



Gender disparities in access education opportunities in secondary schools case of Ilala City Council, Dar ES Salaam, Tanzania

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Abstract

The purpose of this study was to assess Gender Disparities in access education opportunities in secondary schools Case of Ilala City Council, Dar es Salaam. The objectives of the study were to examine the perception of the community regarding gender disparities in accessing secondary education in Ilala city council, to reveal the barriers faced by girl-student in accessing secondary education in Ilala city council and to proposed strategies to overcome gender disparities in accessing education in Ilala city council. Cognitive Social Learning Theory guided the study in which the scholars influenced by this perspective argue that by nature all people prefer be accepted by fellows as good partners. The study used a mixed method approach in data collection. The data collected by conducting interviews to teachers and students, documentary review, and questionnaire for students, and teachers from public secondary schools in Kinondoni Municipality. Data were analysed by descriptive statistical analysis and presented in tables. The study revealed that, girl-students in visited secondary schools mostly affected by social-cultural believes. The study established that, visited students are victims of early marriage and discrimination from the community they live. In addition, violence against women observed as among the factors for gender disparities among visited secondary schools. The students found themselves in difficult situation when they asked for having love affair with their teachers. In summary, the girl-students in visited schools subjected to unfriendly learning environment which discouraging to concentrate in their studies. Furthermore, most of visited students affected by girls' roles at home. The other revealed barrier was early marriage. The study established that, some of students get pregnancy at early age before joining form one. In summary, the learning environment in visited schools discouraged girl-students to concentrate on their studies. The major challenge observed in environment was unfriendly toilet and absence of rooms for girls. Finally, the study established that, guidance and counselling service is very important in visited schools. In addition, the respondents suggested practices such as motivation, creation of awareness, improving of parenting and provision of girls' scholarship.

Keywords: gender disparities, access education, opportunities in secondary schools

1. Introduction

Tanzania has made significant progress in promoting universal education and reducing the gender gap, particularly in primary education. As of 2014, over 80% of children were in school, with a higher percentage of girls than boys (Fox, 2016) ^[16]. Girls were also more likely to complete primary school: 80% females compared to 72% males. However, there has been less progress in reducing gender disparities in secondary education. Girls are less likely than boys to continue to secondary school (54% compared with 59%) (Fox, 2016) ^[16].

Furthermore, the 2016 Human Development Report for Tanzania found that 10.1% of adult women had reached at least a secondary level of education, compared to 15.3% of adult men (UNDP, 2016) ^[45].

It is also relevant to note some findings from the 2015-2017 survey, that: 'women's engagement in paid work generally resulted in a partial transfer of their care work responsibilities onto their children, and especially their daughters, which in some cases could generate a trade-off between women's work and their daughters' educational outcomes (e.g. tiredness, failure to do homework, reaching school late)' (Zambelli *et al*, 2017) [61]. This has clear implications for girls (the next generation) being able to access education and better employment opportunities.

Mkenda, (2014) [30] analyzed data from the 2006 Integrated Labor Force Survey to identify the determinants of labor force participation of Tanzanian women. The key determinants included: children (they both reduced and increased the odds of participation); age (it increased the odds of participation); marital status of women (it decreased and increased the odds of participation); education level (it increased the odds of participation); and the education level of a woman's spouse (it increased the odds of participation). Moreover, Agriculture accounts for the largest share of employment in Tanzania, and women form a slight majority in the agricultural workforce (52% females vs. 48% males) (Idris, 2018) [20]. However, more than twice as many women as men are unpaid family helpers in agriculture (4.8 million vs. 2.1 million), while twice as many men as women (4.2 million vs. 2.1 million) work on their farms (Idris, 2018) [20]. O'Sullivan *et al* (2014) [35]. Claim that a large portion of Tanzania's gender productivity gap is driven by the imbalance in adult male labor: households with male- and jointly-managed plots have nearly twice as many adult men as those with female managers (O'Sullivan *et al*, 2014) [35]. They note that the availability, use, and intensity (in terms of the number of days worked per acre) of male farm labor widen the male/female difference in yields. 'One labor from a male family member or hired laborer also generates a higher increase in yields for male- and jointly managed plots compared with female-managed plots, suggesting that these laborers do not work as efficiently on women's plots' (O'Sullivan, 2014) [35].

Access to land, workspace and productive resources is critical to unlocking the economic potential of women. Tanzania enacted two Land Acts in 1999 which established that women should be treated equally with men in terms of rights to acquire, hold, use and deal with land. The Village Land Act (also of 1999) mandates that women be represented on land allocation committees and land administration councils (OECD, 2014) [36]. A 2004 amendment to the Land Act gave Tanzanian women the right to mortgage land to enable them to gain access to bank loans (OECD, 2014) [36].

A recent report by the Alliance for Financial Inclusion (AFI) identifies the following barriers to women's financial inclusion in Tanzania: a) on the supply side-inappropriate services that do not meet client demand, and the high cost of financial services due to inefficiencies in delivery channels; b) on the demand side – information asymmetries, lack of documentation, irregular income patterns, lower income than men and low financial literacy (AFI, 2016) [2].

The 2015-2017 survey of 200 Tanzanian women found that: 'women continue to be perceived as the main providers of unpaid care work in the household. Their responses reveal that they subscribe to this view which was overwhelmingly echoed by their husbands and children (Zambelli *et al*, 2017) [61]. Even in cases where women were engaged in paid work, most male respondents saw this as a symptom of their

household's poverty, rather than an ideal situation they subscribed to. They expressed a preference for their wives to remain home and in charge of care work, thereby taming the risk of these responsibilities remaining unfulfilled or being transferred to men' (Zambelli *et al*, 2017) [61].

1.1. Statement of the problem

What is known is that Gender equality in and through education is central to the human rights agenda, and it is critical to attaining the transformational 2030 Agenda for Sustainable Development. Global trends are increasingly acknowledging the intrinsic and extrinsic benefits of investing in girls' education, particularly in developing countries. (GPE, 2019) [17].

There are little concern among the issues that have been the main concerns when it comes to the accessibility of time resource and opportunities in the community. In this regard the existence of gender disparities has been reported in many cases; however, there has been little information about the gender disparities regarding the accessibility to time resource and opportunities in the community. In this case, if this situation continues it will have negative consequences on the accessibility to time resource and educational opportunities in the community.

In Tanzania the issue of gender is still debated among scholars and experts, in some areas gender and sex are controversial, women think that gender equality aimed to empower women to compete with men, while in the education system women-focused much on the favor to them when compared to men, for example in grading, opportunities and regarding them into a special group. Therefore, to prevent the negative consequences of this situation this study intends to assess the gender disparities in accessing resources and opportunities in the community and come up with the measures to tackle the situation and extend literature knowledge regarding the gender issues in accessing educational resources and educational opportunities in Tanzania particularly Ilala City Council.

1.2. Study Objectives

1. To examine the perception of the community regarding gender disparities in accessing secondary education in Ilala city council.
2. To reveal the barriers faced by girl-student in accessing secondary education in Ilala city council.
3. To proposed strategies to overcome gender disparities in accessing education in Ilala city council.

2. Past Literature review

2.1 The perception of the community regarding gender disparities in accessing secondary education

In today's economy, it is not easy to attain livelihood if one is not engaged in any economic income-generating activities. Among many who fail to attain their livelihood are groups of vulnerable mostly vulnerable women and victims of gender inequality, which has isolated them in attaining education. Thus, they become illiterate and experience extreme poverty (Minoti, 2017) [28].

Girls in Tanzania have more limited access to educational opportunities, particularly at the secondary level. A quota system introduced shortly after independence by the government to increase the enrollment of girls in government secondary schools as well as students from disadvantaged regions. The quota operated by allowing a certain proportion

of girls to be admitted to secondary schools with lower PSLE grades lower than boys. It was constructed a system to enable girls to access education but created the failure of girls in the future because of lack of any kind of additional support at both primary and secondary schools.

World Bank (2009) ^[56] states that the lack of female teachers as role models was also highlighted as being a key factor hindering girls' experience of quality education. It also argued that their presence encourages parents to send their children, especially girls to school because they see opportunities for their daughters outside the household and a sense of security for girls when female teachers are present. The absence of female teachers made many girls inferior and low concentration academics for better achievement.

The major challenges to progress in education and training for women in Africa arise from persistent gender stereotyping, widespread gender discrimination, and negative social attitudes toward girls' education (UNESCO, 2011) ^[47]. Bamora (2010) ^[4] further found that girls share domestic chores which are daily routines that occupy their time all year compared to boys' seasonal activities. The study also found that some girls had to take care of the house on days when parents were away and attending social functions such as funerals, naming, and marriage ceremonies in neighboring communities.

Found that in Africa lack of formal secondary school in close proximity to girls' homes prohibits their participation. Similarly study by Coady & Parker in Mexico had shown that distance to secondary school had consistently large negative effect on probability of enrolling in secondary school. The impact in general was much larger for girls than boys in long journey from home to school affect students particularly girls in retention and completion of study circle. In Zambia, the study by Nsemkila revealed that 50% of the children in urban areas are located within 15 minutes walking distance to school compared to 14% in the rural areas.

The average walking to the nearest secondary school was 27 minutes for urban areas and 185 minutes in rural areas. A study by Scharff in Malawi found that girls were more vulnerable than that one of boys to abuse, both while in transit and when in school. To avoid lengthy walk to school some girls make their own lodging arrangement near community day school that do not offer boarding facilities. Those self-borders are unsupervised by the school and they fall in risk of theft and self-abuse. This result to gender gaps in education especially in rural areas was due high dropout rate by girls.

Curriculum is another angle, which hinders gender equality in access to education. Biased education curriculum made girl is inferior and less competitive in science subjects. FAWE found that, home economics, business education have traditionally been rigidly segregated by gender. Reflecting on society expectation, school taught girls child-rearing, cooking, sewing and secretarial skills. Boys, on other hand were taught mechanics, woodworking and other vocationally oriented skills. These courses usually segregated by customs and sometimes by official school policy.

Kenya government found the inequality in admission presented itself in courses on which women are enrolled, the analysis of student enrollment in public universities courses by Ministry of education confirmed that relatively few women are enrolled in science courses and specifically engineering. It can be argued that the existing school curriculum and the way it is implemented may be source of inequality in access to education between boys and girls

(Bamora, 2010) ^[15].

2.2. Barriers to the Accessibility of Educational Opportunities

A recent report by the Alliance for Financial Inclusion (AFI) identifies the following barriers to women's financial inclusion in Tanzania: a) on the supply side – inappropriate services that do not meet client demand. The high cost of financial services due to inefficiencies in delivery channels; b) on the demand side – information asymmetries, lack of documentation, irregular income patterns, lower income than men and low financial literacy (AFI, 2016) ^[2].

It is also relevant to note some findings from the 2015-2017 survey, that 'women's engagement in paid work generally resulted in a partial transfer of their care work responsibilities onto their children. In addition, their daughters which in some cases could generate a trade-off between women's work and their daughters' educational outcomes (e.g. tiredness, failure to do homework, reaching school late)' (Zambelli *et al*, 2017) ^[61]. This has clear implications for girls (the next generation) being able to access education and better employment opportunities.

Mkenda analyzed data from the 2006 Integrated Labor Force Survey to identify the determinants of labor force participation of Tanzanian women. The key determinants included children (they both reduced and increased the odds of participation); age (it increased the odds of participation); marital status of women (it decreased and increased the odds of participation); education level (it increased the odds of participation); and the education level of a woman's spouse (it increased the odds of participation).

The 2015-2017 survey of 200 Tanzanian women found that: 'women continue to be perceived as the main providers of unpaid care work in the household. Their responses reveal that they subscribe to this view, which overwhelmingly echoed by their husbands and children (Zambelli *et al*, 2017) ^[61]. Even in cases where women were engaged in paid work, most male respondents saw this as an amp tom of their household's poverty, rather than an ideal situation they subscribed. They expressed a preference for their wives to remain home and in charge of care work, thereby taming the risk of these responsibilities remaining unfulfilled or being transferred to men' (Zambelli *et al*, 2017) ^[61].

O'Sullivan *et al*, (2014) ^[35] claim that a large portion of Tanzania's gender productivity gap is driven by the imbalance in adult male labor: households with male-jointly managed plots have nearly twice as many adult men as those with female managers. Furthermore, the availability, use, and intensity (in terms of days worked per acre) of male farm labor all widen the male/female difference in yields. 'One day of labor from a male family member or hired laborer also generates a higher increase in yields for male- and jointly managed plots compared with female-managed plots, suggesting that these laborers do not work as efficiently on women's plots'.

Socio- cultural practices seem to be a strong setback in girl's access to education. Argued that both Western and African cultures seem to be deeply influenced by the idea of fathers. This affect decision made in households about educational matters based on favoring more boys than girls. Adana and Heneveld in their study of the enrolment patterns of girl's education in Africa observed that the low participation of girls in education results from a combination of socioeconomic and cultural forces outside the school, as well as traditional gender roles. For example, girls are encouraged

or are forced into early marriage, to protect them from pre-marital pregnancy, which is considered shameful and illegitimate in most African societies or to reduce family economic burden.

It has been argued that inadequate school facilities can also keep girls away, some school facilities can actually make it difficult for girls to go to school. For example, matured girls cannot carry out their studies comfortably due to inadequate latrines. Kionga founds that lack of latrines; especially separate latrines for girls identified as worst school experience for girls, these draws attention to the special conditions and experience, which prevent girls from full participation and achievement in classes.

Bamora (2010)^[4] in her study in Ghana found that there is lack of school gender friendly facilities to provide favorable environment for students particularly for girls to learn and hence prevent them to access education. She found that school lacked important facilities such as hostels, furniture, drinking water, proper urinals and toilets for girl's access to education. Moreover study in Ethiopia reveal that many schools face challenge of insufficient classrooms and furniture and basic sanitary facilities- including separate toilets, for boys and girls, all these impedes many girls access to education.

Found from the study in Bangladesh that 43% of girls had experienced some form of sexual harassment on the ways to school or college. A recent report from UK by Lucas found high school girls face sexual violence and abuse in school often perpetrated by teachers. In addition, study by Scharff in Malawi found that girls were more vulnerable than boys to abuse, both while in transit and when in school. For this reason girls drop out of their studies than boys due to violence faced while at school or in the households. Dunne *et al.*, in their study on gender violence in Zimbabwe, Ghana and Malawi found that both teachers and students often used sexual harassment and corporal punishment as major means of controlling and regulating behavior. The finding from Ghana reveals that abusive behavior by male pupils, teachers and sugar daddies did exist in the Ghanaian school context.

Motivation is very important for better educational performance and ways of promoting balance in access to education between boys and girls. Various studies reveal that while assertive behavior promoted among boys, passive behavior promoted and 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 (World Bank, 2007)^[13].

Bamora, (2010)^[15] states that another factor that relates to sexual violence and serve to limit girls' education in education is pregnancy. Ahmed, Hallman and Kaufman, *et al.* argued that the education of most school girls in Ghana and other worldwide is cut short by unwanted pregnancies as many of them were expelled from school at the moment their pregnancies become visible.

The Forum for Africa Women Educationalist (FAWE) reveals that about 21% of Kenya adolescents have had at least one child at the age of 20 and that 8000 to 13,000 girl dropout of school due to pregnancy. The same report that was revealed in Ghana, stipulated that 1,068 student dropped out of school between period 1990 and 1994. Of these 638 were girls and 1172 representing 27% dropout due to pregnancy, making pregnancy the highest cause of dropout among girls. In Uganda, the report show that 60% of patients who died as the result of abortion complications were girls below the age

of 20, most of them are secondary schools students.

In family, the parents had an opportunity of reinforce gender roles through socialization (Eccles & Wigfield). Perceptions of gender in a society that is patriarchal drive people to prove their abilities. As far as poor academic of students is concerned, a student may also be the causative of his or her own poor academic performance. Regardless that a school may be well equipped with favorable teaching and learning environment and parents' social economic status, if a student is not effective and self-committed in schooling activities for example engaging in bad peers groups, misbehavior, and truancy may result to negative outcomes in school academic achievements. Therefore, it is important to know how student's back ground and readiness's to learn contribute to secondary school academic performance Olatoun.

In contrast, the relationship between mentor and mentee requires interaction (Gardiner *et al.*). Absence of female teachers in some subjects has a possibility of affecting the quality of girl's education. Teachers' success is closely linked to the ability to control students Gary. Expansion of educational systems is still based on quantitative attitudes of improving school buildings, increasing performance of students, but the efforts exert heavy load to the existing number of qualified teachers capable of providing remedial teaching to girl students and identifying specific requirements to girls as distinct.

The cultural attitude of women to play their societal roles as wives and mothers is a major stumbling block to women's access and participation in education, to career advancement, to senior positions is expressed by Manya. The cultural attitude and societal expectation has been used as a weapon to deny woman who has been looked at as a wife and mother. All these have influenced on the situation of female education. The effect if these factors on girls' education are far reaching and affect the enrolment and persistence of girls who remain in school OXFAM. Likewise, Mbilinyi holds that male's domination of culture, customs, taboos and division of labour given females inferior position in the society.

It has been identified that broken homes, which may be the result of death, divorce, separation or desertion of one or both parents, may have a pervasive effect on the schooling of children. Studies conducted by Auger revealed that persistent absenteeism and dropout in primary schools involved more children from broken families. Children without fathers played truant and eventually poorly performed. It is just a matter of course that African culture recognizes fathers as pillars of the families, so in their absent in any case, will result into families led by only mothers. Children raised in such families (families led by mothers) may suffer the consequences of psychological torturing which in turn may lead to low academic development.

Bagilhole also argues that women are regarded as different in higher education 'due to men's advantage through thriving patriarchal systems and the myth of individualism promoted through their cultural hegemony'. In a similar vein, Rarieya emphasizes that stereotypes held against women have been found to be barriers to their career progress. These views result in overt and covert forms of discrimination. Similarly, Clerk conducted study in Northern Nigeria and found out that parents prefer to marry off their daughters at the age of 12 years for fear of possible engagement of conception outside the wedlock.

The study conducted in seven districts: Hai, Iringa rural,

Kondo, Mbeya rural, Muleba, Tarime and Tunduru reveal that children experienced sexual activities at the age of 10-13 for the girls and 15 years for boys. In Kondo and Tarime it was 11-12 for girls and 13-14 for boys Agnes. Moreover, according to Lwaitama on Multi-Dimensional Crisis of Education in Tanzania found out that one girl who ranked first in Primary School Leaving Examination in Mara Region and selected to join Moshi Technical Secondary School was denied school fees and other facilities by her father although he was a primary school teacher, which mean that he was able to pay school fees for her. Mihayo in the study conducted in Sengerema found out that males performed higher than females in the national examination because of some responsibilities done at home.

It has been observed that children from poor families have high probability of under developing academically because their parents can hardly sustain academic demands. Poverty in this case has negative effect on schooling due to the fact that in poor agricultural and pastoral communities for example, sending and attending to school by a student means loss of potential resources for earning power. Girls and boys are expected to provide labour support to their families on farms activities or cattle rearing Ayiga. This tendency by most poor societies contributes to pupils truancies in schools. Parents' socio-economic factor plays the role in influencing students' academic performance. For example, the study which examined different factors leading to poor academic performance of students in community secondary in Pakistan, conducted by Farooq, Chaudhry, Shafiq and Berhanu revealed that socio-economic status and parents' level of education have significant effects on students' overall academic achievement. Furthermore, the relationship between family socio-economic status (SES) and children academic performance were also exposed in a study conducted by Considine and Zappala in Australia.

The study suggested that the financial assistance to schools and families in need is important, policies and programme that it also assists low-income parents in providing appropriate psychological and educational support for their children should also be promoted. Consequently, the current study will examine how the socio economic status, parent's level of education and others contribute to poor performance in community secondary schools. Also, in a developing country like Nigeria, the same problem exists. An investigation done by Omolade and Kassim; Onderi and Makori; Osonwa, Adejobi, Iyam and Osonwa. Indicates the chain of socio-economic factors and family network of parents' occupation, qualification and income seems to be major prediction of students' academic achievement in secondary schools.

That is low level of income, education and occupation status of parents/ guardians, students covering long walking distance to and from school, sex of students, nutrition levels, late school entrance, repetition at school and language spoken at home were revealed as major factors that lead to poor academic performance of students in junior and senior secondary schools in Nigeria.

In Kenya, different researches were conducted on unsatisfactory performance of students in community secondary on socio-economic status by Juma *et al*, concluded that family income, parental level of education, birth order and family size influenced academic achievement of girls in secondary schools. It was further recommended that the Government should sensitize parents on the need and

importance of supporting girls' education for performance. Parents should also be sensitized by the school on the importance of providing for the needs of the girl child and its impact on their academic performance.

Through parental socialization, children's motivation is enhanced through role Modelling, communication about their own abilities, skills and what is valued as important which is later reflected on one's own beliefs and academic abilities (Eccles and Wigfield). This is to show that the community will make all efforts to shape their siblings on the way what need to be at the future and generation. This is a duty for parents, society, schools, peer groups and other related groups such as religions, and political parties.

Low enrollment and high dropout rates for girls at all levels of education stated as some of the main reasons for the relatively low numbers of girls participating in education. This negative attitude is attributed to traditional socio-cultural beliefs regarding gender roles and abilities. In African tradition and culture, women were expected to exclusively assume the roles of mothers and wives. Women were seen as nurturing beings and as such were expected to be the home makers and take care of the children. They were also expected to be obedient and subservient to the men. Women were seen as less capable, physically, mentally and in all areas outside their accepted roles, than men. As a result women were seen as requiring protection, guidance, supervision and leadership from men. It was thus accepted that men would fill decision making leadership capacities in society, while women played a mainly supportive/ nurturing role.

Moreover, many parents and community members believe that a formal education is not necessary in order for girls to prepare for these expected roles as they can be learnt from their mothers and others in the community. As a result many parents do not enroll their daughters in school or withdraw them before completion. This denies girls an opportunity for formal education in general and participation in education. Parents and community members have the attitude in which believes that educating girls is a waste of time and money, because they will eventually be married and their education would therefore only benefit their husbands and the families they marry into.

Since there was also the expectation that boys will become the "breadwinners" of their future families, many parents and community members felt that boys should for this reason be provided with the every advantage to help them fulfill this role, this includes educating them as far as possible. Girls, on the other hand, it is expected, will have husbands who will provide for them and an education is therefore not essential for them.

2.3. Overcoming gender disparities in access to time resource and educational Opportunities in Tanzania

Tanzania has made significant progress in promoting universal education and reducing the gender gap, particularly in primary education. As of 2014, over 80% of children were in school, with a higher percentage of girls than that of boys (Fox, 2016) ^[16]. Girls were also more likely to complete primary school: 80% females compared to 72% males. However, there has been less progress in reducing gender disparities in secondary education. Girls are less likely than that of boys to continue to secondary school (54% compared with 59%) (Fox, 2016) ^[16]. Furthermore, the 2016 Human Development Report for Tanzania found that 10.1% of adult

women had at least a secondary level of education, compared to 15.3% of adult men (UNDP, 2016) ^[45].

Collectively, these socio-cultural factors have negative impacts on the education of girls with the regard to all key indicators – access, retention, performance, and transition. Evidence economic aspects but also in social norms (UN 2002, UNRISD). With this in mind, it has been addressed that the lack of women's decision-making power likely causes gender inequality in some societies and families (OECD, 2010) ^[36].

UNESCO and other United Nations Agencies as one way of reducing gender inequality in education the society have identified access. Identified various strategies to increase equal access to education through promoting gender equality in national laws, policies, and plan to seek to expand access to learning opportunities in particular for girls and women in formal and non-formal education.

In addition, the study done by World Bank (2009) ^[56] revealed that there is a need to make sensitization through strengthening girls and boys clubs to increase their knowledge on gender, sexuality, HIV and AIDS, Career development skills to become more confident and assertive, and providing them with small grants to improve school facilities, such as (latrines for boys and girls).

It is important to ensure constant guidance and counseling to increase girls' enrolment, retention, and performance. Bamora, (2010) ^[4] argued that with very limited access to vital information on sexual and reproductive health, including HIV/ AIDS, both at home and the schools, school girls rely heavily on potentially inaccurate or harmful information about sex from peers, the media, and internet as results are exposed to the risk of pregnancy and other sexually transmitted diseases. Therefore, to rescue girls from poor performance and dropout guidance and counseling services in preschools are imperative.

A number of studies in several African countries suggested that poverty is one of major factor preventing children from getting access to education in Africa. Higgins found that "there is a strong correlation between poverty and lower primary and secondary net and gross enrollment rates. She found that three region of Ghana with highest levels of poverty recoded the lowest enrolment and achievement rates in the country. Her study further stipulate that in 2005/06 at secondary level, net and gross enrolment was 36.1% and 44.2% in poor urban households compared with 57.7% and 72.6% in non-poor urban households, in rural areas net and gross enrolment was 22.3% and 39.1% in poor rural households compared with 25.6% and 45.0% in non-poor rural households Higgins.

Similarly, Torto study shows that when the family income becomes poor girls are pulled out of school and boys are left in school. In addition, when girls are matured enough during preparation for the marriage, they are taken out of school to supplement the family income by selling, farming or performing other money earning activities. Oxa holds that poverty combines with gender to limit the education opportunities of girls more than boys due to entrenched imbalance power relations as well as unequal gender roles in many cultures worldwide.

Feeding programs seem to be important not only in retention and in increase the performance of students but also serve as ingredient for promoting gender equality in access to education. The study of Cardoso and Varner, (2006) in Brazil found the reason for about 33% of schools was dropout said

suffered hunger in their school compared to 17% for those in school. The Girls education officer in Brazil states that with assistance from Word Food Program (WFP) and Catholic Relief Services (CRS) provide free lunches for school in district with lowest girls' enrolment in the region found increase of girl's enrolment in those districts. L.W. Chiuri and J.K. Kiumi, suggested that in order to increase enrolment rate, retention and performance of student including girls there is need to initiate school feeding programmes in Arid and Semi-Arid lands. This can act as catalyst to parents to encourage their children to school.

Multi- faceted and looks at both issues affecting teaching and learning and education management at all levels of education systems, some examples are; delivery training on gender friendly teaching materials production and providing material production to increase girl performance. In addition, increasing the number of teachers, particularly female teachers, at all levels of education, who are well trained and supported to provide quality education for girls and enrich their school experience through teacher training support and national level advocacy on teacher recruitment policies (World Bank 2009) ^[56].

Education is highly needed to change male domination in education. Many countries implement this strategy in different ways. Kenya government for example found that increasing gender awareness is very important; this should be developed at work place through meeting, workshops and seminars for decision makers (Government of Kenya). In addition the study done by World Bank (2009) ^[56] revealed that, there is need to make sensitization through strengthening girls and boys clubs to increase their knowledge on gender, sexuality, HIV and AIDS, Career development skills to become more confident and assertive and providing them with small grants to improve school facilities, such as (latrines for boys and girls).

Despite the apparent gender inequities and inequality in education in SSA many countries and institutions of education have not developed comprehensive policies to address the issue emphasizes on gender mainstreaming in educational policies and programs in any area and at all levels as efficient way of alleviating inequality in access to education between boys and girls. Policy makers should adopt formulation of policies that intend to equalize access in education so as bring equality in education. Bamora (2010) ^[15] suggested that there is a need to mainstream gender in teacher training to ensure female teachers are constantly available in school as role models.

Similarly, through eliminating fees for primary and secondary education has been identified as alternative to increase girls' enrollment. Study done by UNDG (2010) in Ethiopia, Ghana, Kenya, Malawi and Mozambique reveal that fees are a particular barrier to school attendance for children from poor and/ or rural households especially girls, orphans and children with disabilities. There is greatly needs for the governments to remove school fees and other contribution in order to increase female enrollment in secondary levels Bamora (2010) ^[4].

Collectively, these socio-cultural factors have negative impacts on education of girls with the regard to all key indicators – access, retention, performance and transition. Evidence suggests that gender inequality should be addressed not only in terms of financial or economic aspects but also in social norms (UN 2002, UNRISD). With this in mind, it has been addressed that the lack of women's decision-making

power likely cause gender inequality in some society and in families (OECD, 2010).

The effects are not only limited at home, in the governmental system, community councils, and policymaking institutions, women are under-represented which counts for the low level of women's perspectives in the systems. Limited reflection of women's perspective in decision-making result is in gender discrimination in society within households (UN, 2002; OECD, 2011).

Mainstreaming gender in education is very important in realizing gender equality in access to education. This is the process of assessing the implications for women and men of any planned action, including legislation, policies and programs in any area and at all levels. It is the strategy for making women is as men's concerns and experiences an integral dimension in the design, implementation, monitoring and of policies and programs in all political, economic and social spheres.

In Indonesia, for example, the presidential instruction Number 9/2000 on gender mainstreaming in national development is the main policy and strategy to reduce the gender gap against women. The national Education has developed Gender mainstreaming Programs of Action to ensure equal access to education. Many governments as effective and efficient ways of realizing gender equality identify generally mainstreaming gender.

Due to long persistence of low female enrolment education in Tanzania, the government has attempted several strategies to lessen the problem. Universal Primary Education (UPE) was introduced in 1977 and the education act No. 25 of 1978. The latter gave the government the power to enforce compulsory enrolment and attendance of girls and boys in schools. Moreover, Girls Secondary Education Support Programme (GSES) was also introduced as one of the strategies to eliminate gender inequality in education in Tanzania.

Government legislation is slowly improving to ensure equal education opportunities for women, yet female students are still second-class in the classroom. Policy direction for the future of Universal Access to primary education is to ensure that no child is deprived of education for lack of qualified teachers, learning materials or adequate space. Moreover, no child is subjected to disparities of access to primary education arising from gender, age, income, family cultural or ethnic differences and geographical remoteness.

Argues that from elementary to graduate school, boys given not only more teacher attention but also more encouragement to learn than girls are and teachers tend to socialize boys to be active and assertive learners while girls are natured to be quite and passive learners. This is equivalent to neglecting girls the importance of girls as individuals. The same negative community attitudes towards girls reflect themselves in teachers' behaviour towards girls in schools. To promote girls' performance in primary and secondary education teachers need to change attitudes, treat girls and boys uniformly and deliberately give special attention to girls.

3. Methodology

The study used a mixed approach. Data analysis was provided from questioner interviews, focus group discussions, and observations. Based on the nature of this study the exploratory research design was employed and explanatory research was conducted when enough is not

known about a phenomenon and a problem that has not been clearly defined (Saunders *et al*). In this study, the researcher used an explanatory research design giving explanations on data collected from the study area. By interview, observation, focus group discussion, and questioner from respondents of the study. Also, research design give opportunities for the researcher to give her views on the data collected.

This research was carried out in Ilala City Council located in Dar es Salaam and five secondary schools was involved, The area that was selected it was among the areas which gender disparities in access to time resource and educational opportunities in Tanzania.

The study focused on examining the gender disparities in access to time resource and educational opportunities in Tanzania, the target population of 150 respondents help the researcher to get the relevant information of the study.

This study employed purposive sampling and simple random sampling to select the 75 respondents who participate in this study.

This study used thematic content analysis to analyze qualitative data which involves coding, editing, classifying, and analyzing data. Also, the study used Statistical Package for Social Sciences for analyzing quantitative data that was displayed in charts and tables.

4. Study findings

4.1. The perception of the education stakeholders regarding gender disparities in accessing education

The purpose of this objective was to reveal the perception of educational stakeholders regarding gender disparities in accessing education. Close-ended questionnaire and interview were used to get data on this objective. To begin with, five factors presented among teachers for them to rate from strong agree to strong disagree and the results presented in table 1.

Table 1: The perceptions of teachers on factors of gender disparities in accessing secondary education

S/N	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1	6	38	3	19	0	0	4	25	3	19	16	100
2	11	69	5	31	0	0	0	0	0	0	16	100
3	4	25	2	13	0	0	7	44	3	19	16	100
4	8	50	2	13	0	0	4	25	2	13	16	100

Source: Field Data (2022)

Key

- 1 Poverty
- 2 Parental education and occupational
- 3 Social cultural aspects
- 4 Violence

4.2. Poverty

The finding from table 4.1 revealed that, 38 percent strongly agree with poverty as factor of gender disparity in accessing secondary education among girls in Ilala city council. 19 percent of respondents agree, 0 percent were neutral, 25 percent disagree and 19 percent of respondents were strongly disagree with the statement. For more information, the researcher interviewed the visited teachers and one among them had the following to say;

Poverty in the households is the barrier to girl's access to education because many girls from poor families are

forced by their parents soon after leaving primary education either to be married or to work as house girl to support their families. Some girls are even stay out of school for one or two weeks in order to assist their mothers to generate enough income for school facilities (Interview, 2022).

The findings from quotation indicated that, poverty among girls is one of the factors, which lead to gender disparities. The study established that, some girls fail even to accomplish primary level of education as they were sent by their parents to urban for employment. These findings are similar to Torto who established that, when the family income becomes poor girls pulled out of school and boys left in school. Also he shows that when become girls matured enough during preparation for marriage, girls are taken out of school to supplement family income by selling small agricultural items, farming or performing other money earning activities. Family financial situation have a significant association with school enrolment rates.

Similarly, Higgins found that “there is a strong correlation between poverty and lower primary and secondary net and gross enrollment rates. She found that three region of Ghana with highest levels of poverty recoded the lowest enrolment and achievement rates in the country. Her study further stipulate that in 2005/06 at secondary level, net and gross enrolment was 36.1% and 44.2% in poor urban households compared with 57.7% and 72.6% in non-poor urban households, in rural areas net and gross enrolment was 22.3% and 39.1% in poor rural households compared with 25.6% and 45.0% in non-poor rural households Higgins.

4.3. Parental educational and occupation

The findings from table 4.1 indicated that, 69 percent of respondents strong agree with parental education and occupation as a factor of gender disparity. 31 percent agree with the statement. This findings shown that, all visited teachers perceive parental education and occupation as one among factors of gender disparities. It can be established that, lack of education among parents hinder equality in access to education in because most uneducated parents are not aware of importance of education to girls. One among parent had the following to say:

I know in our community, when two children (a boy and a girl child) passed Primary school leaving examination a parent can decide to educate a boy child while claiming that educating girls is worthless and wastage of resources to somebody who will be married. Uneducated parents are less likely to provide education to their daughters since they are not well informed with importance of girls education. In addition uneducated parents are much influenced by their culture which prioritizes boy's education rather than girls (Interview, 2022).

The findings from quotation revealed that, uneducated parents could not value education to girls. In most cases, they value boys in education rather than girls and when it comes to choice, they will pay for boys and not girls as education concern. This study is in line with Jacoby conducted a study in Ghana and hold that children of mothers who have themselves been to school specifically daughters are more likely to attend school than those mothers who have never

been to school. If this situation persist, the number of girls in education institutions will be low.

4.4. Social cultural aspect

From the same table 4.1 it revealed that, 25 percent of respondents strongly agree with social cultural aspect as factor of gender disparities. 13 percent of respondents agree, 0 percent were neutral, 44 percent disagree and 19 percent strongly disagree with the statement. In interview with parents, one among them said that;

In our communities, especially those of us who live in Zaramo, we still have traditions and customs that prevent girls from continuing with secondary education. For example, if a female child is pregnant, she must be played with. This involves training the girl to live with her husband. This situation greatly reduces pregnancy and early marriages, which deprives girls of the opportunity to continue their studies (Interview, 2022).

The quotation from the parent indicated that, in some families there is cultural practices like **Jando na Unyago** (Rituals) which accelerate the early marriage. This situation tend to increase the gap between girls and boys who attend secondary schools. The finding concur with the study of Bamora (2010)^[15] who identified traditional practices such as Female Genital Mutilation (FGM), early and forced marriages, dowry, polygamy and religion, as bad socio-cultural issues that affect negatively on girls access, retention and performance and hence contributed to large extent on gender inequality in access to education in Ghana.

The study established that, in Africa the practice of social cultural aspects had impact to female students. The practices such as forced marriage and polygamy encourages the early marriage and tend to affect the attendance of girls in school. Most of girls are prepared to marriage rather than attending the studies.

4.5. Violence

The findings from table 4.1 revealed that, 50 percent of respondents strongly agree with violence as among of factors for gender disparity. In addition, 13 percent agree, 0 percent were neutral, 25 percent disagree and 13 percent were strongly disagree with the statement. In interview with students the study revealed that, in Ilala city council female student experience sexual violence as students explain the existence of sexual relationship between male teachers and female students in. One of students who participate in interview said that;

In our school several girls were seduced by male teachers, some of girl's scrambled to sexual pressure from male teachers so as to avoid punishment while they are in school. When a student refused sexual relationship with male teacher her life would be tough in school. This situation happening now and then (Interview, 2022).

The quotation from the student indicated that, in visited secondary schools in Ilala council some of teachers having love affair with their students. This situation make difficult for female students to proceed with their studies. The findings concur with who identified sexual harassment as a common phenomenon in Zimbabwe, Ghana and Malawi and both teachers and students practice it.

Through semi-structured interview and observation, the study revealed two other reasons for gender disparities in visited secondary schools. The researcher offer an opportunity to respondents and hear their perception on distance from the school to home and bias in curriculum as among of causes of reasons for gender disparities. One among the visited teachers had the following to say on the issue of distance:

Because of long distance from home to school, some of girls stayed in renting house nearby school specifically during examination period. These houses they called it "ghetto" where they lacked necessary requirements to sustain their life like food and clothes as a result they forced to enter into relationship with males specifically motorcycle drivers (BodaBoda) to meet their daily requirements. Because these girls lacked supervision of their parents and guardians, they lost concentration on academic matters and hence got pregnancy while others failed to meet requirement for proceeding to next class level. This situation widen the gap between boys and girls in secondary education (Interview, 2022).

The other teacher added that;

Some of our students travel long distance about 10-30 kilometers from home to school, due to long journey they reached school while they are late, tired and missed some lessons especially during rainy season. Some of girls are required to use more than one route while they are on the way to school. In addition, they are punished when they are found that they did not perform exercises left by teachers. As you know most of girls are delicate than boys, they found themselves intolerant and hence dropout of their studies (Interview, 2022).

The quotation from the teacher revealed that, most of students leave far away from schools locations. Every day they required to travel for up to one hour from their homes to school. The visited secondary schools had no hostels to accommodate girl's students. This situation accelerate the number of girl's students who dropped out from studies to increase.

These findings are similar to Coady & Parker who conducted study in Mexico and shown that, distance to secondary school had consistently large negative effect on probability of enrolling in secondary school. The impact in general was much larger for girls than boys in long journey from home to school affect students particularly girls in retention and completion of study circle. In addition, the study by Nsemkila in Zambia revealed that 50% of the children in urban areas are located within 15 minutes walking distance to school compared to 14% in the rural areas.

Furthermore, a study by Scharff in Malawi found that girls were more vulnerable than that one of boys to abuse, both while in transit and when in school. To avoid lengthy walk to school some girls make their own lodging arrangement near community day school that do not offer boarding facilities. Those self-borders are unsupervised by the school and they fall in risk of theft and self-abuse. This result to gender gaps in education especially in rural areas was due high dropout rate by girls.

4.6. The barriers among girls in accessing secondary education

The purpose of this objective was to find out the barriers among female students in accessing secondary education.

4.6.1. Early pregnancy

In discussion with teachers and students the study revealed that, one among the barrier which face the female students to attend secondary schools is early pregnancy. From visited secondary schools in Ilala city center the teachers claim some girls got pregnancy while they were still in primary school. And when this happen the student cannot join secondary school. One among the teacher said that;

Pregnancy for students is one of the biggest obstacles for students to continue in school. Here at school, some students are found to be pregnant even before they report to the first form. This situation reduces the number of female children enrolling in secondary education. The worst thing is that if students give birth, they can no longer continue their studies (Interview, 2022).

The other teacher added that;

Cases of pregnancy among students are still high in schools. Our students come from an environment that leaves them very free. This situation makes them engage in love when they are young and later they get pregnant. The educational journey for many girls comes to an end when they are pregnant (Interview, 2022).

The quotation from two visited teachers indicated that, students in Ilala city council, affected with early pregnancy. The study established that students are free to the extent that they start love affairs in early ages and ended pregnancy. The findings is similar to other scholars such as Kaufman *et al*, who argued that the education of most school girls in Ghana and other worldwide is cut short by unwanted pregnancies as many of them were expelled from school at the moment their pregnancies become visible. In addition, the Forum for Africa Women Educationalist (FAWE) revealed that about 21% of Kenya adolescents have had at least one child at the age of 20 and that 8000 to 13,000 girl dropout of school due to pregnancy. The same report revealed that, was revealed in Ghana, stipulated that 1,068 student dropped out of school between period 1990 and 1994. Of these 638 were girls and 1172 representing 27% dropout due to pregnancy.

4.6.2. Gender Roles

The visited community revealed that, in Ilala city council the girl student is playing the roles as the same as mother in family. These roles of student girl as mother limit the girl to concentrate on studies and some of them dropped in early ages. From what has been observed it can be established that, the major challenge to progress in education and training for female students in visited schools is persistent gender roles associated with, discrimination and negative social attitudes toward girl's education. One among visited student said that;

There are times when my mother may travel to a tragedy or a celebration and order me to stay at home to take care of my younger siblings. If something like a disaster happens in the middle of the week, I will not be able to attend classes until my mother returns. But also

sometimes when I come back from school even if it is evening I will still be responsible for doing all the chores like cooking and washing the dishes. I generally don't have time to study at home (Interview, 2022).

The quotation from the student revealed that, some of the visited students fail to concentrate in their studies as their parents involve them in mother's roles at home. The study established that, these students lack conducive environment at home which can motivate them to proceed with their studies. And once things become complex some of them decided to drop out. This is similar to the findings of Bamora (2010) ^[4] who indicated that girls share domestic chores, which are daily routines that occupy their time all year compared to boys activities, which are seasonal. The study also found that some girls had to take care of the house on days when parents were away and attending social functions such as funerals, naming and marriage ceremonies in neighboring communities.

4.6.3. Poor school environment

In discussion with respondents the study revealed that the environment of schools in Ilala city council are not conducive to girl students. The study observed poor school's facilities like toilet. The visited schools had no toilets which are friendly to female students. In addition there is no any special dress room for female students during menstruation period. This situation is not friendly to girl's students as they cannot feel comfortable. One among the visited teachers had the following to say;

In general, the environment here in the school is not friendly to female students. For example, the toilet service is not good, the toilets are not clean and we also do not have enough water. Otherwise, the school does not have a hostel, all students come and go home every day. This situation of climbing daladala every day puts them in danger and temptations to get involved in love while they are still young (Interview, 2022).

The quotation from the teacher indicted that, the visited schools had no conducive environment for girl's students. The students are not comfortable to attend in schools with no clean and friendly toilets. The study is in line with Bamora (2010) ^[15] in her study in Ghana as she found that there is lack of school gender friendly facilities to provide favorable environment for students particularly for girls to learn and hence prevent them to access education. Schools lacked important facilities such as hostels, furniture, drinking water, proper urinals and toilets for girl's access to education.

4.6.4. Lack of motivation among girls-students

The visited respondents show their concern on the importance of motivation among girls-students to fulfil their dreams in education. The study established that, one among the barrier to girl-students in achieving their educational goals is lack of motivation. The visited students in Ilala city council they lack motivation from their teachers as well as their families. Most of words they hear about education discourage them rather than encouraging. One among the girl said that;

Most of the words that are said to us are to discourage us rather than to encourage us. Whether it is at school or at

home; for teachers, parents and even our classmates, no one encourages us. Many end up saying that a girl child does not need to study a lot because at the end of the day she will just get married. And even some female students among us tend to convince themselves that they don't need to study a lot because there are people who study for them (Interview, 2022).

The quotation from the visited student revealed that, girl-students in Ilala city council they lack support, encouragement and motivation from their parents and teachers. The study established that, students are not motivated at all instead; the teachers and parents discourage them. These findings are in line with findings of World Bank. In their report, it observed that, motivation is very important for better educational performance and ways of promoting balance in access to education between boys and girls. Various studies reveal that while assertive behavior promoted among boys, passive behavior promoted and 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 (World Bank, 2007) ^[13].

The study was further investigate the barriers, which hinder the girls in attaining education. Semi structured interview was used to get more information. The visited teachers given an opportunity to give their views on various barriers. One among the visited teachers had the following to say on lack of role model:

In our school, the girls' students lack a role model in their studies. The schools has no teacher who teach science subjects in most of schools. Such situation discourage girls' students in putting more efforts in their studies. When there is no one to imitate by students the morale of learners decrease. That is why the number of girls in education institution continue to drop (Interview, 2022).

The other teacher added that:

In our education system, the number of female is still low. Our female students lack a role model in their studies in schools. The education institutions need female teachers who will teach subjects like basic mathematics and biology. In addition, the girls' students need to see female teachers in administration positions like head of schools. When this happens, the girls' students will be encouraged to proceed with their studies up to higher institutions (Interview, 2022).

The quotations from the teachers revealed that, in visited secondary schools the students lack a role mode who can influence the girls to concentrate in their studies. In visited secondary schools, the teachers who teach science subjects and basic mathematics are mostly males rather than female. The situation discourage the female students to put more efforts in their studies.

The findings are similar to Gardiner *et al*, who argued that, the absence of female teachers in some subjects has a possibility of affecting the quality of girl's education. Teachers' success is closely linked to the ability to control students (Gary). Expansion of educational systems is still based on quantitative attitudes of improving school buildings, increasing performance of students, but the efforts exert

heavy load to the existing number of qualified teachers capable of providing remedial teaching to girl students and identifying specific requirements to girls as distinct. Parents' social economic was revealed as the other barrier toward the access of girls' students in education. Through semi-structured interview, the findings indicated that, there is a relationship between the parents' economic status and access of female students to education. One among the visited teachers had the following to say on the influence of parents' social economic on access of student's education.

Most of our students in our schools coming from the poor families. In most cases the girls from poor families affected by poverty and they fail to fulfil their dreams of attaining educational goals. In most cases when there is a choice between sending a girl to school and allowing to get married, the parents mostly decided to encourage early marriage as a way of avoiding cost of education. This is due to fact that, the families affected with poverty to the extent of running away from responsibility of paying for education materials such as school uniforms and exercise books (Interview, 2022).

The other respondent added that,

Most of the students we have in our school come from poor families. These families have many children who need to join secondary education. Often, if there is a female child who is chosen to join secondary education, parents think it is better to marry her off than to pay for school expenses. Often this situation is caused by the lack of funds to afford the costs of studies (Interview, 2022).

The other teacher had the following to say:

In fact, there is a way that the government can do to at least help parents who are unable to afford the costs of their children's education. Most of our students come from economically disadvantaged families. Parents often do not have the ability to afford the cost of education and if there is a chance for their daughters to get married, they feel as if they have had the opportunity to reduce their responsibilities (Interview, 2022).

The quotation from the respondents indicated that, most of visited girls in secondary schools are coming from poor families. Their parents are not able to afford the cost of education and they need help. The visited teachers call for help from government and non-government organization.

The findings concur with the study conducted by UNICEF, 2004 that observed that, children from poor families have high probability of under developing academically because their parents can hardly sustain academic demands (UNICEF, 2004). Poverty in this case has negative effect on schooling because in poor agricultural and pastoral communities for example, sending and attending to school by a student means loss of potential resources for earning power. Girls and boys expected to provide labour support to their families on farms activities or cattle rearing Ayiga. This tendency by most poor societies contributes to pupils truancies in schools.

Similarly, parents' socio-economic factor plays the role in influencing students' academic performance. For example, the study which examined different factors leading to poor academic performance of students in community secondary

in Pakistan, conducted by Farooq, Chaudhry, Shafiq and Berhanu revealed that socio-economic status and parents' level of education have significant effects on students' overall academic achievement. Furthermore, the relationship between family socio-economic status (SES) and children academic performance also exposed in a study conducted by Considine & Zappala in Australia.

This current study established that, most of girls failed to get an opportunity of education due to social-economic status of their families. The students came from poor families, which are not able to afford the education expenses. Most of teachers suggested the need of government and non-government institution to support the girls.

Furthermore, the study revealed social-cultural attitude as among of barriers, which limit the female students to access education. One among the visited teachers said that:

There are times when African culture affects female students to attend classes. In many Tanzanian families, a female child has the same responsibilities as a wife or mother in the family. For example, a female child in a family is expected to wash clothes, wash dishes, cook and even raise her younger siblings. This situation leads some female students to drop out of school and even get married at a young age (Interview, 2022).

The other respondent added that:

Our families often consider a female student as a second mother at home. In many families, female students are asked to do everything that is done by their parents. This situation causes students to miss learning time especially when they are at home. At the end of the day, students find themselves unable to finish their studies (Interview, 2022).

The quotations from the teachers indicated that, the female students affected much by the social-cultural attitude, which count a girl to perform mothers' roles. The girls expected to perform roles such as cooking, washing clothes and taking care of families. The situation affected the girls as they lack time to concentrate on studies and ended to drop from the studies.

The findings are similar to Manya who argued that the cultural attitude of women to play their societal roles as wives and mothers is a major stumbling block to women's access and participation in education, to career advancement, to senior positions is expressed by Manya. The cultural attitude and societal expectation has been used as a weapon to deny woman who has been looked at as a wife and mother. All these have influenced on the situation of female education. The effect if these factors on girls' education are far reaching and affect the enrolment and persistence of girls who remain in school OXFAM. Likewise, Mbilinyi holds that male's domination of culture, customs, taboos and division of labour given females inferior position in the society.

The other visited teachers had argument on the challenge of raised by single parent. The study established that, most of visited students come from the families with only mother. Death and divorce observed as the causes for most of families to end in single parent. One among the visited teacher had the following to say:

The female students here in our school are going through

many challenges. Many challenges come from their families, especially poor families. Most of our students' families are raised by mothers alone without fathers. In Tanzanian culture, when the family is left with a single mother, young girls become very independent. The freedom in the family makes girls neglect their studies and even get married at a young age (Interview, 2022).

The other respondents had the following to say:

We have students who are psychologically not quite right. Many students come from fatherless families. And if you consider a country like Tanzania, the father is considered as the main pillar of the family. If the family does not have a father, the girls have an independence that at the end of the day destroys them completely. Many female students are so attached that they may not even sleep at home. This situation even leads some of them to get pregnant at a young age (Interview, 2022).

The findings concur with Auger with the study, which identified those broken homes, which may be the result of death, divorce, separation or desertion of one or both parents may have a pervasive effect on the schooling of children. Studies conducted by Auger revealed that persistent absenteeism and dropout in primary schools involved more children from broken families. Children without fathers played truant and eventually poorly performed. It is just a matter of course that African culture recognizes fathers as pillars of the families, so in their absent in any case, will result into families led by only mothers. Children raised in such families (families led by mothers) may suffer the consequences of psychological torturing which in turn may lead to low academic development.

Moreover, the visited teachers had comments on socialization as among the barriers, which limit female students to get an opportunity on education. The study established that, most of visited students had no opportunity of socialization. The students need socialization for motivation and advice from other people. One among the visited teachers had the following to say:

Our students really need socialization in their academic journey. Socialization is very helpful in consulting and encouraging each other to continue with studies. Many students currently do not know the importance of education, so they need to be encouraged and reminded frequently about the importance of education. If this is done, it will greatly help students, especially female students, to continue their studies without giving up (Interview, 2022).

The other teacher added that:

Here in the school we have the type of students who must be reminded about studies. In addition, socialization can help students to advise and even encourage each other. In this, parents, relatives and even friends have the opportunity to influence and advise students so that they can do well in their studies (Interview, 2022).

The quotation from the teachers revealed that, there is a need of socialization among the students. Parents and teachers had an opportunity of providing advice and motivation something, which could encourage the female students to

concentrate on studies.

The findings are similar to Eccles & Wigfield who argued that in family, the parents had an opportunity of reinforce gender roles through socialization (Eccles & Wigfield). Perceptions of gender in a society that is patriarchal drive people to prove their abilities. As far as poor academic of students is concerned, a student may also be the causative of his or her own poor academic performance. Regardless that a school may be well equipped with favourable teaching and learning environment and parents' social economic status, if a student is not effective and self-committed in schooling activities for example engaging in bad peers groups, misbehaviour, and truancy may result to negative outcomes in school academic achievements. Therefore, it is important to know how student's back ground and readiness's to learn contribute to secondary school academic performance Olatoun.

4.7. The strategies to overcome gender disparities in accessing education

This specific objective has an intention of presenting the suggested strategies which can reduce gender disparities in visited secondary schools in Ilala city council. To begin with, the teachers were given an open-ended questionnaire for them to fill in their suggestions on how to reduce gender disparities. The findings of teachers' suggestions presented in table 1.

Table 2: The strategies of reducing gender disparities in accessing education

Strategies	Frequency	Percent
Motivation	11	69%
Awareness creation	14	88%
Improving of parenting	12	75%
Provision of Girls' scholarship	9	56%
Discouraging the practicing of bad social cultural believe	8	50%
Provision of guidance and counseling services	15	94%

Source: Field Data (2022)

The findings from table 4.2 indicated that, 69 percent of respondents presented motivation as among of strategies which can be used to reduce gender disparities. 88 percent mentioned awareness creation, and 75 percent talk about improving of parenting. In addition, 56 percent of visited teachers mentioned the provision of girls' scholarship while 50 percent talk on discouraging of bad social cultural practices. Lastly, 94 percent of respondents mentioned the provision of guidance and counseling services in schools.

These findings on strategies are similar to several previous studies. Collectively, these socio-cultural factors have negative impacts on education of girls with the regard to all key indicators – access, retention, performance and transition. Evidence suggests that gender inequality should be addressed not only in terms of financial or economic aspects but also in social norms (UN 2002). In addition, Bamora, (2010) ^[15] argued that with very limited access to vital information on sexual and reproductive health, including HIV/ AIDS, both at home and the schools, school girls rely heavily on potentially inaccurate or harmful information about sex from peers, the media and internet as results are exposed to the risk of pregnancy and other sexually transmitted diseases. Therefore, in order to rescue girls from poor performance and dropout guidance and counseling

services in schools is imperative.

5. Conclusion and Recommendations

As stated by international organization such as UNESCO that education is the right of every one regardless of gender, color or environmental. The government and community at large has to make sure that, factors including socio- economic and cultural factors, school context factors and home environment barriers pull girls away from education in visited secondary schools are minimized. Inequality in education might led to poverty, high fertility rate, and petty business. These had effect to all members of community regardless of their age, gender or location.

6. Based on findings the study recommended the following for action

The government is needed to support students' specifically vulnerable girls in affording school fees, transport costs, school uniforms and learning materials to enable girls from poor families to access secondary education without barriers while at schools. This might help the girls from low income families.

In addition, the study also recommends that government to prioritize investment in education and develop policies to improve the financing of education in such a way that the students get educational facilities and minimize the existing gender and spatial inequalities.

Teachers and parents had to provide support to girl-students and encourage them in accomplishing their studies. Furthermore, there is a need of stopping practicing bad cultural practices, which lead to early marriages.

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