all goals with 164 countries. Gender parity attainment in education by 2005 and equal access to quality basic education by 2015 were the central goal. The United Nations Millennium Declaration, established the Millennium Development goals with the promise to achieve gender parity in access to primary and secondary school education to empower women (MDG 3) by the 2015, and yet several countries falling behind in carrying out the EFA agenda and prospect of achieving MDG3 are dreary (USA, 2011).

Approximately, 72 million children worldwide do not join to school and 54% of the unschooled are girls. Although gender parity in primary schools has increased over past

decade but the parity gap of 6 million static persist. In Yemen 80% of the girls are out of the school, as you compare to 36% of boys. In Sub Saharan Africa almost 12 million girls are anticipated not to be enrolled, even the school enrolment has been increased most of the girls still leave the school without basic numeracy literacy skills and therefore ill equipped to contest and prosper (USA, 2009).

Improving girls' access to secondary school needs countless attention. Countries with the lowest standard of living and the highest rate of illiteracy usually do not educate their girls. Education disparities propagate violence, poverty, instability and will not keep the national from achieving economic, political and social development further more lack of access to education can follow girls for life time more than 700 million unschooled adult in the world two third are women (USA, 2009).

Africa region has been the lowest level of lower secondary involvement with 45% equated to other continents, with 69%European, Southern America 100%, East Asia and Oceania they greater than 90%.Botswana, South Africa, Cape Verde Seychelles and Namibia, they are only Sub Saharan nation state with the ratio above 70%.The Secondary level education enrolment ration is below 40%, half of the countries in Africa region include Rwanda , Burundi, Central Africa Republic, Niger their ration is between 10-20%, which is fifth of the global average of 79% for gross lower secondary school age population. Gender gap at secondary level education originate from different outlook of the prior stage at entry point to primary, completion and the transition to lower secondary. Gender disproportions contrary to girls in secondary school are highest in Benin, Ivory Coast Ethiopia, Guinea, Mali and Togo with fewer than 60 girls per 100 boys entering to secondary. In Congo gender equality is reached at the end of primary level education, but girls who complete primary stage are far likely to continue than boys. In Ghana, gender difference at lower the

lower secondary essentially revealed at the transitional rate to secondary. The regions where boys are disadvantaged occur mostly at the transitional to the secondary education (Eddy, 2008).

Most the African countries the transition rate into lower secondary is of less than 50%, with the exception of Ghana 94% and Zambia. Recently, Uganda declared the campaigns to promote gender balance in enrolment to public secondary schools, and Kenya set a target of 70% GER in secondary education by 2008. The consequence to other education cycles is to drive quickly and begin to experience large numbers of students entering a system that has maintained low class sizes at the secondary levels for some decade (AED, 2008).

In Tanzania context, gender equality in enrolment arises at the lower level of secondary education. In 2009 form one students who were enrolled, 44% in the government secondary school were girls accounting for 43.9% of the intake, in private school girls were 52% of the intake. Gender gap in secondary schools revealed at higher level of secondary education, female students account for about one-third of the total enrolment, 35% observed in the government school and 45% in the private school. Definitely the average number of girls and boys enrolment in secondary sub sector is going up fast, by 2009 form 1-4 student estimated school age 14-17 was 39% of girls and 48% are boys. The difference in net enrolment for girls and boys were 28% and girls 29% is much lower and it has an indication that girls are enrolled at the right age of schooling but are few in number (URT, 2010).

According to the Basic Education Statistics (2010) Tanzania mainland, budget for the education sector over the past 10 years increased from 16.7% of the total budget in 2000/1

to 18.3% in the budget in the 2009/10. The allocation of the total budget were 70%, to primary and other education institution and supportive service, around 6% to secondary education, 4% to teacher and around 20% to technical and higher education.

The budget improvement has mainly been taken in by increasing the primary school net enrolment ratio around 95% in 2010, both for girls and boys compared to 59% in 2000. The net enrolment ratio for secondary education has been increasing from 13.6% in 2006 to nearly 30% in 2010. The increased ratio for the secondary student enrolment attributed by the construction of at least one secondary for each ward all over the country. Enrolment in tertiary doubled from 2005 to 2009 although female students constitute only a third of the total enrolment (UNESCO, 2011).

In 2000, only 21.7 % of primary school leavers were selected to join form one, but currently the state again experiencing dramatic increases in primary enrolment, it is crucial, that matched with an expansion of secondary education facilities, to avoid that a large proportion of primary school leaves being denied their opportunity of secondary education in some years to come. Tanzania's gross enrolment rates for secondary education are among the lowest in the world. Total enrolment in all six Forms of secondary education was 289 699 in 2001, compared to a total primary enrolment of 484 5185.Secondary enrolment rate in 2011were 47 % while the transition rate from primary to secondary education increased from 51.6% in 2008 to 52.2% in 2011, and number of girls in Form 1 – 4 was 45.2% of the total enrolment in 2011, this improvement attributed by the increased number of secondary schools established by communities and the private sector (URT, 2012).

2.4 Theoretical Framework

Structural functionalism is micro sociological perspective on the premise that society is made up of interdependent and interconnected institutions, each part contributes to the functioning of the society as whole. The theory focuses its attention on the society in terms of functions of its constituent element such as the economy, political and penal systems, family, education, health care and media. For example the government or state provides education for the children of the family, which in turn pay taxes on which the state depends to keep itself running. The family is dependent upon the school to help children grow up to have good jobs either employed or self-employed, so that can raise and support their own families. In the process children become law-abiding, tax paying citizens who in turns support the state (Maryanksi and Turner, 1992).

Herbert spencer developed an idea of "Organic analogy" in which he makes an effort to equate society to the human body. He argues that all parts of the society need to work together in order for the society to maintain consensus. He further accentuates, if one organ is injured in some ways, the analogy assumes that all other organs would be impacted leading to some change in the society as when a part of human body stop functioning correctly, then the rest of the body will be affected. In spite of the benefit that grow for educating female. In most of the African countries Tanzania included they have not yet removed all institution and culture barriers that have distracted girl's enrolment to be the same with that of boys. Low public expenditure has been key reason making less enrolment to girl (Agyemung and Shabaya, 2010). However, Spencer believes that loss of one organ or the other does not necessarily result in the death of organism or the society, for example if an individual loses his leg he does not necessarily meet with his death. Likewise, in society when some associations or a political party break down it does not

invariably lead to the decay of the society (Spencer, 1898 cited Maryanksi and Turner, 1992).

The theory believes that education achievement has a positive impact on the society by providing a sense of solidarity that allows the students to form vital friendship groups. As the item says, education provides solidarity, unity and togetherness allowing the society to have a bond of consensus. It is also believed that the school environment is a microcosm (small version) of the adult occupational world, as a result it prepares student for their future by providing them with skills requisite by employers and also prepares them with norms and values to operate outside of the family (ASA, 2010).

The theory postulates that there are five main roles that education can play in any society, the economic role, teaching work skills, the selective role, choosing the most able people for the most important jobs, the secondary socialization role that is teaching norms and values, the social control role, teaching acceptance of rules and authority and the social cohesion role which is learning about other cultures. The theory however, received criticism for neglecting the negative functions of education such as social stratification; critics also claim that it does not encourage people to take an active role in changing their social environment, even when such change may benefit them, instead functionalist sees active social change as undesirable because various parts of society will compensate naturally for any problems that may arise (Anderson and Taylor, 2009).

On the other hand, there have been many criticisms made about the Functionalist view on education. People have made criticisms that the theory assumes all pupils start at the same level while in reality everyone starts at different stages also there is evidence that certain groups underachieve in school such as the working class, girls and ethnic minority groups,

regarding gender students do not have an equal opportunity and that their talents have not been effectively recognized. It also suggests that the system of role allocation is not very much efficient (Doda, 2005).

Robert Merton, an American sociologist went further and classified the functions of constituent parts of society into three main groups, the manifest functions, the latent functions and dysfunctions. Manifest functions refer to functions that are apparent and intended from a particular societal constituent part for instance, the manifest function of education is to teach skills, secondary socialization and teaching acceptance of rules and authority and serves to promote social and political integration while the latent functions are the things that people are not so aware about or perhaps don't come to mind straight away when they consider what education is for. For example latent function of education is to culture oneself, it allows one to become more sophisticated and mature. They may even be significant functions, but their end result is not clear (Stolley, 2005).

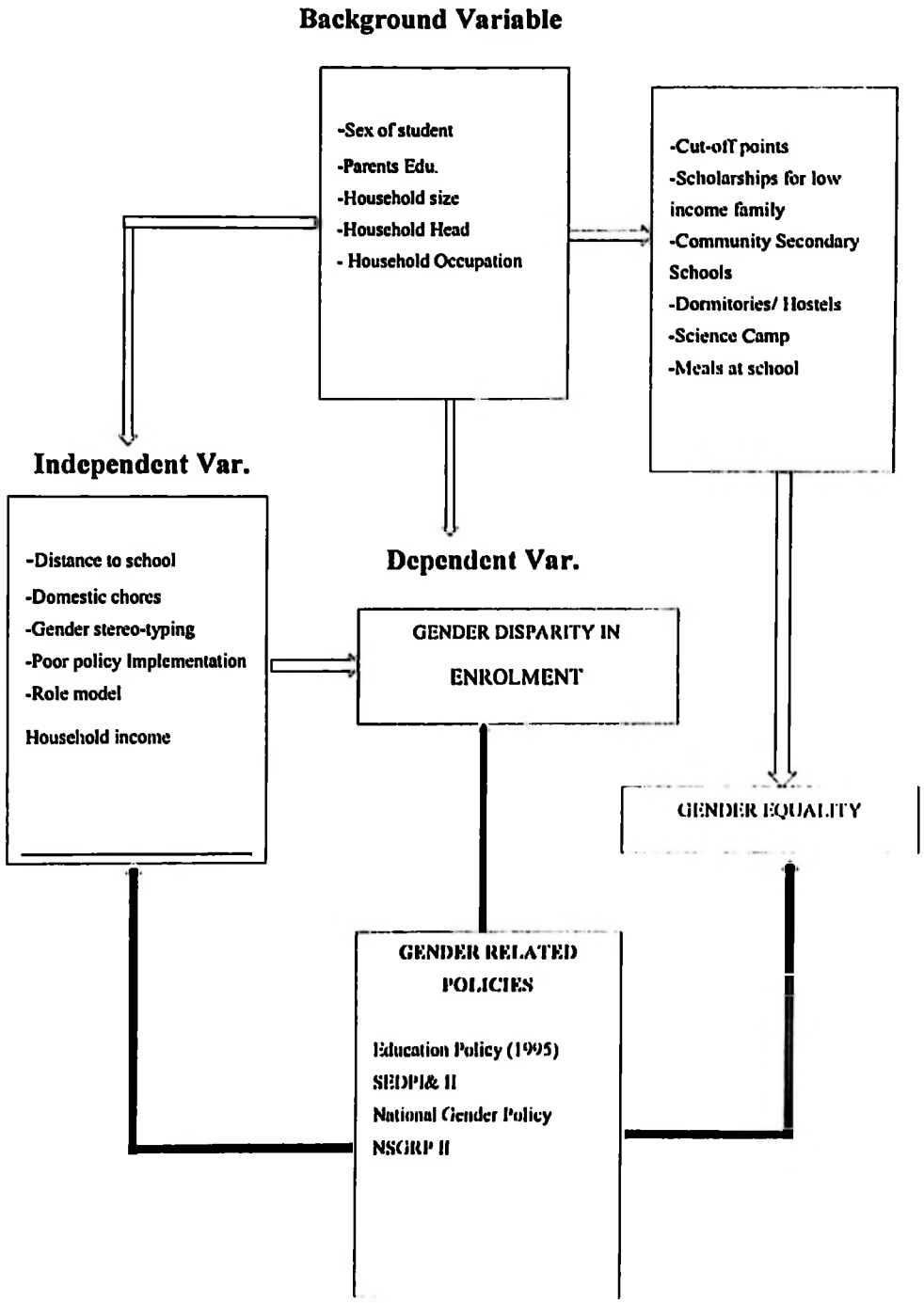
Dysfunctions on the other hand are negative consequences of education that may disrupt the system. Education leads to formation of classes in the society; the class of literate (advantaged) and illiterate (disadvantaged), for example disproportionality in enrolment to secondary education has left women staggering in social, cultural, political and economic development since education promotes quality of life, good health, access to paid employment, self-employment and decision making, productivity in both market and non-market work and facilitates social and political participation. The benefits that emanate from education are well known and recognized at all levels of the society hence both men and women should experience such benefits in a fair and equitable custom (URT, 2009).

Tanzania has always allude to education as a priority area for attention to resource investments since independence in 1961 although, limited budgetary allocations, gender insensitive school management practices, unfriendly learning environment for girls, inadequate trained teachers on gender issues, gender biased curricula, existing stereotype attitudes, that favours education for boys than girls in most communities, income and non-income poverty, work overload for girls at household level and social-cultural values which are resistant for girls to access secondary education posed a grim threat in attaining gender equality in secondary education (URT, 2002).

2.5 Conceptual Framework

The conceptual framework for the study was developed on the assumption, that socio-economic factors affecting gender equality in enrolment to community secondary education addressed in the Tanzania education policy of 1995, by establishing Secondary Education Development Program (SEDP) I and II significantly encourage the community to build secondary schools in their respective wards by increasing access to secondary school between boys and girls but the initiatives affected girls from low income, distance from home to school, conducive environment, time spent to domestic activity, family size, low performance, early marriage and early pregnancy. Disparity in gender enrolment to secondary school is witnessed in enrolment rate, gender parity, and unequal distribution of the domestic chores, gender stereo-typing outcomes as well as poor implementation of policies that seeks to enhance gender equality, equity and balance in all social spheres. However, the government through the Tanzania Education Policy of 1995 and the National Gender Policy is addressing some initiatives which in turn promotes gender equality in enrolment to secondary education among both genders. This include, the introduction of the cut-off points, provision of scholarships, construction of community secondary school, dormitories/hostels as well as provision of meals and introducing

science camp to encourage girls to take science subjects. After realizing that girls do not have enough time to concentrate in their studies due to the burden of domestic chore and sometimes gender stereo-typing, the government therefore, take the above initiatives to boost up number of girls enrolled to secondary schools as well as in post-secondary education.



KEY:

Influence

Strong influence

Figure 1: Conceptual Framework of the research

Conceptualized by the researcher

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Description of the Study Area

3.1.1 Location

Maswa District is one of the seven districts in Simiyu Region. It is bordered by Meatu District to the East. Itilima and Bariadi Districts to the North and Northwest, Kishapu to the South and Southwest, and Kwimba District to the West. The district lies between latitudes 2°45′ and 3°15′ South of the Equator and between longitudes 33°0′ and 3°41′ East of the Greenwich Meridian. The altitude of the district lies between 1200 m and 1300m above the sea level. Maswa District has a semi-arid climate with a bimodal rainfall pattern of between 450 mm and 1000 mm, with an average of 750mm. The average rainfall decreases from North to South and from West to East. The short rains start in mid-November to mid-January and the long rains start early March up to May. The average temperature is 26°C. Large parts of the district hardly have any vegetation cover, and the soil fertility in large tracks of the district is medium. The basis of the district economy is agriculture and livestock keeping. The most important cash crops grown are cotton, rice and sunflower. Food crops include sorghum, millets, maize, rice, sweet potatoes, groundnuts and cassava (URT 2012).

Administratively, the district has 3 divisions namely Mwagala, Sengerema and Nung'hu, 26 wards and 115 registered villages. Also, there is one Township Authority that has 34 hamlets. Women and girls' participation in agriculture has been assessed to be between 70% and 80% respectively. In Maswa District, secondary schools are 39, while 37 are community schools and 2 are privately owned. According to the population and housing census of 2012 URT (2013), the total number of population is 344 125 while males are

167 402 and females are 176 723. Enrolment rates in the district is below 50% to girls when compared to boys, and the average performance for girls in terms of transition to secondary school was 38.7% while that of boys was 61.3% in 2012. Furthermore, Maswa District was purposively selected due to its relatively low enrolment rate of below 40% compared to other districts of Simiyu Region which have reported enrolment rate of above 55% (URT, 2012).

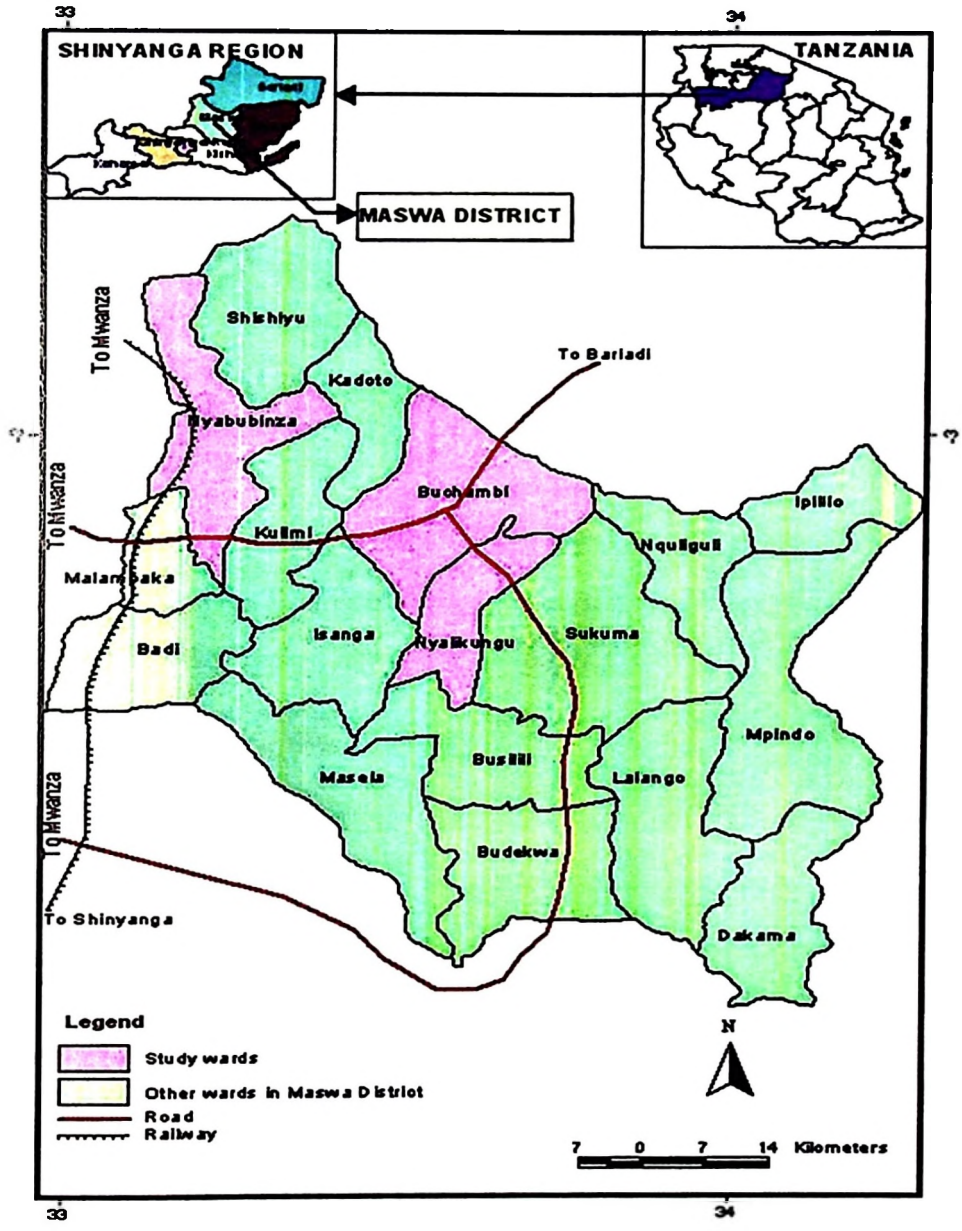


Figure 2: Map of Maswa District

Source: Geographical Information System Lab- Sokoine University

3.2 Research Design

Research design is a comprehensive plan for data collection in an empirical research project. It is a "blueprint" for empirical research aimed at answering specific research questions or testing specific hypotheses, and must specify at least three processes, which include the data collection process, the instrument development process, and the sampling process (Bhattacherjee, 2012). The study employed a cross-sectional (one- shot or status studies) research design, which is commonly used in social science studies since it allows collection of in-depth data on different groups of respondents at one point in time. On the other hand, it is good for classifying the study population and to select a sample and contact the respondents to find out necessary data (Casley, 1998 and Kumar, 2005).

3.3 Study Population

Population is a class, families living in a city, village, or electorate from whom a few respondents, students, families, electors are selected in order to find the answers to questions of a study (Kumar, 2005) .The population of this study were students enrolled in secondary schools and students who had not managed to pass the national standard seven examinations in Maswa District.

3.4 Sample Size

This study used a sample size of 127 students in Maswa District. The reason for the choice of the entire sample size was based on clues by Sudman (1976) that a minimum of 100 is needed for each major group or sub-group in the sample and each minor sub-group should have 20 to 50 cases. Nevertheless, Matata *et al.* (2010) argue that having 80 to 120 respondents are adequate for most socio-economic studies.

3.5 Sampling Procedure and Technique

Multi-stage sampling technique was employed in this study to select respondents. The selection was based on the fact that it allows the use of both probability and non-probability sampling techniques. In view of that, one division and four wards were selected purposively based on enrolment trends and performance in the national primary school examination. To obtain the representatives from each school, a stratified sampling technique was employed to create strata, which were four secondary schools. From each stratum, which had four classes (I-IV), 5 students were selected using the class attendance register from each class to make a total 20 students from each school. Eighty (80) students were selected from four secondary schools.

Nevertheless, to obtain the students who had not managed to pass primary school examination to join secondary schools, a snowball sampling technique was used whereby the selected first students were asked to identify other young men and women who had also missed chances to pursue secondary education to be part of the sample. Kumar (2005) explains that snowball sampling is the process of selecting a sample using networks. In view of that 47 students were selected. Therefore, a total of 80 students both boys and girls and 47 non-secondary school young men and women were selected to make a total of 127 respondents for this study. Purposive sampling was employed to get 5 key informants who included 1 District Education Officer, 4 Heads of school, and 1 Ward Education Officer. To ensure validity and reliability of data, the questionnaire was pre-tested before it was used for actual data collection. Necessary changes were made based on the pre-testing results before administering the questionnaire for actual data collection.

3.6 Data collection methods and tools

Both qualitative and quantitative methods of data collection were used in this study. Structured interviews with the use of a structured questionnaire with both open and closed ended questions were used to obtain primary data. Focus Group Discussions (FGD) with the use of designed interview guide were used to obtain qualitative information to supplement the primary data obtained through questionnaire. The three focus group discussions were carried out, each comprised of 8 to 10 participants, both boys and girls students randomly selected from four surveyed secondary schools in the study area. Additionally, one focus group discussion was held with parents, five were female and three were male. The discussion was done by the researcher with close assistance by two enumerators who recorded the information provided by the students and parents. The questions were designed in the English, but the discussions were conducted using the Kiswahili since all the respondents understood and spoke Kiswahili fluently.

The key informant interviews with the use of designed checklists were conducted mainly with 1 District Education Officer, 4 Heads of school, 2 Ward Executive Officers (WEO) and 1 District Community Development Officer to make a total of 8 key informants. Moreover, documentary review was also used to supplement the primary data collected. This included review of school enrolment, ward educational reports, and district meeting minutes of the head of schools.

3.7 Data Processing and Analysis

Qualitative and quantitative data were analyzed differently. Data from the student questionnaire were analyzed using the Statistical Package for Social Science (SPSS) version 16. Binary logistic model were used to determine the impact of some socio-economic factors on the chances of student enrolment. Descriptive analysis also involved

in this study were frequency counts, cross tabulation means, percentages involved using an index scale to measure students' views on the factors hindering boys' and girls' access to secondary education and the enrolment trend in the four secondary schools was collection conducted. Furthermore, data from the two focus groups were analyzed by clustering information into sub-themes.

3.7.1 Binary Logistic Regression Model

$Lg\ (P/1-P) = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \ldots\ldots\ldots\ldots\ldots \beta_n x_n + \varepsilon i$

Where P= chances for a girl and boy student to access secondary school

1-P = chances for a girl and boy student to not access a secondary school

X_1= Household head (father= 1, others = 0)

X_2= Marital status of household head (Married= 1, not married = 0)

X_3=Education qualification of the HH (literate = 1, illiterate = 0)

X_4=Occupation of the HH (None peasant = 1, peasant = 0)

X_5=Household size (number)

X_6= Forced marriage (forced = 1, not forced= 0)

X_7=Hours spent in domestic task at home (hours in number)

X_8 =Household income (estimation of income in TZS)

X_9= Approximate distance from home to school (km)

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Demographic and Socio-Economic Characteristics of the Respondents

The summarized demographic characteristics of the respondents that involved in the study included: sex, age, class of study of the students interviewed, marital status of their household heads, main occupation of their household heads, household composition, and education qualification of their household heads.

4.1.1 Age

Age of the student is the most influential factor to be considered in educational management and planning. The students' ages determine needs in the teaching and learning processes. The age distributions of the respondents' range from12 to 25 years old. The findings presented in Table 1 reveal that the majority (63%) of the students interviewed were below 18 years old and above 18 years old were 37%.

4.1.2 Sex of the respondents

Regarding sex distribution of students in the community secondary schools surveyed, it was expected that the sex of secondary school students being either female or male could be associated access secondary school. However, the study findings in Table 1 show that male students were 43.3% and female students were 56.7 %. The proportion of female students was larger due to the fact that girl students were the focus of this study; hence to assure critical answers were obtained on gender disparity in attaining secondary education, a larger sample of female students was needed because it is the disadvantaged group.

4.1.3 Respondents' level of education

The study findings presented in Table 1 reveal that standard seven leavers were 29.9%, form one were 27.6%, and form two were 7.0% of all the respondents. Form three students

were 27.6% and the form four students were 7.9%. Form two and Form four students were fewer in number due to the fact that by the time the interview was conducted these two classes were at home for annual holiday and the annual examination time table was over by the time the interviews took place in the study area.

4.1.4 Household size

In this study consideration of household size was very important because it had influence on female and male students in specific households in accessing secondary school education. It was assumed that large household size increased the chances of missing access to secondary education among female. According to the year 2012 National Population and Housing Census General Report, the number of households was 68 540 with an average of 6.0 people per household. Out of the expected total population, 46.6% were female and 53.4 % were males. About 92% of the population live in rural areas and 8% live in urban areas. Study results presented in Table 1 reveal that the majority (33.1%) of the households had 6 members followed by those which had 5 members (24.4%). The average household size in the study area was 5.8. This size is almost the same as that reported in the study area by the National Census Report of 2012, which is 6.0.

4.1.5 Sex of household head

The students were requested to mention the sex of their household heads. The results based on sex of the household head are shown in Table 1.The proportion of households head by fathers were almost two-thirds (65.4%) of all the households involved in this study, followed by households headed by mother, which were 18.8%. Other household heads were sisters (5.5 %), brothers (5.5%), students' guardians (4.7%) and grandfathers (0.8%). The findings are in accord with the fact male-headed households are the majority of all households in most communities.

4.1.6 Marital status

The study results in Table 1 show that the majority (64.6 %) of the parents and guardians of the students were married and 15.7% were single. Generally, the study results on this aspect reveal that the majority of the parents and guardians were married, but few of them were not married in the study area.

4.1.7 Main occupation of the household head

The results as presented in Table 1 shown that household heads' main occupations. The purpose of requesting students to mention the main occupations of their household heads was to determine whether the incomes generated from IGAs done or employment per month were enough for students to access secondary education besides other expenses by the households. In this study the main occupations of the household heads were classified into three aspects namely farming, civil service and self-employment. The study results show that 61.4% (more than three-fifths) were smallholder farmers, followed by civil servants (25.2%) and self-employed (13.4%).These results imply that most parents/guardians of the students in the surveyed secondary schools were farmers. Therefore, the initiatives of making sure that their children attended secondary education based on sex were constrained by their low incomes as their agricultural production was low due to climate variability. This was compounded by market price fluctuation for their crop products. Furthermore, the parents had realized the importance of taking their children to school rather than assigning them off-farm and farm activities, although they preferred paying for boys to paying for girls.

Table 1: Demographic Characteristics of the Respondents (n= 127)

Variable	Frequency	Percentage
Age		
Below 18	80	63.0
Above18	47	37.0
Sex		
Female	72	56.7
Male	55	43.3
Education level		
Standard seven	38	29.9
Form one	35	27.6
Form two	9	7.0
Form three	35	27.6
Form Four	10	7.9
Household size		
Above 5	16	12.6
Below5	111	87.4
Household head		
Father	83	65.4
Mother	23	18.1
Sister	7	5.5
Brother	7	5.5
Guardian	6	4.7
Grandfather	1	0.8
Marital status		
Married	82	64.6
Single	20	15.7
Divorced	10	7.9
Widow	15	11.8
Occupation		
Peasant	78	61.4
Civil servant	32	25.2
Self-employed (Business women/Men)	17	13.4

4.2 Factors Hindering Enrolment to the Secondary School

The respondents' opinions on specified statements were solicited on socio-economic factors hindering boys and girls in accessing secondary education. The study employed 20

factors for boys and 20 for girls so as to determine the students' views on the factors hindering boys and girls in accessing secondary education. The data were collected using an index scale whereby the variables were used to identify causal factors that the respondents gave by showing their levels of agreement or disagreement with the same. These variables were assigned a five-point index scale to measure their strengths where by five was the highest level (strongly agree) downwards to one, which was the lowest level, reflecting strongly disagree. The minimum possible score would be 20, if one chose the lowest score (1) for each of the 20 statements. The maximum possible score would be 100 if one chose the highest score (5) for each of the 20 statements. Therefore, since the statements were 19, the scale used was 95-point scale, that is the maximum possible score by any of the respondents could be 95, i.e. 5 x 19. The scores on all the statements are presented in Table 2.

Table 2: Factors hindering access secondary to education (n= 127)

Factors	Boys%	Girls%
Low academic performance	76.0	84.4
Parent low income	74.4	76.0
Lack of awareness campaign to promote gender in SSE	70.4	68.9
Inadequate teaching/L material	70.0	68.6
Long distance from home to school	67.0	70.0
Decision made by parents	66.2	69.2
Inadequate implementation of the Tanzanian education policy	65.6	68.4
Inadequate water / sanitation facilities	61.4	61.4
Participation in agricultural activities	58.4	57.4
Family size	58.0	67.8
Early/ forced marriage	57.6	66.2
Time spent in domestic activities	56.8	68.6
Lack transport to go to school	55.6	58.6
Unconducive school environment	53.4	56.6
Inadequate supply of food in schools	50.6	51.7
Inadequate role model	50.6	64.0
Age limit	44.0	57.8

The mean points scored by boys and girls were 60.4 and 60.7 respectively, out of 95 points. These findings mean that the respondents had good knowledge of the factors constraining access to secondary education. Implicitly, they would be in a position to participate in interventions to control the factors.

4.2.1 Academic performance

Academic performance is measured in several ways, including teaching and learning resources available, teacher-students ratio, instructional language, curriculum content and quality assurance, and adequate education infrastructure such as classroom furniture, laboratory and library. Findings in Table 2 show that low academic performance is a major factor hindering students' access to secondary education, whereby, it was discoursed by majority 84.6% and 76%of girls and boy involved in this study respectively. This finding implies that, the academic performance of girl pupils is lower compared to that of boys, therefore, it influence the chance of being enrolled to secondary school among both boys and girls. However, this finding does not mean to suggest that boys always perform brilliant subjectively than their counterpart but the number of boys who qualify to join secondary school in terms of overall academic performance is relatively higher than girls.

4.2.2 Parent/Guardian income

The level of Income Generating Activities (IGAs) by the Household Head definitely influence the household services provided to support students, in accessing the secondary education. Low income earning families basically fail to afford in providing home basic needs and other important school services essentially for accommodating the students, such services include meal, breakfast, clothes transport fare and stationeries. Absence of these important services lead students to fall into temptation and loose the chance to be enrolled to secondary regardless to their gender. The students' views were 76% for girls

and 74% for boys. The implication of the finding reveals that despite of the government reducing the school fees parent are not able to send their children to school due to the fact that income generated is too low to satisfy the students basic needs whether at school or at home.This coincided with findings by Agyemung, and Shabaya (2010), pointed out that low income among the families reduces ability to parents to pay requisite fees and buy needed by their son and daughter for school purpose, therefore girls at school age forced to stay at home and boys are given priority. This was also supported during key informant interview as one participant was quoted verbally saying:

> *"Many students are from low income earning households which depends mainly in agricultural activities, and the sector has severely suffered from climate change impacts, with large family size parents are unable to finance education for their children for this case preference is for boys rather than girls" (SLO-Maswa District Council).*

4.2.3 Awareness Raising Campaigns

In ensuring that gender gap in enrolment to community secondary schools is narrowed, promotion of female pupils and students at larges a sine qua non. The level of community's awareness is such an important factor. Parents, responsible authorities and community critically need to be informed on the importance of having gender balance in enrolment to secondary schools thus should harmonise responsive setting outside and inside schools. Therefore, majority 70.4% boys and 68.5% girls commends the importance of awareness raising campaigns in ensuring gender balance in enrolment to secondary school.

4.2.4 Teaching and learning materials

Teaching and learning resources such as text books, furniture, laboratories as well as classrooms plays a significant role in inspiring student to further their academic trajectory. Its inadequacy may attune students' anticipation of the available learning resources and the fates of their academic career hence impede the enrolment to secondary school among boys and girls. Majority (70%) of the student and 68.6%boys and girls commended the contribution of learning resources in ensuring gender balance. This is also supported verbally by FGD participant:

> *"Teaching and learning resources including books, laboratory, are inadequate, once you compare to the number of students enrolled to a particular secondary schools in relation to the available learning resources " (A student-Kinamwiguru Secondary school).*

4.2.5 Time spent on domestic chore

In most of the African societies Tanzania included, students required to take part intensively in domestic core, when they are at home, before attending to school in the early morning and after class hours during the evening after being back to home. Both students supported their view by indicating that more time spent to perform domestic core at home had the impression on the students enrolment of the secondary education, 68% were girls views and 56.8% were the boys showing that maximum the students using about 3 to 5 hours per day to perform duties at home. Mushi and Makauki, (2009) argue in the same line with the study findings that outside the school girls have less time to concentrate for homework due to the fact that they perform a lot of domestic chore for about 4 hours and this lead low academic performance because they do not have ample time to concentrate in their studies, hence they are selected few number to go secondary schools compare to boys.

4.2.6 Transport

Ineffective and inconsistency means of transport, especially for day scholar's students, attribute to the chance of accessing the secondary education conveniently. Most of the community secondary schools had no public transport for their students. In the schools surveyed minority of the students had their own means of transport such as bicycles, and once you make the comparison between boys and girls student's in the aspect of possessing means of transport more than 50% of the respondents revealed that boys were using bicycle as the means of transport to go to school compared to girls. The findings were 55.6% for boys and for girls were 58.6%.This implies that the transport problem affect the majority of the students in community secondary school regarding their gender.

4.2.7 Unconducive school environment

Unconducive school environment like absence of drinking water, school meal and inadequate school infrastructure, discouraging the frequently attendance to school Mush *et al* (2009).Findings in Table 1 shows that 53.4 % for boys while for girls were 56.6% empirically both sex of the students were not satisfied with their school environment.

4.2.8 Cross Tabulation of students' sex and domestic activities

The study findings in Table 3 revealed that gender of the respondents had statistically significant influence on the nature and type of the activities done at household level at chi-square test of (χ^2=12.658)and ($P \leq 0.05$). Also the results in Table 3 illustrate that 52 (68.4%) were female students performed chore domestic activities than male students for 24(31.6%) in cattle grazing boys and girls students while boys in performing cattle grazing activity were 27(58%), and girls were19 (41%), in the farming activity both gender performing the same, however in petty business boys seems to engage more that female students. The implication of the results revealed that, female students in the study area had faced the burden of workload at household level than male students hence the situation

affect the chance of female student to be enrolled to school. This finding concurred with study by Mohan Ray (2010) which argued that the household domestic workload starts when female students regarded as the natural assistant to their mothers. Household with the poor financial status in most cases, the domestic workload is normally tasked to girls rather than boys and hence affect girls' chance of being enrolled to the secondary schools.

Table 3: Cross Tabulation of Sex and Domestic Activites (n=127)

Sex	Activities performed at household level							
	Chore domestic		Grazing		Farming		Petty Business	
	n	%	n	%	n	%	n	%
Male	24	31.6	27	58	1	50	3	100
Female	52	68.4	19	41	1	50	0	0

Chi-square test χ^2 =12.658 df = 3 p-value = 0.05

4.3 Form I Enrolment Trends for Boys and Girls from 2008 to 2012

Tanzania is among developing countries with the lowest secondary school enrolment ratios in the world. Usually, the low enrolment ratio starts in late classes in the primary school level resulting into low transition to female and male students in secondary schools. Gender education gap still exists despite the well-developed scholarship scheme to female students (Wedgwood, 2005; Mushi and Makauki, 2009). The financial year of 2011/12 secondary education focused on under-served areas, aiming at improving school infrastructure by increasing the number of secondary schools. The key emphasis for constructing secondary schools near communities and improving educational infrastructure purposely was to improve equal access to school by female and male students. The transitional rate from primary to secondary school increased from 36.2% in 2005, 47% in 2009, and 52.2% in 2011% and to 53.6% in 2012.This means the transitional rate required by *MKUKUTA* has been achieved because it is beyond the 50% target by *MKUKUTA* (URT 2012; 2010).

The form one gender enrolment trend in the four surveyed secondary schools in Maswa District revealed gender gap between male and female students in terms of enrolment to community secondary school in the study area. The finding as presented in Fig. 3 shows that the gender disparity within consecutive five years from 2008 to 2012 was high at the district level. Data given from the Head of secondary schools indicate that the average of the enrolment ratio within five years for Nyalikungu secondary for male students were 91% and 70.6% for female students, in Mwakaleka76.8% were for boys, 56% were for girls. At Kinamwiguru secondary school the results were 55.2% for boys and 34.4% for girls while at Buchambi secondary school the average enrolment ratio within five years were 71% for boys and 32.2% for girls. The implication of the results is that boys' enrolment was relatively higher than that of girls within the five years determined by the researcher in the schools surveyed. The gender enrolment ratio was similarly high in the secondary schools found in peri-urban areas against those who lived far from urban centres. At Buchambi and Kinamwigulu secondary schools which are found in rural areas, the average gross enrolment ratio was 48.3% within five years while to Nyalikungu and Mwakaleka secondary schools, found in the urban centre, the gross enrolment ratio within five years was 74%.

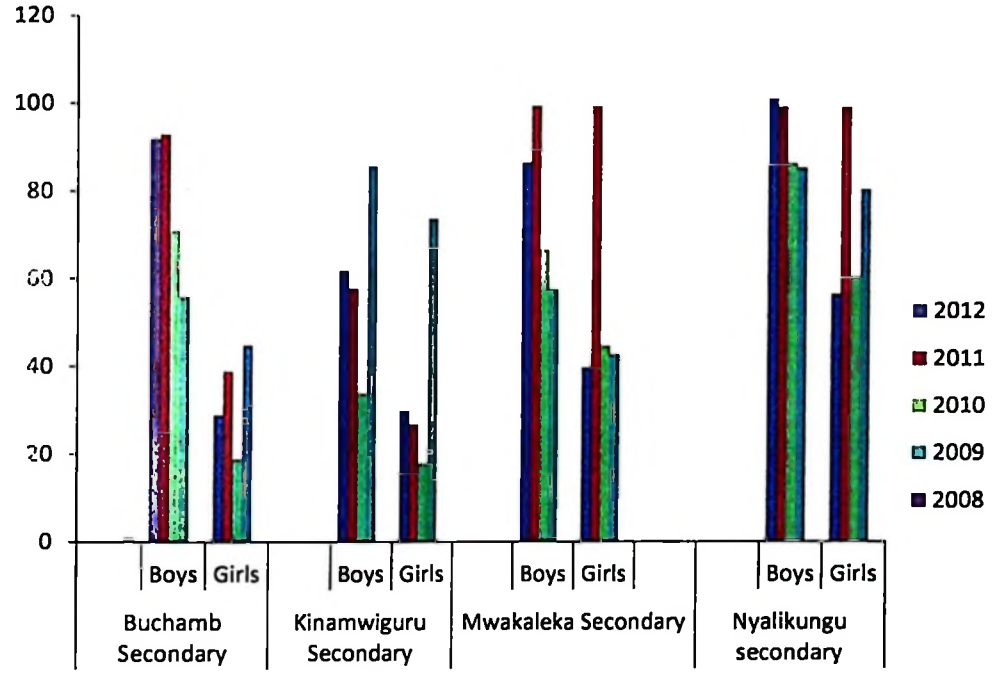


Figure 3: Trends of Form I enrolment by sex

4.3.1 Gender parity

Gender parity is a numerical concept. In education it implies the same number of boys and girls receive education service at different levels and in adverse forms (UNESCO 2009).The main goal of gender parity is to reach equal participation of girls and boys in all education levels.

4.3.2 Gender Parity Index (GPI)

Gender parity index is a ratio for female to male or is male to female in certain cases of a given indicator. A GPI indicates parity between sexes. A GPI above or below 1 indicates disparity in favour of one sex over the other one (UNESCO, 2009). A GPI of less than 1indicates that the value of an indicator is higher for boys than for girls, while the opposite is true when the GPI is greater than 1.

Table 4: Form one Enrolment Trends in Four Surveyed Secondary Schools

School Name	Years														
	2008		GPI	2009		GPI	2010		GPI	2011		GPI	2012		GPI	WMR
	B	G		B	G		B	G		B	G		B	G		
Buchambi	92	29	3.17	93	39	2.38	71	19	3.73	44	29	1.5	56	45	1.24	2.41
Kinamwiguru	62	30	2.06	58	27	2.14	34	18	1.8	36	23	1.5	86	74	1.16	1.7
Mwakaleka	87	40	2.17	100	100	1	67	45	1.4	72	52	1.3	58	43	1.3	1.4
Nyalikungu	102	57	1.7	100	100	1	87	61	1.7	83	53	1.7	86	81	1.7	1.6

The ratios were 2.4 for Buchambi, 1.7 for Kinamwigulu, 1.4 for Mwakaleka and1.6 for Nyalikungu secondary schools. In 2009 the GPI for gross enrolment ratios for Nyalikungu and Mwakaleka were 1.The implication of the results on the weighted mean ratio shows that female students were enrolled in fewer numbers compared to male students in the study area.

4.4 Impact of Socio-Economic Factors on Enrolment in Secondary Schools

Binary Logistic Regression was used to determine impact of some socio-economic factors on chances of enrolment in secondary schools. Binary logistic regression is a form of regression which is used when the dependent variable is a dichotomy and the independents are of any type (categorical and continuous). Logistic regression can be used to predict a categorical dependent variable on the basis of continuous and/or categorical independents to determine the effect size of the independent variables on the dependent variable, to rank the relative importance of independents, to assess interaction effects and to understand the impact of covariate control variables. The impact of predictor variables is usually explained in terms of odds ratios (Garson, 2008). Binary logistic regression was the model of choice for determining the impact the socio- economic factors hindering students

in accessing secondary education and testing the hypothesis of the research. The model was used due to the fact that it is powerful and a popular one in social sciences at predicting a dependent variable on the basis of continuous and or categorical independent variables, determining the percent of variance in the dependent variable explained by the independent variables, estimating the impact of covariate control variables (which are otherwise called independent variables), and ranking the relative importance of independent variables.

4.4.1 Tests of Goodness of Fit

In the first step, a classification table has results with only the constant included before any independent variables were entered in the model. This helped to determine the appropriateness of the model. The results in Table 5 propose that if we knew nothing about our variables and guessed that the chance of not attaining gender equality in the community secondary school, we would be correct by 70.1% of the time.

Table 5: Classification Table for Logit without Independent Variables

	Observed	**Predicted Dependent Variable**		
		Chance to access secondary (1=enrolled, 0=not enrolled)		**%**
Dependent Variable		**Not enrolled**	**enrolled**	
Chance to access to secondary	Not enrolled	0	38	0
	Enrolled	0	89	100
Overall percentage				**70.1**

Constant is included in the mode

Table 6 presents the variables not in the equation and whether each independent variable improved the model. From the table, some variables can contribute and improve the model because they are significant and some are not because they are insignificant.

Table 6: Variable not in the Equation

Variable	Score	df	Sig.
Household head	7.865	1	0.005
Marital status	6.322	1	0.012
Education qualification of HH	157	1	0.692
Occupation of HH	0. 867	1	0.352
Household size	0. 679	1	0.410
Forced marriage	1.834	1	0.176
Hours spent in domestic activities	0. 064	1	0.800
Household income	5.134	1	0.023
Distance from home to school	20.089	1	0.000

The second step used a Block 1 Method = Enter, to measure the goodness of fit of the model. The goodness of fit of the model was measured, and it involved only constants (step 1). The results show that the model comprised predictors which had significant effects since ($p \leq 0.01$) level of significance (0.05) noting that hypotheses for model fitting test were: [Null: The model is a good fitting model and alternative: The predictors have significant effects].

Table 7: Omnibus Tests of Model Coefficients

Step 1	Chi-square	df	Sig
Step	41.470	11	0.000
Block	41.470	11	0.000
Model	41.470	11	0.000

By counting the independent variables we could be able to predict with the outcome of the effects of predictors by 77.1%. This shows how the classification error had changed from the original 70.1%. The model looked good; however there is a necessity of assessing the model fit and the significance of the variable entered in the model. The goodness of fit statistics shown in Table 8 indicates that the proportion of cases classification was checked and 87.6% of the cases were correctly classified for the chance of accessing secondary

education, and for the chance of not accessing the secondary education were 52.6% for both sex students. Generally, testing of the model fitness was 77.2% correct when compared to 70.1% before fitting the model.

Table 8: Classification Table

Step 1	Observed	Predicted Dependent Variable		
		Chance to access secondary (1enrolled, 0=not enrolled)		% Correct
Dependent Variable		**Not enrolled**	**enrolled**	
Chance to access to secondary	Not enrolled	20	18	52.6
	enrolled	11	78	87.6
Overall percentage				77.2

Prediction of the dependent variable is done by computing the odds of the dependent variable occurring. The percent of variance in the dependent variable explained by the independent variables is determined by computing Cox and Snell R Square and Nagelkerke R Square, which are similar to the coefficient of determination (R^2) in Ordinary Least Square (OLS) regression. Determining the impact of independent variables on the dependent variable is done by observing the signs of the logistic regression coefficients (B values), which bear negative or positive signs meaning negative or positive impact, respectively, on the dependent variable. The relative importance of independent variables is determined by observing the magnitudes of Wald statistics and their associated levels of significance, which test the significance of the B value for each individual variable (Garson, 2008). Considering table summary in Table 8, Cox and Snell R Square suggests that 0.279 of the variation in the dependent variable was explained by the logistic regression model. The Nagelkerke R Square was 0.395, which means that the independent variables included in the model explained 39.5% of the chances of accessing secondary to occur. Garson (2008) notes that Nagelkerke R^2 is normally higher than Cox-Snell R^2 and is the most-reported of the pseudo R^2 estimates.

Table 9: Model Summary

Step 1	-2 Log Likelihood	Cox & Snell R Square	Nagelkerke R Square
	113.520[a]	0.279	0.395

Another test of goodness of fit that was used was Hosmer and Lemeshow test. The Homer and Lemeshow test value was 0.111. This is greater than 0.05 indicating statistical insignificance. The Hosmer and Lemeshow goodness-of-fit test divides subjects into deciles based on predicted probabilities, and then computes a chi-square from observed and expected frequencies. Finding of non-significance means that the model sufficiently fits the data (Homer and Lemeshow, 1980, cited by Agrestic, 2002).

Table 10: Homer and Lemeshow Test

Step 1	Chi-square	df	Sig.
	13.156	8	0.111

Based on the results in Tables 8 and 9, the model was quite a good fit. This is because of failing to reject the null hypothesis that there was no difference between observed and predicted values) as presented in Table 10. Usually, in any case where the Hosmer and Lemeshow chi-square value is greater than 0.05, the goodness of fit is appropriate (Garson, 2008). In such cases the implication is that the model's estimates fit the data at an acceptable level. Moreover, Garson (2008) adds that this does not mean that the model necessarily explains much of the variance in the dependent variable, but that it explains the variance to a significant degree. Therefore, according to the explanation above, the model that was used in this study, which contained nine explanatory variables, adequately fitted the data.

Table 11: Contingency Table for Hosmer and Lemeshow Test

Step1	1	Chance to access secondary				Total
		Not enrolled		Enrolled		
		Observed	Expected	Observed	Expected	
Step1	1	9	9.413	4	3.587	13
	2	8	7.411	5	5.589	13
	3	9	6.447	11	6.553	13
	4	2	5.292	7	7.708	13
	5	6	4.213	11	8.787	13
	6	2	3.090	12	9.910	13
	7	1	1.585	13	11.415	13
	8	0	0.355	12	12.645	13
	9	1	0.145	19	12.855	13
	10	0	0.049	0.951	10	13

4.4.2 The Wald Statistic Value

The Wald test measures or determines the degree of impacts of variables in the model (The ratio of B to S.E., squared, equals the Wald statistic). The Wald test is an alternative test which is commonly used to test the significance of individual logistic regression coefficients for each independent variable (that is, to test the null hypothesis in logistic regression when the value of effect coefficient is zero).

Wald coefficients associated with individual independent variables help us realise the relative importance of each independent variable. In addition, a Wald coefficient is measures of the unique impact of each independent variable in the context of the other independent variables and holding constant other independent variables. A bigger Wald statistic implies that an independent variable estimated in the binary regression equation has a higher contribution to the happening of the dependent variable. The results in the Table 12indicate that household income and distance from the household to school had bigger Wald statistics of 9.146 and 5.315 respectively. The two variables were significantly influencing enrolment in secondary schools among both male and female

pupils ($p< 0.01$) and ($p<0.05$). The other variables included in the binary regression model did not have significant impact on the chances of accessing secondary education.

Table 12: Variable in the Equation

Variable	B	S.E	Wald	df	Sig.	Exp (B)
Household head	1.005	0.580	2.99	1	0.083	2.731
Marital status	0.682	0.526	1.684	1	0.194	1.978
Education qualif. HH	-0.094	0.201	0.219	1	0.639	0.910
Occupation of HH.	0.389	0.636	0.375	1	0.540	1.476
Household size	-0.011	0.181	0.004	1	0.951	0.98
Forced marriage	0.692	0.911	0.576	1	0.448	1.997
Hours spent in domestic act.-	-2.074	1.522	1.858	1	0.173	0.126
Household income	3.507	1.160	9.146	1	0.002	33.447
Distance home to school	0.000	0.000	5.315	1	0.021	1.000

4.4.3 Odds Ratios

The odds ratios imply likelihood of an event occurring. The odds ratio is the natural log base, e, to the exponent B, where B is the parameter estimate and e is a constant that is approximately 2.718. The odds ratio is the predicted change in the odds for a unit increase in the corresponding independent variable. Odds ratios less than 1.0 agree to decreases in the odds; odds ratios more than 1.0 correspond to increases in the odds; an odds ratio equal to 1.0 means that the respective independent variable has no effect on the dependent variable, and an odds ratio close to 1.0 means that the respective independent variable almost has no effect on the dependent variable (Garson, 2008). The odds ratio for a given independent variable embodies the factor by which the odds or chance to access the secondary school education change for a one-unit change in the independent variable.

4.4.4 Impact of socio-economic factor to enrolment by gender

The study finding in Table 13 indicates that two variables had statistically significant influence to the chance of being enrolled to secondary school. Therefore, household

income was found to have statistically significant influence among male students with ($p< 0.05$) and a Wald statistic of (3.930). On the other hand, distance from the household to school was also found to have statistically significant influence to girls' enrolment to secondary school ($p< 0.05$) and Wald statistic value (4.716).

Table 13: Variable in Equation

Variables	B	S.E	Wald	df	sig	Exp(B)
Variables for Male						
Household Head	0.069	0.912	0.006	1	0.940	1.071
Marital Status	1.044	0.917	1.296	1	0.255	2.840
Education Qualif. Of HH	-19.641	4.019E4	0.000	1	1.000	0.000
Main Occupation	-0.279	0.871	0.102	1	0.749	0.757
Household size	-0.163	0.332	0.242	1	0.623	0.849
Distance from home to school	21.035	8.551E3	0.000	1	0.998	1.366E9
Time spent in domestic	-1.830	1.033	3.138	1	0.077	0.160
Household income	-2.202	1.111	3.930	1	0.047	0.111
Constant	22.899	4.019E4	0.000	1	1.000	8.812E9
Variables for Female						
Household Head	1.428	0.766	3.472	1	0.062	4.170
Marital Status	1.044	0.917	1.296	1	0.255	2.840
Education Qualif. Of HH	-19.641	4.019E4	0.000	1	1.000	0.000
Main Occupation	-0.279	0.871	0.102	1	0.749	0.757
Household size	-0.073	0.223	0.109	1	0.741	0.929
Distance from home to school	2.382	1.097	4.716	1	0.030	10.822
Time spent in domestic	-0.280	0.641	0.192	1	0.662	0.755
Household income	-0.432	0.760	0.323	1	0.570	0.649
Constant	-21.909	4.019E4	0.000	1	1.000	0.000

4.4.5 Domestic workload and enrolment to secondary school

The hypothesis for the research was whether household domestic workload had significant effect on the chances of girls and boys accessing secondary. The results showed that it had

negative effects among both male and female students, but the effects were not statistically significant in both cases ($p > 0.05$). For male students, the B-value was -1.830; the Wald statistic was 3.138 and p-value was 0.077. For female students, the B-value was -0.280; the Wald statistic was 0.192 and p-value was 0.662. The results show that domestic workload had more negative on the chances of male students' enrolment secondary school education. One of the reasons could be the fact male less used to domestic activities while female students are more used to such activities.

On the basis of the above hypothesis testing results, the null hypothesis is accepted by saying that household domestic workload does not have significant impact on the chances of female and male students accessing secondary education in the study area.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

On the basis of the findings meeting the objectives and the hypothesis of the research, the following conclusions are given.

Due to the views of both male and female respondents interviewed that the main constraints to boys and girls accessing secondary education were low academic performance, parents' low income, lack of awareness campaign to promote gender in secondary education, inadequate teaching and learning materials and long distance from home to school; it is concluded that those are the main socio-economic factors hindering girls' and boys' enrolment in secondary schools.

In view of the findings that the Gender Parity Indices (GPIs) for the four schools surveyed were greater than 1 (while a GPI of 1 is the indicator of parity), it is concluded that female students were enrolled in fewer numbers compared to male students in the study area.

On the basis of the binary logistic regression results, which showed that household income and distances from home to secondary schools had significant impacts on enrolment in secondary schools, it is concluded that the two variables are the main determinants of access to community secondary schools in the study area.

On the basis of the hypothesis testing results, which showed that domestic workload does not have significant impact on the chances of female and male students accessing secondary education in the study area, it is concluded that, although domestic workload

constrains access to secondary education to some extent, there are other factors which constrain the access more than domestic workload does. Such factors include low income of parents or guardians and long distance from home to school which had significant impact while domestic workload had insignificant impact on the chances of accessing secondary education.

5.2 Recommendations

In the light of the above conclusion, which were derived from the findings, the following recommendations are given in order to increase chances of attaining gender equality in enrolment to community secondary schools in Tanzania, particularly in Maswa District, where the research for this dissertation was done.

5.2.1 Policy level recommendation

The government and other responsible authorities should address the main constraints to enrolment in community secondary schools, particularly those that are beyond community members' ability, which include, as seen in the conclusions above, lack of awareness campaigns to promote gender in secondary education, inadequate teaching and learning materials and long distance from home to school. In order to address these challenges, enough funds should be allocated to improve secondary education, construction of dormitories/hostels around schools to reduce the implication of distance among students who are live far from the schools.

The government under the Ministry of Education and Vocational Training should also ensure that the curricula are designed to be flexible to accommodate as many gender aspects as possible, including sensitising teachers on gender issues and equipping them with appropriate skills to handle gender related challenges in relation to secondary

education. On the basis of the conclusion that female students enrolled were fewer compared to male students in the study area.

It is recommended that the government at the central and local levels should increase efforts to ensure equal enrolment of boys and girls in secondary education and control factors that contribute to dropout, especially of girls, which worsen the gender balance as boys and girls as they go on with their education to higher classes in secondary schools.

5.2.2 Parents recommendation

Household income to a larger percent has been compromising the chances of girls being enrolled in secondary schools. During this study it was observed that low income families prefer sending to school their male children to female children. Parents should balance their tiny income to support the educational career of both male and female children. Moreover, the community should abandon the poor perceptions about supporting girls' academic careers as well as getting rid of the gender stereo-typing that negatively affects gender balance in enrolment in secondary school.

5.2.3 Areas for Further Research

This study was conducted in a small area and involved only a smaller sample which might be unfair to generalize the findings to the entire population in the country. Therefore, there is a need to conduct a similar study on a larger scale to have a clear picture of gender disparity in enrolment to community secondary schools in Tanzania.

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APPENDICES

Appendix 1: Questionnaire for students'

Title: CHALLENGES FOR ATTAINING GENDER EQUALITY IN SECONDARY SCHOOLS: A CASE OF COMMUNITY SECONDARY SCHOOLS IN MASWA DISTRICT

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

A: General Information

Questionnaire no..... Ward.....

Date of interview..... Village.....

Name of the respondent (option)... Name of school.....

Division.....

B: Background information

1. Age of the respondents .....
2. Class of study 1. Standard seven [ ] 2. Form one [ ] 3. Form two [ ] 4. Form three [ ]

3. Sex of the respondents 1. Male [ ] 2. Female [ ]

4. Who is the head of your household? 1. Father [ ] 2. Mother [ ] 3. Sister [ ] 4.Brother [ ]

5. Guardian [ ] 6.Relative [ ] 7.Others specify.....

5 Marital status of your parents 1. Married [ ] 2.Single [ ] 3. Divorced [ ] 4. Widow [ ]

6. Education qualification of your Household Head

1. Primary [ ] 2. Secondary [ ] 3. Certificate [ ] 4. Diploma [ ] 5. Bachelor

6 Masters. Other Specify .....

7. Main Occupation of household Head.....8. Household profile

Particular	P1 H/H	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13
Sex													
1Male													
2.Female													
Age													

SECTION B: STUDENT'S VIEWSON SOCIAL ECONOMIC FACTORS HINDERING GIRLS ACCESSING SECONDARY EDUCATION.

9. The following statements represent student's view on the factors hindering girls accessing secondary. What is your response between 1 and 5.

	SOCIAL, ECONOMIC, CULTURAL FACTORS	**MAX 5**	**ACTUAL FOR BOYS**	**ACTUA FOR GIRLS**
1	Age limit	5		
2	Family size of a student	5		
3	Community attitudes towards schooling	5		
4	Decisions by parents or guardians	5		
5	Season of the agricultural activities (planting, harvesting)	5		
6	Lack food when at school	5		
7	Lack transport to school	5		
8	Inadequate role models	5		
9	Lack of awareness campaigns to	5		

	promote secondary school education			
10	Favouritism to boys children's rather than girls	5		
11	Time spent in domestic activities	5		
12.	low income	5		
13.	Long distance from home to school	5		
14	Inadequate water and sanitation facilities	5		
15	Unsafe school environment	5		
16	Inadequate teaching and learning materials	5		
17	Low promotion of female teachers on the protection of girl's aspirations	5		
18	Early or forced marriage	5		
19	Insensitive Tanzanian education policy on promoting girls secondary education	5		
20	Low academic performance	5		
TOTAL SCORE		**100**		

SECTION C: DETERMINNING IMPACT OF SOME SOCIO-ECONOMIC FACTORS ON SECONDARY SCHOOL ENROLLMENT.

10. What is the actual distance from home to school in Km.....

11. Does the distance from home to school is an obstacle in pursuing secondary education?

1. Yes [ ] 2. No [ ]

12. If yes, how distance is limiting you in accessing secondary education? Give reasons

(i)---------- (ii) ---------- (iii) ----------

13. Is the school environment conducive for you to attain secondary education? 1. Yes [ ]

2. No [ ]

14 If yes, what are reasons for the response in question no. 13?

(i)---------- (ii) ---------- (iii) ----------

15. If no, what are reasons for the response in question no 13

(i)---------- (ii) ---------- (iii) ----------

16. Do you spend a lot of time in domestic activities at home 1? Yes [ ] 2. No [ ]

17. How many hours do you spent per day in performing domestic activities at home?

1 1- 2 Hours [ ] 2– 4 hours [ ] 3. 4- 5 hours [ ] 4. 5 hours and above [ ]

18. Time spent in performing domestic activities hindering you on pursuing secondary education?

1. Yes [ ] 2. No [ ]

19. Can you mention some of activities you are assigned to do at home?

(i)---------- (ii) ---------- (iii) ---------

20. Have you ever been forced to get married since you completed standard seven up now? 1. Yes [ ] 2. No [ ]

21. Have you ever been inspired by any person at your home towards attaining secondary education?

1. Yes [ ] 2. No [ ]

22. List some key individuals have inspired you in pursuing secondary education

(i)---------- (ii) ---------- (iii) ----------

23 Are you aware on the Tanzanian Education Policy emphasize in promoting girls and boys attaining

Secondary education? 1. Yes [ ] 2. No [ ]

24. Is there any assistance that you miss at you home towards attain secondary between you and your brother? 1. Yes [ ] 2. No [ ]

25. How do you assess as the average income of your house hold per month----------

26. Is the amount of income earned by household satisfying you in proving school related service? 1. Yes [ ] 2. No [ ]

Thank you for your cooperation

Appendix 2: Checklist for Key Informants

(District Education Officer, Ward Education officer, Ward Executive Officer, Ward) councillor's Head of schools, Secondary teachers, and Parents

Name of the respondent.....

Position held.....

Name of the ward.....

Education level.....

Age of the respondent.....

1. What are the obstacles to girl's access to education at Secondary school level in your District? Please, list
2. What is the enrolment trend for form one students on the basis of gender for five years in Maswa District?
3. Would you say that policies in the education sector have contributed to low girls access to secondary school education in this district for five (5) years?
4. What interventions or girls related program to the District council introduced to improve female access in education at the Secondary school level?
5. Are the girls access to education at Secondary school level improved since the interventions?
6. What is the effect cultural belief to girl's enrolment in secondary school in this district?
7. What do you comment on cultural beliefs that, girls role lies in the kitchen or in housekeeping in rather than accessing secondary school education in this district
8. What do you consider as the importance of girls access to secondary school education in this society compared to boys?

Appendix 3: Checklist for Focal Group Discussion

1. What do you say on the equality of boys and girls access to secondary school education in this society?
2. What do you consider as the importance of girls access to secondary school education in this society compared to boys?
3. What are the problems which makes girls to be minimal access to secondary school education compared to boys in this society?
4. What are the domestic activities which girls have to perform? Please list them
5. What is your position in relation to those domestic activities on how they affect girl's access to secondary school education?
6. What is the reason for girls not being enrolled while they have been selected to join secondary school education?
7. Why are there many girls dropouts at secondary school level compared to boys in this society?
8. Whom do you think is responsible for increasing the number of girl's access to secondary school education in this society?
9. What should be done so as to solve the problem of gender inequality in accessing secondary school education in this society?