

**Citation:** Benedictom, C; Piliyesi, E & Anyona, J. (2020). Determinants of Girl Child Academic Performance of Public Day Secondary Schools at Buchosa District, Mwanza Region in Tanzania. *Journal of Popular Education in Africa*. 4(7), 103 – 121.

**Determinants of Girl Child Academic Performance of Public Day Secondary Schools at Buchosa District, Mwanza Region in Tanzania**

By

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**Abstract**

The purpose of this study was to assess determinants of girl child academic performance of public day secondary schools at Buchosa District, Mwanza Region in Tanzania. The study was guided by General Theory of Social Control. The study employed mixed method approach in which descriptive statistics and triangulation methods were used to combine both quantitative and qualitative designs. Target population comprised of 21 secondary schools, 21 school principals, 320 teachers, 9224 students and 8000 parents. Purposive, proportionate and snowball sampling techniques were used to sample, five principals, 50 teachers, 100 students and 30 parents. Data was collected using questionnaires, focus group discussions and interview guides. Both descriptive and inferential statistics were used for data analysis while content analysis was used to analysed qualitative data from open ended questions. Data was presented in tables, figures and in form of narrative. The researcher observed all the ethical considerations. Key findings showed that there is a positive significant correlation between parental factors ( $r = 0.381$ ,  $p\text{-value}=0.005$ ), social factors ( $r = 0.457$ ,  $p\text{-value}=0.000$ ) and economic factors ( $r = 0.588$ ,  $p\text{-value}=0.000$ ) and girl-child access to education. The study established that parental, social and economic factors are the main determinants influencing girl child education among the Public Day Secondary School students at Buchosa District. The study recommended that school administrators should initiate income generating and learning programs like poultry keeping in the school to help needy girls in terms of provision of basic needs this will ensure that girls from poor families will be able to access secondary schools, single parents and also broken families should seek help from church ministers and counselors to help mold their children so they do not engage in irresponsible behaviors which lead to drop outs and the Ministry Of Education should review bursary policies so that they benefit the needy students. This will ensure retention of girls who come from low socio-economic background.

**Keywords-** Academic Performance; Economic Determinants; Social and Cultural Determinants; Girl-child, Buchosa District, Mwanza, Tanzania

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**Background**

Education in its general sense is a form of learning in which knowledge, skills, abilities and habits of a group of people are transported from one generation to the next through teaching, training, research or simply through auto-dictatism. Education for the girls is one of the principles that track ways to promote social and economic development. That is why EFA global observing report of 2003-04 revealed that increasing the educational level of girls has an encouraging influence upon economic growth. Since 2002, United Nations Educational Scientific and Cultural Organization (UNESCO) and the global community have been striving to attain the Dakar Education For All (EFA) goals. Taking into consideration the fact that education for girls and women is a crucial preference, the Darker Framework for Action contained a time-bound goal; Goal five is dedicated explicitly to gender parity and equality in education (Ouma, 2013). Therefore, education more especially for the girl-child is prominently been regarded as a fundamental human right.

Within the context of education, many scholars have defined girl-child in various ways. In United States of America, Allen (2016) defined a girl-child as a young female human, usually a child or an adolescent. When she becomes an adult, she is described as a woman. The term a girl-child may also be used to mean a young woman, and is sometimes used as a synonym for daughter. Girl-child may also be a term of endearment used by an adult, usually a woman, to designate adult female friends. From India, Rastogi (2016) defined a girl-child as female teenager between ten to eighteen years old. In the Indian society, majority of girl-children are subjected to multiple forms of oppression, exploitation, and discrimination due to their gender. Consequently, girl-children have lower literacy rates, receive less health care, and are more often impoverished than boys. It is also important to note that these conditions, more often than not, do not improve as girls grow to become women and their access to education.

According to Mischi (2012), African countries largely have a male preference attitude. The boy child is expected to be able to do wonders in the world of knowledge and technology whereas a woman's place is at home, keep up with the livelihood of the family. Family development efforts, including schooling are invested on the boys because they are makers of clans while the girls are expected to be married to husbands who will speak for them. As a result, few efforts and resources are spent on girls' education. This may lead to low academic achievement among girls in examination. . In most African countries, many poor and large families preferred to educate boys for family continuity, headship of household and property inheritance since girls marry and go away from their homes (UNESCO-UNICEF, 2010). Furthermore, the inability to pay fees and purchase books, large equipment and clothes compel

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parents to invest in education of their sons, whom they see as a source of future family support in preference to their daughters whose economic contribution could as well be to a different household (UNESCO-UNICEF, 2010), thus hindering their level of educational attainment.

In South Africa, the survey done by Shambare (2011) defined a girl-child as a young female of age 12 and 18 years old. The survey revealed that the Grade 12 Senior Certificate Examination and assessments, girls seem to be doing better at key competency tests. More girls participate in higher education. At higher education institutions, the female share of enrolment has increased over the years from 44.1% in 1993 to 51% in 1999 and to about 54% in 2001. Participation in mathematics, science and technology for female learners is also improving. However, majority of girl-children are hindered by gender disparities that prevent them from accessing education. From Nigeria, Omede and Etumabo (2017) denoted that a girl-child is a person below 14 years of age. This period is made up of infancy, childhood, early and late adolescence stage of development. The girl-child is seen as a young female person, who would eventually grow into woman and marry. However, she is conditional to look after the young ones at home and other household responsibilities. Chapman (2014) from Mozambique observed that the absence of policy to promote education for adolescent girls is a hidden obstacle to achieving in academics gender equality.

The gender difference in child schooling is one of the most fundamental problems faced in developing countries. A study by Singer (2009) from Uganda, revealed that the initial enrolment rates at the primary educational levels and thereafter, the overall schooling outcomes at the subsequent educational levels are significantly lower for female children compared to male children. Even in some countries it is observed that the drop-out rates at the primary and secondary educational levels are far more for female children than male children. In Tanzania, a study by Linda (2014) indicated that inequality in access to education in secondary schools was caused by various factors including poverty, insufficient school infrastructure namely dormitories and hostels, absence of toilets and distinctive room for mature girls, long distance from school and to home to and lack of sexual education and early pregnancies.

The Government of Tanzania and Non-governmental Organizations have been struggling to empower women and girls through providing education with the focus of eliminating gender gap in the access to education as stipulated in the second and third Millennium Development Goals (Aderinoye, 2010). The girl-child education is hindered by social and cultural beliefs, gender issues and diseases a study by Mapendo (2013) noted that early marriage and pregnancy prevent girls from finishing school. Girls who get pregnant are expelled and the pregnancy is considered to be the girl's fault. While assertive behaviour is promoted among boys, passive behaviour is encouraged among girls. Girls are called on to perform domestic duties for teachers at school, such as fetching water, reinforcing gender stereotypes and taking time away from learning. Besides, the high number of school pregnancies is an indicator of unprotected sexual activity and the high vulnerability of girls to HIV infection (rates of infection are six times higher for girls than boys). Moreover, girls who are normally caregivers become especially burdened when HIV/AIDS strikes the family, preventing them from regular school attendance.

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According to the Ministry of Education and Vocational Training (MOEVT) (2011), girls' poor academic performance is one of the major problems in Tanzania and the world in general. The education of a girl child is hindered due to the fact that many secondary schools are mixed. A study by Mbuta (2015) from Tabora noted that girls' challenges included drop out schools and early marriages. The study suggested that girls' academic performances can be improved by making sure girls are safe, eliminating gender bias, and providing pocket money. It was concluded that single sex schools were a good idea to improve girls' academic performances as it provided a conducive environment for teaching and learning process. The Government of Tanzania has power to make policies that can help on risk factors affecting the child girl because it has authority and responsibility to control education system the security and safety must be consider in community and school environment since achievement of education goals to a large extent depends on good government policies on to care girl child. Thus, the study intended to examine the determinants affecting the girl-child in improving academic performance of public day secondary schools at Buchosa District, Mwanza Region since it is a social concern.

### **Problem Statement**

Gender disparities are evident with males outnumbering females in education. Between the periods of 2009-2013, Mwanza Region was noted to be one of the regions in Tanzania where gender disparities are extensive that they affect girl child education to the larger extent. The Ministry of Education and Vocational Training through the agents among other stakeholders vividly attests to the gap between girl child education and that of boy child with some economic and social factors (Linda, 2014). A major deterrent to girl child education is universal fundamental cultural bias in favour of the boy child. The widespread operation of patriarchal systems of social organization, customary based early marriages, incidences of early pregnancy in and out of marriage, heavier domestic and subsistence duties of females have combined to frustrate the girl child at school. Generally, lower regard for the value of female life all combined adversely influence the participation of girls and women in formal education in Tanzania (Linda, 2014).

Consequently, low girl's enrolment rate and educational attainment in Public Day Secondary Schools is an alarming aspect and a social concern that needs investigation and immediate response. There are number of determinants, such as, economic, social, familial, educational and cultural that lead to barriers within the course of acquisition of education. In many cases, these determinants impose major effects, due to which girls do not obtain any opportunities to acquire education. It is upon this assertion that the researcher sought to carry out a study in Buchosa District in order diagnose the determinants of girl child and academic performance regardless of Universal Primary Education (UPE) and Free Secondary Education introduction in Tanzania by the Ministry of Education and Vocational Training in 1977 and 2015 respectively (Mushi, Mwakasangula & Faty, 2016).

A study by Nyalusi (2013) from Mbeya revealed that there was poor academic performance among girls in community secondary schools. Lack of matrons and shortage of female teachers as role models, lack and poor provision of physical facilities, hostels, social

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practices and school timetable were found to be great contributors to the poor academic performance among girls in community secondary schools. In order to improve the girls' academic performance, it was suggested that the government and the society should improve school infrastructure for girls, and change attitudes towards girls' education. The above study focused on social-economic and educational determinants leaving out other determinants that will be bridged by the current study in a holistic manner. To bridge this knowledge gap, therefore, the current study intended to establish the determinants affecting the girl child in improving academic performance of Public Day Secondary Schools at Buchosa District, Mwanza Region in Tanzania.

### **Research Question**

What are the determinants influencing girl child education among the Public Day Secondary School students at Buchosa District?

### **Research Hypotheses**

H<sub>0</sub>: There is no significant relationship between determinants of the girl child and academic performance.

H<sub>1</sub>: There is a significant relationship between determinants of the girl child and academic performance.

### **Theoretical Framework**

This research was guided by General Theory of Social Control by Travis Hirschi. In 1969, Travis Hirschi introduced a theory to criminology known as the Social Bond Theory, more recently known as the Social Control Theory. According to Pratt, Gau and Franklin (2011), the theory proposes that people's relationships, commitments, values, norms, and beliefs encourage them not to break the law. Thus, if moral codes are internalized and individuals are tied into and have a stake in their wider community, they will voluntarily limit their propensity to commit deviant acts. This theory is based on the premise that individuals' refrain from anti-social behaviours because they form bonds with pro-social values, pro-social people and pro-social institutions. The existence and strength of these bonds is positively related to social control which ultimately discourages people from adopting selfish and aggressive behaviours in order to pursue their primitive and hedonistic drives for instance education.

Social control theory maintains that individuals' commitments, relationships, norms, values, and beliefs inspire them not to break the law of a nation. It is our parents, teachers, clergy men and women, friends, relatives and law enforcement that instill in us the morals, ethics and values which students develop throughout their early youth and adolescence. It is in the absence of these morals, ethics and values that many people turn from law-abiding citizens into deviant criminals. It is the pressure of society and fear of its abhorrent reprisals that keep the vast majority of people from breaking the law and participating in behavior that society deems as inappropriate. Notably, if moral codes are internalized and people are knotted into and have a

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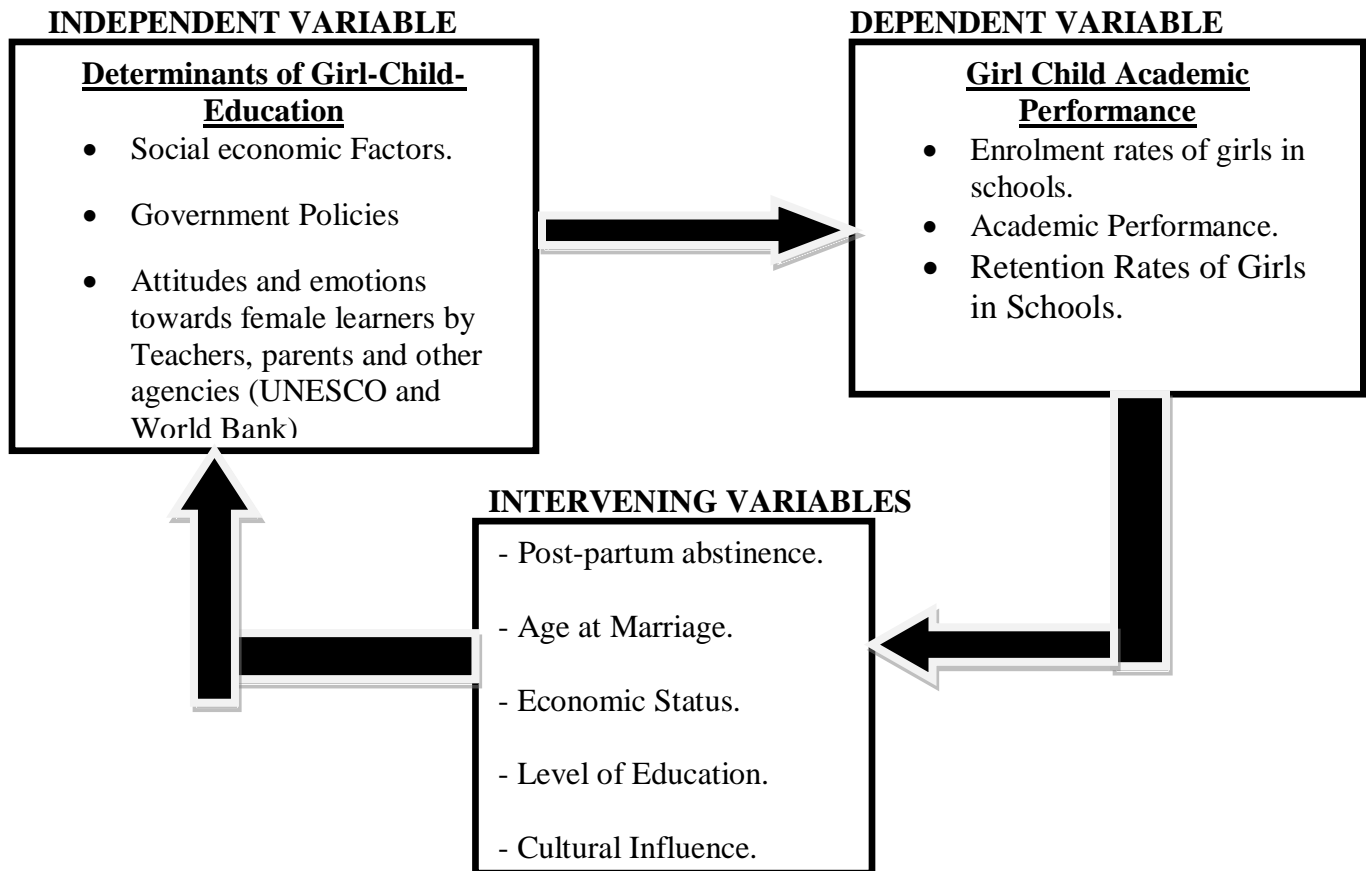
stake in their broader community, they will willingly limit their tendency to commit unexpected acts.

Social control theory is applicable to the current study since through education, the social status which entitles him/her to inherited aptitude. According to Pratt, Gau and Franklin (2011), social control theory observes that the provision of formal equity and access to education by putting everybody on the scratch guarantee that the outcome is justified. The result of this equal access to education can document who deserves the price because the achievements are determined by inherited capabilities and not by arbitrary conditions like economic status or gender of the individual. In Tanzania, the government has made primary education free to all and greatly subsidized secondary education in a bid to enhance access to education. However, social barriers, high poverty levels and bad cultural practices are the main barriers to girl education in Buchosa District. This theory is thus relevant to the proposed study because social discrimination, economic status and gender bias impact negatively to girl-child participation in secondary education.



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### Conceptual Framework



**Figure 1: The Relationship between Independent and Dependent Variables**

Source: Tibeziuka (2019)

### Review of Empirical Review

In USA, Lindsay (2011) carried out a research on Perceived Barriers to Parent Involvement in Schools. The study noted that there is evidence that in spite of the fact that many parents make good effort to attend school functions and support the educators who work with their children, and some parents perceive barriers to participate in school related activities. The study indicated perceived language barriers, cultural understanding conflicts, financial and work related limits, unwelcoming atmosphere judgmental attitudes, inconvenient scheduling, and lack of resources in time and money are challenges. Parents who are involved in their children’s education tend to

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have higher expectations, encourage children to participate in activities, and notice higher performance in academics in the school setting.

A study by Brown and Park (2012) from New York focused on gender dynamics in education. The study findings revealed that parents' incapability to pay and compensate school fees was the reason for the dropout of forty-seven percent of girls while only thirty-three percent of boys dropout in elementary schools; in junior secondary high school, fees were half for the girls but only eight percent for the boys.

Glick and Sahn (2016) carried out a study on schooling of girls and boys in a West African Country. Ideally, the study focused on the effects of parental education, income and household structure. The study noted that there is gender bias or pro-male bias in case of parental investment in children. Parents' preference for sons encourages more of them to invest for in their sons' well-being to take care of parents in the future. In fact, parental gender bias investment occurs particularly when parents have limited or lower income and resource, causing girls to leave school earlier than boys. Therefore, there is a correlation between a family's financial strength and the likelihood of the daughter's dropout of school.

In Northern Nigeria, Williams (2016) identified religious misinterpretation, cultural practice, poverty, early marriage, illiteracy, and inadequate school infrastructure as some of the factors militating against girl-child education. On one hand, majority of the parents indicated that girl-child education is less important because no matter what level of education the girl attains, their hope is to see the girl-child get married. On the other hand, some parents revealed that western type of education is termed to be a way of negative transformation and initiation of an individual into materialism, promiscuity and inculcation of western cultural ideologies. In Nigeria, the boy child is expected to be able to do wonders in the world of knowledge and technology whereas a woman's place is at home, keep up with the livelihood of the family (Mischi, 2012). Family development efforts, including schooling are invested on the boys because they are makers of clans while the girls are expected to be married to husbands who will speak for them.

In South Sudan, a study by Adala (2016) sought to investigate the effect of early marriage on girl child school drop-out in primary schools in Terekeka County of South Sudan. Economic factor is the other major cause for girl's school drop-out where most parents cannot afford to pay school fees due to poverty. From the study poverty is one of the leading causes of girl child school drop-out. Most Parents and Guardians are poor and cannot afford to provide food to their families due to financial constraints not to talk about ability to pay school fees and provide other school necessities. In accordance with basic rights, a child should not be deprived of learning simply because she lacks school fees. Due to poverty, early marriage has become rampant in the community through forceful practice so as to get bride price being viewed as one way to get out of poverty without minding about the education of their daughters. Still in In South Sudan, Adala (2016) revealed that the prevalence of civil unrest and insecurity in the country has also destabilized learning in schools which has further caused school drop-outs. Due to insecurity in the County, school going children are at high risk of victimization, violence, abuse as they move



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long distances to their schools, this created fear in parents and forced them to restrict their daughters from going to school.

A study by Drajea and O’Sullivan (2017) in Uganda investigated the effect of parents’ literacy levels and family income in Uganda on the quality and nature of parents’ involvement in their children’s primary education. Findings indicated a significant relationship between parents’ income and literacy levels and the quality of support to their children’s education. Household poverty emerged as a major obstacle to educational success for children across the three socio-economic categories of family studied. Compromised lack of time for parent-child interaction proved to be the main obstacle as parents spent significant hours in non-academic matters for the day-to-day survival of their families.

A study by Ouma (2013) purposed to establish the extent to which the factors affect girl-child participation in secondary education in Migori district, Migori County, Kenya. The findings from the study showed that socio-economic factors affect participation of girl child in secondary education. This resulted to lack of school uniform, lack of school fees, lack of teaching learning materials, high rate of drop-out and lack of personal effects for those with poor socio-economic background. Gitonga (2010) from Kenya established that both family and school related factors do hinder girl child from accessing and completing secondary education. The main factors hindering secondary education were lack of school fees due to poverty, lack of moral support from family members. There was also discrimination by parent as compared to boy child. Girls were also overworked at home and therefore lack time to concentrate on studies. The other factor influencing girl-child education included teachers’ poor attitude towards female students which negatively affects a girl-child education. Abdulahi (2015) conducted a study on lack of fees affecting girls in Maasai land in Kenya. The study findings reported cases affecting girls in Maasai land in Kenya. He noted that fathers do not wish to pay fees for their daughters; instead they would rather have them married.

In Tanzania, Mushi, Faty and Mwakasangula (2016) conducted a study on enhancing girls’ enrolment and participation in secondary education in Tanzania taking a case study of Morogoro Region. The study result shows that of the girls do not complete their secondary education as planned; rather they drop from studies. Poverty was discovered in this study to be the main obstacle to girls’ progression in education. Ruth (2014) from Kigoma, Tanzania examined the extent to which economic factors can contribute early marriage among teenagers leading poor academic performance and drop out of school. This study revealed that the following factors led to drop-out of many girls in secondary school namely, inadequate economic resources, unemployment, financial problem facing teenagers, the presence of commercial sex, inadequate family patterns, globalization, inadequate credit facilities to enable teenagers, access to capital and commercial sex.

In Mbeya, Kalinga (2013) conducted a study on causes of drop-out in secondary schools in Tanzania. Findings disclosed that the factors leading to students dropout from school were many and included lack of awareness on education matters and lack of education in the families. Parents’ low income, cultural aspects related to economic concerns such as early marriages, divorce, polygamy, lack of family planning and negative attitudes towards education especially

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for girls and parents deaths due to poverty were also found to be the problems leading to school dropout. Kalinga (2013) also disclosed that the factors leading to girls dropout from school were many and included lack of awareness on education matters and lack of education in the families. Parents' low income, cultural aspects such as early marriages, divorce, polygamy, lack of family planning and negative attitudes towards education especially for girls and Parents deaths were also found to be the problems leading to school dropout. Improper application of Education Acts and regulations was also found to be among the factors for student to drop out of school. The factors also included pressure from peer groups.

In Tanzania, Mawere (2012) carried out a study on social factors that affecting the girl-child education. The study revealed that the high rates of girl child poor academic performance have been attributed to various factors including abject poverty, economic hardships, early marriages and the mistaken religious and traditional beliefs that educating a girl child is a waste of resources. In Moshi, Grant and Hallman (2016) researched on pregnancy-related school dropout and prior school performance in Tanzania. The study revealed that despite the recently slowed rate, the proportion of girls enrolling in school has increased in Moshi municipality over the past two decades. Improvements in the proportion of girls who enter school and who complete primary school have decreased the gap between male and female educational attainment in the region. Simultaneous to the improved school participation of young women have been declines in adolescent childbearing.

### **Research Design and Methodology**

This study employed mixed method approach in which descriptive statistics and triangulation methods were used to combine both quantitative and qualitative designs. In quantitative design, a descriptive survey design was used to collect information from the field by collecting both quantitative and qualitative information. In qualitative design, phenomenology design was used since it focuses on the commonality of a lived experience within a particular group. Through this process, the researcher constructed the universal meaning of determinants affecting the girl child in improving academic performance of Public Day Secondary Schools at Buchosa District, Mwanza Region in Tanzania. The study's target population included 21 school principals, 320 teachers, nine thousand, 124 and 8000 parents. Buchosa District has only 21 public secondary schools. In this study stratified sampling technique, purposeful sampling, snowball sampling and proportionate sampling techniques were used. The sampling frame is presented in Table 1 below:

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**Table 1: Sampling Matrix**

	Category	Target Population	Sample Size	Sampling Technique	Percentage
Schools	5	21	5	Purposive Sampling	23.81%
Principals	5	21	5	Purposive Sampling	23.81%
Teachers	50	320	50	Proportionate Sampling	15.63%
Parents	30	8,000	30	Snowball Sampling	0.38%
Students	100	9,124	100	Proportionate Sampling	1.1%
<b>TOTAL</b>	<b>185</b>	<b>17,486</b>	<b>185</b>	<b>3</b>	<b>64.67%</b>

Source: Tibeziuka (2019)

The study used questionnaires, interview guides and focus Group Discussions as the tool for data collection. The questionnaire was designed for the teachers and students and interview guide for the principals and parents. This study used content validity in regard to research instruments. The researcher employed the Cronbach's Alpha Coefficient method to test Reliability of the quantitative instruments. The research used triangulation and member checks to establish credibility and contribute to trustworthiness

After data collection using both questionnaires and interviews, the obtained data was analyzed using both quantitative methods namely descriptive survey and qualitative method namely phenomenology. The quantitative data was organized, tabulated and analysed in frequency tables and percentages and bar graphs with the help of the statistical package for social sciences (SPSS 20) software. Furthermore, qualitative data derived from open ended questions were analysed using content analysis technique.

All the participants were informed about the purpose of the study and the benefits so that they would voluntarily participate. These ethical and legal considerations were of great concern since such research involves human participation. The researcher also observed confidentiality of the respondents' information that was gathered by not disclosing it to anyone. All the resources consulted too were acknowledged to curb the problem of plagiarism. Consequently, the collected data was handled with high integrity and the findings of the study were shared soon after with the participants.

### **Data Analysis, Presentation and Discussion of Findings**

The purpose of this study was to assess determinants of girl child academic performance of public day secondary schools at Buchosa District, Mwanza Region in Tanzania. Teachers were further asked to indicate the extent to which aspects of parental, economic and social factors influence the education of a girl child in their school.

*Key: VGE=Very great extent, GE=Great extent, ME=Moderate extent, LE=Low extent, M=Mean, SD=Standard Deviation*

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Mean (1-1.80= Very great extent, 1.81-2.60= Great extent, 2.61-3.40= Moderate extent, 3.41-4.20= Moderate extent)

**Table 2: Effect of Parental Influence on Girl-Child Education (n=50)**

Aspects	VGE		GE		ME		LE		M	SD
	F	%	F	%	F	%	F	%		
Social-economic status of parents	33	66	7	14	7	14	3	6	1.60	0.948
Housing Style	9	18	27	54	10	20	4	8	2.18	0.825
Parental education attainment	35	70	9	18	2	4	4	8	1.74	1.006
Family Structure	11	22	26	52	8	16	5	10	2.10	0.909
Parents Valuing boy-child education over the girl-child	32	64	10	20	3	6	5	10	1.82	1.044

Source: Field Data (2020)

Table 2 show that; social-economic status of parents influence girl-child education to a very great extent (M=1.60, SD= 0.978), housing style to a great extent (M=2.18, SD=0.825), parental education attainment to a very great extent (M=1.97, SD=1.159), family Structure to a great extent (M=1.74, SD=1.006) and parents valuing boy-child education over the girl-child to a very great extent (M=1.82, SD=1.044). The parents also agreed that there are things that they do and embrace that hinders their girl-child access to education which included involving them. Parental level of education influence performance of girls whereby parents with little education or no education are always against education and do not enroll them in secondary schools. Family size is also another determinant of girl child access to education because girls from large families have less chances of completing secondary school as opposed to girls from small families. The structure of a family influences girl-child education whereby girls who live with both parents are disciplined and have better chances of succeeding in academics as compared to girls who are orphans or living with one parent. The finding is in agreement with Pal (2014) that mother’s literacy significantly enhances the probability of school enrolment among girls but it is insignificant for boys. Findings are also concurs with supporter of Social control theory Brannigan (2015), who testified that parental involvement does influence girl-child access to education.

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**Table 3: Influence of Economic Factors on Girl-Child Access to Education (n=50)**

Economic factors	VGE		GE		ME		LE		M	SD
	F	%	F	%	F	%	F	%		
Poverty	36	72	8	16	4	8	2	4	1.44	0.812
Low Income	14	28	29	58	5	10	2	4	1.90	0.735
Some parents believe that girls are expensive to educate	7	14	10	20	25	50	8	16	2.68	0.913
Girl-child labour	28	56	11	22	6	12	5	10	1.76	1.021
Early marriages among girls for dowry	28	56	10	20	9	18	3	6	1.74	0.965

Source: Field Data (2020)

Table 3 show that the economic factors that influence girl-child access to education to a very great extent are; poverty (M=1.60, SD= 0.978), low income (M=2.18, SD=0.825), girl-child labor (M=1.97, SD=1.159), and early marriages among girls for dowry (M=1.74, SD=1.006). Some parents believe that girls are expensive to educate and this influence girl-child access to education although to a moderate extent (M=1.82, SD=1.044). This implies that poor family are not able to educate the girls and those who manage to take the girls to school are not able to adequately cater for their needs. The families with low income use the little money they have on basic needs like food and shelter. This also forces some girls to seek employment to sad up to the family income. Some parents also believe that girls are expensive to educate and they therefore concentrate on education of boys. Some of these parents also arrange marriages for their girls so that they can be compensated inform of dowry. This has resulted to many girls not achieving their academic goals. The finding concurs with Ruth (2014) inadequate economic resources, unemployment, financial problem facing teenagers, the presence of commercial sex, inadequate family patterns, globalization, inadequate credit facilities to enable teenagers, access to capital and commercial sex contribute early marriage among teenagers leading poor academic performance of girls in Tanzania.

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**Table 4: Influence of Social Factors (n=50)**

Social factors	SA		A		UD		D		SD		M	SD
	F	%	F	%	F	%	F	%	F	%		
Early pregnancy and marriages	40	80.0	10	20	0	0	0	0	0	0	1.20	0.404
Male child preference at the expense of girls	19	38.0	25	50	6	12	0	0	0	0	1.74	0.604
Sexual harassment and abuse	14	28.0	27	54.0	3	6.0	6	12.0	0	0	2.02	0.915
Taking care of sick relatives	14	28.0	29	58.0	2	4.0	5	10.0	0	0	2.02	0.892
House hold tasks or domestic activities assigned to girls	34	68.0	10	20.0	4	8.0	2	4.0	0	0	1.48	0.814
Poor environment for learning at home	35	70.0	12	24.0	3	6.0	0	0	0	0	1.36	0.598
Lack of role models and mentors	29	58.0	13	26.0	6	12.0	2	4.0	0	0	1.62	0.855
The societies altitude towards education of girls	30	60.0	12	24.0	5	10.0	3	6.0	0	0	1.62	0.901

Source: Field Data (2020)

Findings in Table 4 show that; the teachers agreed that early pregnancy and marriages (M=1.20, SD= 0.404), male child preference at the expense of girls (M=1.74, SD= 0.604), house hold tasks or domestic activities assigned to girls (M=1.48, SD= 0.814), poor environment for learning at home (M=1.36, SD= 0.598), lack of role models and mentors (M=1.62, SD= 0.855) and the societies altitude towards education of girls (M=1.62, SD= 0.901) influence girl-child access to education. The teachers also agreed that sexual harassment and abuse (M=2.02, SD= 0.915) and taking care of sick relatives (M=2.02, SD= 0.892) influence girl-child access to education. The main social factors influencing girl-child access to education are early pregnancy and marriages which completely denies the girls a chance to continue with education, domestic chores assigned to girls (looking after the sick and younger siblings, cooking, washing utensils and clothes, fetching firewood and water), non-conducive environment for learning at home, lack of role models at home especially those with irresponsible parents, night clubbing whereby girls engage in night clubs involve in sexual activities which lead to early pregnancies, peer group where they share bad behaviours, alcoholic parents who are less concerned about their children academic affairs and social disruptions like wedding, burial or religious occasions. The finding supports Abdulahi (2015) who noted that fathers do not wish to pay fees for their daughters; instead they would rather have them married which is has forced several of them to run away from home to seek refuge elsewhere.



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In order to test the study hypothesis, the researcher utilized the Karl Pearson’s coefficient of correlation (r). Table 5 presents the correlation analysis.

**Table 5: Correlation Analysis**

			<b>Girl-child academic achievement</b>	<b>Parental factors</b>	<b>Economic factors enforce</b>	<b>Social factors</b>
Girl-child academic achievement	Pearson Correlation		1			
	Sig. (2-tailed)					
Parental factors	Pearson Correlation		.381**	1		
	Sig. (2-tailed)		.005			
Economic factors	Pearson Correlation		.588**	.367	1	
	Sig. (2-tailed)		.000	.009		
Social factors	Pearson Correlation		.457**	.225	.420	1
	Sig. (2-tailed)		.000	.115	.117	

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Source: Field Data (2020)

Table 5 show that parental factors (r = 0. 381, p-value=0.005), economic factors (r = 0.588, p-value=0.000) and social factors (r = 0.457, p-value=0.000) have a significant relationship with girl child academic performance because all the p-values are below 0.005. The researcher therefore rejects the null hypothesis that there is no significant relationship between determinants of the girl child and academic performance. The researcher also accepts the alternative hypothesis that there is a significant relationship between determinants of the girl child and academic performance. The finding supports Glick and Sahn (2016) findings that there is a correlation between a family’s financial strength and the likelihood of the daughter’s dropout of school.

**Conclusions and Recommendations**

In conclusion, parental, social and economic factors are the main determinants influencing girl child education among the Public Day Secondary School students at Buchosa District. It is concluded that female students brought up by both parents have high chances of completing secondary education than female students raised by single parents or without both parents. It can also be concluded from the study that, parental level of education influence girl-child access to education. High academic attainment of parents significantly reduces chances of secondary school dropout since educated parents are more effective in helping their children in academic work and educated parents are interested in the academic progress of their children and encourage them to pursue professional careers. Findings have proved that most students drop out of school because of their parents’ poor financial status. The

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parents who are low income earners are not able to pay school fees on time. This leads to the school administration sending the students home to collect school fees and not all students who are sent home manage to come back to school. When the parents lack funds to maintain their children in school, they end up dropping out. Girls have more needs as compared to boys and lack of money for academic and personal needs force them to drop out of school to look for manual jobs while others get married.

Allocation of domestic duties on basis of gender has been linked to low academic achievement of the girl child. This is because gender roles in the society are socially constructed and the girl child is expected to help in the household work more than the boy child. This limits her time to do school work leading to poor performance. Irresponsible sexual behaviour and harassments of the girls have been reported by a large percentage of respondents to influence girl-child access to education. Since the study concentrated on day schools, sexual harassments could be occurring on the way to and from school and in circumstances where the girls have rented houses near the school which are not secured and susceptible to attacks especially at night. The girls interact closely with boys at school and at home and share their views on teenage sexuality. Most girls according engage in teenage sexual behaviour in order to meet some of their needs they lack at home. Long distances from schools also lead to time wastage and fatigue leading to lack of interest in education.

### **Recommendations**

The school management board should initiate income generating and learning programmes like poultry keeping in the school to help needy girls in terms of provision of basic needs this will ensure that girls from poor families will be able to access secondary schools. School administrators should encourage and strengthened guidance and counseling department in schools. The department will assist the girls who come from; low socio-economic background, broken families, large families, single parent families and illiterate parents. Through the efforts of administrators and guidance and counseling department such girls can be helped to fully participate in secondary education and complete the programme. The Guidance and Counseling Departments should be empowered in schools through training of teachers and peer counselors to guide the girls on self awareness and responsible teenage sexual behaviours, to reduce much involvement.

The study recommends good training for teachers through regular workshops and seminars in order to handle girls and to help teachers to be at par with the changing technology. Girls in school should be helped by female teachers to develop positive attitude towards education by being good role models. Action must be taken to encourage parents to change attitudes and lighten the household workload of the girls and provide them with the time and a comfortable space for learning at home. Parents are also advised to control the number of children in the family to be able to provide for their children adequately.

The Ministry Of Education should review bursary policies so that they benefit the needy students. This will ensure retention of girls who come from low socio-economic background. The government through the Ministry of Education, NGO's, churches and other stakeholders

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should conduct awareness and sensitization campaign on importance of family planning in Buchosa district. The public should be informed that the cost of living in general and the cost of education in particular have increased tremendously and therefore there is need to have few children which they can comfortably raise and provide for all education needs with limited resources available. The Government should sensitize parents especially in rural areas to fully understand and appreciate the importance of completion of secondary education to both genders. The government should enhance, strengthen and enforce parental laws to ensure children do not fall victim to family instability in case of separation and divorce. The government and other girl child education sponsors should come up with ways of increasing the number of boarding schools to give the girls time to study and reduce the time they spend doing housework.

Communities should be empowered to start off income generating activities to alleviate poverty and enable families increase their income and have the ability to retain their female students in secondary school till completion. The female students should refrain from involvement in irresponsible sexual behaviours that lead to early pregnancies. Pregnant girls are automatically sent out of school hence unable to accomplish their academic goals. Findings have shown that girls are discriminated against and sexually harassed in classes, the boys should therefore stop harassing girls sexually and also give them chances to participate in learning activities.

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