ABSENTEEISM AND ACADEMIC PERFORMANCE OF GIRL CHILD IN COMMUNITY SECONDARY SCHOOLS IN MOROGORO DISTRICT COUNCIL, TANZANIA

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MED/0165/13

A Research Project Submitted in Partial Fulfillment for the Award of a Degree in Master of Education (Educational Planning and Management Option) of Mount Kenya University

SEPTEMBER 2015
DECLARATION

This research study is my original work and has not been presented to any other institution.
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Sign ____________________ Date _____________

I confirm that the work reported in this thesis was carried out by the candidate under my supervision.

Name: DR. CONNIE MUREITHI.

Sign ____________________ Date _____________
DEDICATION

I gladly dedicate this work to my loving husband, Rama Ramadhan Mrangira and my mother, Rehema Mwakipesile. Special dedication also goes to my caring and supportive children Ramadhan, Latifa, Leila and Ally who always prayed for me and gave me all the support they could.
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First of all I glorify the Almighty for His mercy and grace granted to me during entire duration of my studies and through this research project.

This research study has been compiled through the support of many individuals without whose assistance in one way or another it would have been impossible to accomplish this work. I wish to acknowledge their assistance and support.

I would like to express my special gratitude to Dr. Connie, M. my supervisor for her full support directives, advice and extreme guidance to make sure I complete my work successfully.

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ABSTRACT

This study set to determine the influence of absenteeism on academic performance among girl child in community secondary schools in Morogoro District, Tanzania. The study was guided by the following objectives; to examine the level of absenteeism of the girl child in community secondary schools, to determine the factors that cause girl child’s absenteeism, to determine the level of girl child’s academic performance in community secondary schools and to determine the relationship between absenteeism and academic performance among female students in community secondary schools. The findings of the study are expected to be useful to the organization, country, policy makers, researchers and all education stakeholders by identifying problem areas and take corrective measures in order to reduce absenteeism rate among girls in the society hence improve their academic performance. Both quantitative and qualitative descriptive approaches were adopted for this research by using questionnaire, interview guide and secondary data. Simple random sampling technique was used in obtaining a sample size of 132 respondents while a purposeful sampling technique was used to sample the twelve class teachers. The study compared two groups of students with their performance. The first group was low level absentees and the second were high level absentees. Using independent t test, the academic performance in terms of exam scores and homework scores were compared for the high and low attendees. The results indicated that high level absentees group (M = 407, SD = 204) performed poorer than the high level attendees in homework with \( t (109.99) = 6.492, P = .000 \). Several factors grouped under social economic, cultural and school related interrupt the regular schooling of the girl child and therefore several recommendations were suggested.
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LIST OF ACRONYMS AND ABBREVIATIONS

ANOVA: Analysis of Variance

BEST: Basic Education Statistics of Tanzania.

CAMFED: Campaign for Female Education.

CSEE: Certificate of Secondary Education Examination.


FGM: Female Genital Mutilation.

GSES: Girls Secondary Education Support.

MoEVT: Ministry of Education and Vocational Training.

NECTA: National Examination Council of Tanzania

NGO's: Non-Governmental Organizations.

SEDP: Secondary Education Development Plan

STDs: Sexual Transmitted Diseases


USAID: United States Agency for International Development
SNV: Stichting Nederlandse Vrijwilligers (Netherlands Development Organization.

WB: World Bank.

WDEFA: World Declaration on Education for All.
**DEFINITION OF KEY TERMS**

**Absenteeism:** Is the behavior or habit of student frequently being away from school when she is scheduled to be present at school.

**Academic performance:** Is the level of girl’s achievement with reference to the examinations.

**Community secondary schools:** Schools owned by the local community together with the Government, (commonly known as ward schools in Tanzania).

**Girl child:** Is a female student aged between 12-18 years.

**Homework:** Includes all the non-examination sitting activities such as take home assignments, class individual and group projects, exercises and personal reading.
CHAPTER ONE: INTRODUCTION

1.0. Introduction to the Study

This chapter describes the introduction, background to the study and problem statement. It also shows the objectives of the study, research questions, significance of the study as well as limitation and organization of the study.

1.1. Background of the Study

Absenteeism is one of the major issue schools are facing. Despite efforts put to motivate learners improve attendance to school and decrease learners’ absenteeism, students especially girls are not attending schools as envisaged.

In America, reports show that school absenteeism within the public school system has reached a crisis point, primarily because it has been linked to school drop-out rates, which at the national level has reached the average of 30% of all students. (Reimer and Smink, 2005). All students who drop out of high school experienced chronic school absenteeism at some point within their school career.

Balfanz, and Byrnes, (2012) report that, in Maryland, there are 58 elementary schools that have 50 or more chronically absent students; that is, two classrooms of students who miss more than a month of school a year. In a high school where chronic absenteeism is higher, there are 61 schools where 250 or more students are missing a month or more of school.

In Niger, the out-of-school rate is 78 per cent, and in Pakistan the number of children out of school is 7 million (UNICEF, 2014). In developing Countries, 30% of rural children are out of school compared with 18 % of those in urban areas. In sub-Saharan Africa, over 80% of children not enrolled in school live in rural areas.
Research done by Runhare and Gordon, (2004) in Zimbabwe found out that there was higher absenteeism among girls than boys because of economic hardships, negative cultural and socializations factors, HIV/AIDS related factors and over burdening household chores. In Nigeria, 76.5% of children out of school live in rural Communities (UNICEF, 2007). On April 16, 2014, 234 girls between the ages of 16 and 18 were kidnapped from their school in Chibok, Nigeria during the night as they prepared for their final exams. Most are still missing (BBC news, 2014).

In Kenya, (Mwangi, 2004) wrote that, a combination of poverty, disease and backward cultural practices continue to deny the girl-child her right to education. Despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons.

In Uganda, many disadvantaged menstruating primary school girls who lack sanitary towels decide to stay at home for the days the menstrual cycle lasts due to fear of inconveniences. This means that these girls are absent from school for about four days per month (FAWE, 2004). This absenteeism leads to poor academic performance and subsequent dropping out of school.

As far as Tanzania is concerned, the problem of absenteeism has always been a big problem among girls. (Tambwe,2012) reports that, school absenteeism among girls in Tanzania has increased from 11,264 girls in 2009, which is equivalent to 36.2 per cent to 48,026 in 2010, which is equivalent to 72.7 per cent. The dramatic disappearance of girls from the education system between primary and secondary school is alarming and has profound effects on their academic performance.
According to (Weller 1996; Williams 2000 and Marburger, 2001) absenteeism is caused by a number of factors such as: lack of interesting and challenging curriculum; a desire for hedonistic activities with peers; negative self-image and self-esteem; lack of subject interest; lack of personal interest in studies; the poor teaching skills of a teacher also keep away students from school; lack of confidence in a teacher; inadequate relations between a student and their teacher and distance to school. It is with this background therefore that this study sought to investigate the causes and effects of female student absenteeism to their academic performance.

1.2 Problem Statement

In the recent years efforts to improve girls’ education nationally and internationally have significantly increased. In 2002 the United Nations Girls’ Education Initiative (UNGEI) was launched in Tanzania, in collaboration with FAWE-Tanzania, and national NGO’s work in partnership with all global actors such as UNESCO, UNICEF, CAMFED, the World Bank, bilateral donors and NGOs to promote girls’ education. The government of Tanzania also supports girl’s education in many Districts including Morogoro District Council through Girls Secondary Education Support (GSES).

In spite of these initiatives to improve girl’s education and increase their enrolment in schools, there is still low rates of girl’s school attendance which affect their academic performance. According to Tambwe (2012) school absenteeism among girls in Tanzania has increased from 11,264 girls in 2009, which is equivalent to 36.2 per cent to 48,026 in 2010, which is equivalent to 72.7 per cent. Also for the past five years, and particularly the years 2010 and 2011, students’ performance in the form Four National Examinations (CSEE) has steadily declined, with the majority of candidates mostly girls scoring between divisions IV and zero. In 2005 90% of candidates who sat for national examination passed.
These percentages continued to reduce up to 50% in 2011 (NECTA, 2011). Given this situation, there is need to investigate factors that lead to absenteeism and its effect on academic performance of girl child in community secondary schools using a case study of Morogoro District Council.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is to determine the influence of Absenteeism on Academic Performance of girl child in Community Secondary Schools in Morogoro District Council.

1.3.2 Specific Objectives

i. To examine the level of absenteeism of the girl child in community secondary schools.

ii. To determine the factors that cause girl child’s absenteeism

iii. To find out the level of girl child’s academic performance in community secondary schools.

iv. To assess the relationship between absenteeism and academic performance among female students in community secondary schools.

1.4 Research Questions

To achieve the above objectives, the following questions were posed.

i. What is the level of absenteeism of the girl child in community secondary schools?

ii. What factors are responsible for girl child’s absenteeism in community secondary schools?

iii. How is the girl child’s academic performance in community secondary schools?
iv. Is there any relationship between absenteeism and academic performance among female students in the community secondary schools?

1.5 Significance of the Study

The findings of the study are expected to be useful to the organization, country, policy makers, researchers and other institutions by identifying problem areas and take corrective measures in order to reduce absenteeism rate among girls in the society hence improve their academic performance.

The results and recommendations from this study will help to provide information to the relevant authorities to enable them come up with or strengthen existing policies regarding appropriate reduction on student’s absenteeism.

They may also create awareness among stakeholders such as teachers, parents, students and community leaders to participate towards the improvement of girls’ educational standards in the District.

Through the findings of this study, teachers and parents may be benefited by using them to guide and counsel girls. Also they were equipped with knowledge and information that they can use to assist female students so as to reduce absenteeism as well as improving their academic performance.

Finally, the study will also contribute to the research in education in general by stimulating other studies relating to research topic as reference to the other academicians interested in the area of study.
1.6 Limitation of the Study

Although the study involved three schools from Morogoro District this may not yield results that can be generalized in the whole district since the district has many schools though the findings were sufficient enough for the purpose of this study. In addition the study will rely on self-reported factors that lead to absenteeism among girl children as a result the respondents failed to correctly interpret the questionnaires written in English. The researcher translated the statements directly in the questionnaire and verbally.

1.7 Scope of the Study

Geographical Scope

The study was conducted in Morogoro District which is located in the Morogoro region and bordered to the North and East by the Pwani region, to the South by Kilombero District, to Southwest by the Kilosa District and to the West by the Mvomero District. The District’s landscape is 19,056 km$^2$ of which represent the rural zone (Wikipedia, 2015). The study covered the three community secondary schools in Morogoro District.

Time Scope

The study focuses on the period between 2010 and 2013 because this is the post curriculum revision period when a new curriculum was enforced in place. For example according to Eliza (2010) Tanzania was advised by world bank to eliminate cost sharing in school after 2002 in an attempt to improve on schooling of the school going age.

Content Scope

The study investigated the influence of absenteeism on the academic performance of the girl child in community secondary schools in Morogoro district. The dimensions of absenteeism included high and low levels and those of academic performance involve
examination scores and homework. Homework is a generic term used to capture all learning activities that are not related to examination or test. But rather all activities such as lesson assignments end of lesson assessment, group work, and class participation.

1.8 Organization of the Study

The study is presented in five chapters. The first chapter provides general introduction including background, problem statement, objectives of the study and research questions. It also shows significance of the study as well as limitation and scope of the study.

The second chapter provides theoretical and empirical review of literature including theoretical and conceptual frame work.

The third chapter discusses research methodology with a short brief on each selected methods and techniques used in this particular study. It covers research design, target population, sample size and sampling design research instruments, administration of instruments, data collection process and the data analysis procedure.

The fourth chapter presents the findings and discusses them in line with the objective of the study while summary, conclusions, and recommendations for further studies are presented in chapter five.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction
This section examines the theoretical literature, empirical literature, theoretical framework and conceptual framework.

2.1 Theoretical Literature

2.1.1 Importance of Girl Child Education
Education is a lifelong process. It is a precondition for development and poverty reduction. It is an asset that raises people’s aspirations to increased social, economic and cultural performance, raises individual’s awareness of the environment and equips them with the necessary skills and ideology for contending with the problems they encounter. People say, when you educate a girl, you educate a nation. Educating girls yields spectacular social benefits for the current generation and those to come.

UNICEF, (2004) report indicates that, educating girls is one of the most important investments any country can make in its own future. Girls’ education leads to more equitable development, stronger families, better services, child health and effective participation in governance. Girls’ education has been vital in the promotion of social and economic development of a nation. This is because a well educated healthy mother is likely to beget healthy human resources for the development of a healthy nation (Kadenyi, 2001).

Despite heightened international efforts to bring more attention to poverty and human development, the most vulnerable children, the girls, are still the most invisible. If the developing nations turn a deaf ear on the plight of girls, this will perpetuate the cycle of poverty and poor human development. There is an adage that says that if you educate a man, you educate an individual, but if you educate a woman, you educate a nation.
This summarizes the essence of education to the girl-child and indeed so, calls for the attention to be focused on the education of the girl-child, because education is the bedrock of all facets of development.

Within the context of the international momentum of improving girls’ education, Tanzania has made it a priority to increase students’ enrollment in school at the secondary level, especially girl students. In May, 2004 the Tanzanian Ministry of Education and Vocational Training (MoEVT) launched the Secondary Education Development Program (SEDP), phase one started 2004-2009 and phase two 2010-2015. Three key goals identified by MoEVT included:

“(i) increase the proportion of the relevant age group completing lower and upper secondary education; (ii) improve learning outcomes of students, especially girls; and (iii) enable the public administration to manage secondary education more effectively” (SEDP 1, 2004).

To accomplish these objectives, there was a push by the Tanzanian government to increase the number of secondary schools within Tanzania. Responding to this pressure, community secondary schools in every ward national wise was put in place. Due to the increase number of secondary schools in Tanzania, students’ enrollment has significantly increased. For example, in Form one, the girls’ enrollment jumped from 224,688 students in 2006 to 382,378 students in 2007, which is an increase of 50.3% (BEST, 2006). This increase in enrollment was in the newly constructed community secondary schools. Despite the relatively high enrollment rate of girls their classroom attendance and performance is very low compared to boys.

2.1.2 Causes of School Absenteeism

For girls’ absenteeism, there are a number of interventions that have been implemented within the school, families and community. According to World Bank development report,
more than 350 million people, over half of Africa’s population, live below the poverty line of one dollar a day. This implies that poverty too excludes children, including the girl-child, from school (WB, 2012).

Poverty directly and indirectly causes many barriers to learning. It is also the cause of a range of social, emotional, and psychological problems, and disabilities, and learning difficulties. Its impact is mostly felt by the girl child in developing countries, and Tanzania is not an exception.

Millions of girls do not have access to education, despite concerted efforts to push the cause forward. It has been identified that; child labor, poverty, and the lack of sponsorship, a quest for wealth, bereavement, truancy, broken homes, and the engagement of children as house helps, as the factors, or the clog in the wheel of children’s access to education (Okeke, et al. 2012).

In Afghanistan, girls have simply been barred from school under the Taleban regime (United Nations, 2012). According to Guttman (in UNESCO, 2009), customs, poverty, fear, and violence are the reasons why girls still account for 60% of the estimated 113 million out-of-school children. The majority lived in sub-Saharan Africa and South Asia.

In Rwanda, the report from USAID, (2014) identifies that, although children are finishing primary school absenteeism for girls remains a challenge. “On average, a girl would come to school for two weeks in a month, this was greatly affecting their performance” said Xavier Mbonigaba, the head teacher of Gihinga school in Rwanda's Bugesera District. According to school officials and parents, girls' menstrual periods are a main cause. “They dropped out of school because they lacked sanitary pads and, more so, privacy” said Agnes
Twagiramariya, a Gihinga school parent and vice president of the school’s parent-teacher committee.

An Africa rights report identifies cases of teachers demanding sexual favors in return for good grades in several countries, including Democratic Republic of Congo, Ghana, Nigeria, Somalia, South Africa, Sudan and Zimbabwe. Male students are mostly identified as offenders and their acts include verbal abuses, cartooning, harassing, beating and raping (CIETafrica, 2000).

According to Human Rights Watch report conducted in Tanzania, it shows that, many Tanzanians regard child marriage as way of securing financial security for themselves and their daughters. The practice of dowry payment by the groom to the bride’s family is a key incentive for many families to marry off their daughters. Some girls see marriage as a way out of poverty, violence, or neglect. Child labor in Tanzania may also be associated with a significant increase in marriage at an earlier age, as girls who face abuse and exploitation in their workplaces see marriage as a way to escape their suffering (HRW, 2014).

2.2 Empirical Literature

In many developing countries, girls who attend school especially in rural areas do so for only few years, often dropping out when they are in their early teenage years. (Mlowosa, et al. 2014) conducted a study in Tanzania to determine the impacts of absenteeism on academic performance among secondary schools students and revealed a positive association between absenteeism and academic performance. The research findings indicated that 51% of respondents agreed that absenteeism was the base for poor academic performance among secondary school students in Kigamboni ward. According to the study findings, poor performance in secondary schools is not only caused by attendance characteristics alone but other factors such as poverty, early child pregnancy, drug abuse,
poor parental guide, peer groups and lack of seriousness in classroom, also cause poor performance.

Academic performance of girl child is influenced by number of factors; reported in the literature fall in three broad categories; social economic factors, cultural factors and school factors.

2.2.1 Social Economic Factors (poverty, domestic chores and health challenges)

2.2.1.1 Poverty

Poverty negatively affects student’s academic achievements in a number of ways. Students who come from poor families, their parents cannot provide for their schooling needs. Money is used toward food rather than school supplies, education are not the top priority. From Zimbabwe, Moyo, (2013) did a study which demonstrated that, educational achievement is grossly affected by poverty in sense that poor parents fail to provide adequate financial and material resources that are a pre-requisite to admission at school. Moreover, the study done in Kenya by Achoka, et al. (2013) mentions that, parents’ failure to buy basic needs for their daughters has led to girls missing lessons by either remaining at home or getting involved in sexual promiscuity with members of the opposite sex for material gain in order to fulfill their needs, and remain in school for as long as it takes before they either drop out or perform dismally or both. A study by UNICEF (2009) established that women and girls suffer the most from food insecurity and poverty because of the high prevalence of poverty. Many young girls from the ages of 11 to 16 years engage in risky sexual behavior, which makes them vulnerable to HIV, STDs, and unplanned pregnancies.

In a study done in Malawi found out that, because families sometimes cannot afford school fees for any or all of their children, when decisions must be made among siblings in regards
to education, nearly always boys are given priority because parents believe that the future of a man is to work and for a wife is household (Mensch, et al. 2013).

A study carried out Tanzania by FAWE, (2006) indicates that, girls from the families of low social economic background are withdrawn from school by their parents so as to help with house hold chores and to be involved in activities which contribute to family income. (Hesser, 2013) adds that, poor families in Tanzania force their children into marriage either to settle debts or to make money and escape the cycle of poverty. Girls living in poor families are more likely to marry before the age of 18 than girls from higher income families. And girls who marry young are likely to miss out on education.

2.2.1.2 Domestic Chores

In most homes the girl is the one who wakes early in the morning to prepare the siblings for school, cleaning the house, wash clothes etc. Because of being over worked at home and sleeping late, they sometimes skip on attending school, this leads to low academic achievement. Children who perform poorly in school are more likely to enter the labour market at an early age. Researchers have suggested that even limited amounts of work adversely affect a child’s learning, as reflected in a reduction in the child’s school attendance rate and length of schooling (Ray &Lancaster, 2003).

Gibson, (2004) in his study, states that even if they do not have chores that keep them inside the home, girls may be required to support their mothers’ businesses rather than go to school. In Nigeria, this kind of entrepreneurial activity is thought to be a major barrier to ensuring that girls attend school regularly.

Girls are also tasked with caring for young siblings or aged and sick relatives especially those suffering from HIV/AIDS. These tasks may prevent girls from attending school or
limit the time they can devote to their studies. In Swaziland, for instance, most of the children who drop out of school are girls needed at home to care for sick relatives. Where debilitating diseases such as HIV/AIDS are chronic, girls will regularly care for sick parents and other family members (Orton, 2014).

In Malawi, according to FAWEMA study (2008) it was observed that, when the mother (or both parents) died or got sick, the daughters ought to take care of their children and were to head the home of their family. This means they have to take care of their sick parents, as well as their younger brothers and sisters and the household.

The study conducted in Tanzania in matrilineal society indicates that, the costs of education to households especially in rural areas affect both the enrolment and the dropout rates. Even, when girls are attending school they are still required to help with household chores, which can hamper their achievement in school (Machimu and Minde, 2010). These household works occupy most of girl child’s time, interferes with schooling and depresses her performance.

2.2.1.3 Health Challenges

One recurrent issue in extremely poor countries is the absence caused by girls not attending school during menstruation. Menstruation or bleeding is a natural process which begins to occur for girls between the age of 9 and 16 years with a mean of 13 years. Menstrual related problems and inadequate school sanitation facilities have an adverse effect on girls’ academic performance and school attendance.

Studies by Donimirski, (2013) observe that, menstruation can cause discomfort and high incidences of pain for a majority of women. It can also cause shifts in mood, depression, vomiting, pyrexia, endometriosis, hemorrhage, migraines, anemia and fibroids. (Grant,
et al. 2013) in their study adds that, menstruation is associated with numerous physical, socio-cultural, and economic challenges for female students in the developing world. Among them are the physical discomforts and inconveniences of menstruation, ranging from cramps to headaches; lack of access to adequate sanitary materials and toilets on school grounds; and insufficient understanding of menstruation.

Poverty plays an important role as well: even if sanitary napkins are available to purchase in a community, many girls and their families cannot afford them. All of these problems may interfere with a student’s ability to participate in classroom activities. In some cases, they may limit her inclination or ability to attend school altogether.

A study done by Bodat et al. (2013) observes that, girls used to remain absent from school during menstruation period due to menstrual disorders, abdominal pain and lack of material used during menstruation. (Sudeshna and Aparajita, 2012) in their research they discovered that, since their attainment of menarche all the girls reported to stay absent from school at some point of time during their menstruation. The study adds that “Many mentioned that fear of staining on their clothes caused them stress and depression”.

The study by the International Water and Sanitation Centre and SNV Uganda, shows that in rural Uganda, menstruation causes absenteeism from school, female students mostly in rural areas stay away from school for at least eight days of study in a school term because of menstrual periods. This absenteeism is mainly due to the lack of facilities at school, lack of menstrual education, embarrassment or pain caused by menstruation and the inability to afford hygienic sanitary materials (WRC,2011). In addition, (Crofts and Fisher, 2012) explain that, there is a culture of embarrassment whereby girls are shy and afraid of others making fun of them during menstruation, they also fear that blood will stain their clothes.
and their peers will tease them. When boys see a girl is menstruating they start laughing at her and then she feels uncomfortable.

A CAMFED study (2013) showed girls in Zimbabwe missing an average of 60 days per year for this reason. In Ghana, those girls who had no access to pads reported missing school for 3-5 days on their period. As a result, useful learning time is wasted. On their resumption of classes, they automatically find themselves behind academic schedules and hence they perform poorly in their examinations (Montgomery, 2012).

Furthermore, the research done in Tanzania and Uganda discovered that, the lack of sanitary napkins prevents girls from attending school during menstruation, and that even when sanitary napkins are available, lack of privacy and adequate sanitation make it difficult for girls to change napkins (Shann, et al. 2013).

2.2.2 Cultural Factor (early marriages and pregnancies, cultural practices)

2.2.2.1 Early Marriages and Pregnancies

Early marriages and pregnancies are major cultural factor that impact negatively on girls’ academic achievement in secondary schools. Thousands of girls in Tanzania have their journey to obtaining an education cut short every year as a result of pregnancy. According to Barozi, (2013) it shows that, every year more than 8,000 girls drop out from school due to pregnancy.

Child marriage is also deeply embedded in Tanzanian society. The United Nations ranks Tanzania as one of 41 countries with the highest rates of child marriage. Four out of 10 girls in Tanzania are married before their 18th birthday. In many cultures in Tanzania, girls are generally considered ready for marriage when they reach puberty and marriage is
viewed as a way to protect them from pre-marital sex and pregnancy that undermine family honor and may decrease the amount of dowry a family may receive.

Cultural practices such as Female Genital Mutilation (FGM) also contribute to child marriage in some communities. Among the Maasai, Kurya and Gogo ethnic groups, where Human Rights Watch conducted some of its research, discovered that FGM is closely related to child marriage and is done primarily as a rite of passage to prepare girls, aged 10–15 years for marriage (HRW, 2014).

A study carried out by UNESCO (2003) in Botswana, Lesotho, Tanzania, and Zimbabwe showed that the common reason for high incidence of absenteeism among girls is early pregnancy. The study by Holmes (2003) found out that females receive less education than males, and they tend to dropout, or are withdrawn earlier for both economic and social-cultural reasons. The study further argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household.

Oxaal, Baden, & Baden (1997) in his study showed that pregnancy disrupts girls’ schooling and in many countries girls are automatically expelled from school if pregnant. Girls from poor households may also be more likely to engage in sexual survival strategies to secure support for their schooling in turn risking pregnancy and the curtailment of the education. UNESCO study supports that early marriages may be a consequence of poverty, because the parents did not have the financial ability to pay the girl’s school fees (UNESCO, 2009).

In Malawi, according to the study by Holkamp, (2009) the mostly known reasons for girls to drop-out are the early marriages and pregnancies. When girls get into her puberty, it
means she is ready to get married. And when a girl starts her menstruation, it means she is ready to giving birth. The practice of early marriage often therefore leads to the end of a girls' formal education. The researcher tends to investigate whether this is also the case within Morogoro district.

2.2.2.2 Cultural Practices

Girl’s academic performance is influenced by cultural practices. (Ngugi, 1996) argues that, harmful traditional practices like Female Genital Mutilation (FGM-sometimes called female genital cutting) and other initiations rituals practice in some African societies are brutal and inhuman which lead to despair in school attendance especially on girls both in preparation and healing process. Achoka, et al. (2013) in their study noted that, students who come from insecure environments caused by social-cultural practices such as FGM show emotional problems at school. For instance, they lack concentration in class and confidence in whatever task they are given to perform. As such, they lag behind in academic achievement.

Cultural practices in some societies require the girl to stay out of school temporarily or permanently and interfere with her education. Soon after FGM, majority of the girls drop out of school and get married to old rich men as second or third wives (Juma, et al. 2012).

According to Tanzania health statistics, FGM affects 18 per cent of the country’s female population. Despite the fact that the government criminalized FGM in 1998, this traditional cultural practice still exists (Mwambalaswa, 2011). It is estimated that 7.9 million women and girls in Tanzania have undergone FGM (UNICEF, 2013). The results of the study conducted in Tarime, Tanzania showed that Kuryan girls who rejected to be circumcised were unlikely to be financed their educational costs by their parents as a means of forcing
them to undergo FGM. However, parents’ denial to finance their daughters in studies made most girls to study in difficult conditions, perform poorly in examinations due to irregular school attendance and eventual withdrawal from schools (Pesambili, 2013).

Also initiation ceremonies still mark the transition from childhood to adulthood among communities in Sub-Saharan Africa. Evidence indicates that initiation creates a lot of confusion and dilemmas for girls. Ceremony schedules usually overlap with the school calendar and that leads to absenteeism and dropouts. Initiated girls may also feel it difficult to continue schooling after passage to adulthood as the next step is expected to be marriage (Nekatibeb, 2002).

In some areas of rural Tanzania, on reaching puberty girls are expected to participate in initiation ceremonies aimed at preparing them for womanhood and marriage. These ceremonies are often held during the school term and result in girls missing a considerable amount of school time. Participation in these ceremonies affect girls’ participation in education therefore, poor performance is almost inevitable to these girls (Hari, n.d). (Malibiche’s, 2011) asserts that, in some occasion, parents’ cultural practices over their children have direct impacts towards academic performance of their children. Practices such as early marriages, jando and Unyago in some parts of Tanzania exemplify such cultural practices.

2.2.3 School Based Factors (Sexual harassment, lack of school facilities and teachers’ perceptions on girls)

2.2.3.1 Sexual Harassment

Sexual harassment is another issue female students face in secondary schools. In too many instances, schools are the places where girls first experience discrimination, sexual
harassment and abuse; either from other male students or from teachers. Some male teachers use girls’ weaknesses in the classroom as a weapon to threaten, humiliate and force them to do things even if it is against their will.

A study conducted in Guinea reports that, boys are very aggressive towards girls and that they used physical force, threatened and teased girls to silence them in the class (Levott, et al. 2004).

Research conducted in Tanzanian schools has uncovered cases of sexual abuse and harassment of female pupils by their male teachers (Rwezaura, 1998). Additional studies have pointed out that often the perpetrators are fellow male classmates as well as teachers (Mgalla, et.al. 1998). The study on Teacher Professionalism and Professional Abuse towards Education Development in Tanzania by Tweve, (2011) indicates that students experience a wide range of effects from sexual harassment that impact their academics including: decreased participation in class, avoids a study group, think about changing schools, and avoid the library. Students may experience multiple effects or just one.

2.2.3.2 Lack of School Facilities and Teachers’ Perceptions on Girls

Lack of hygiene facilities in school such as toilets/latrines, they are dirty and not cleaned properly, contribute to high rate of absenteeism to a girl child and dive her to poor performance.

In a study done in 16 Districts in Tanzania undertaken in 2009, it was identified that 52% of all schools had no doors on their latrines, 92% had no functional hand washing facilities and 99% had no soap (UNICEF, 2011). All of which would make it very difficult for a young girl to easily manage her menstrual period.
According to Mulama’s study (2008) lack of water, lack of separate toilets etc., create fear and discomfort in these girls resulting in poor learning and performance in class. A study conducted in Uganda shows that, toilets lack any privacy or natural light for girls to change menstrual materials (Crofts, 2012). Also in Kenya, many schools’ toilets are unclean and do not provide adequate privacy needed for girls especially during menstrual periods. (UNESCO, 2008) confirms that unclean environments contribute to low morale on girls; therefore, girls skip school during menstruation leading to poor performance.

A study conducted in Ethiopia (Colclough, et al. 2000) revealed that five out of eleven visited schools lack sanitary facilities and only one had separate toilets for boys and girls. The same study found that the unavailability of latrines in schools led to females’ absenteeism during their periods, which clearly has an impact on performance and may lead to dropouts.

In case of teachers’ perceptions on girls, in many countries there are indications that teachers pay more attention to boys than girls in the classrooms.

Studies from several countries in Sub-Saharan Africa indicate that both female and male teachers believe that boys are academically better than girls (Levett, et al. 2004). That findings were further supported a study by Twoli in Evans (2013) who found that teachers had higher expectations for boys in science and mathematics than girls and therefore teachers treat boys differently from girls. From Mozambique, (Palme, 2007) claims that there is little communication between pupils and teachers, and that the higher rate of failure and absenteeism for girls might be due to inequality of treatment.
2.3 Critical Review and Research Gap Identification

Although some studies have been done on the matter, many have been focusing on the causes, without putting into consideration the impacts in academic performance. Therefore this study intended to investigate the impacts of absenteeism in academic performance among secondary school students. A study that was conducted by (Mlowosa, et al., 2014) in Tanzania to determine the impacts of absenteeism-truancy in academic performance among secondary school students revealed a positive association between absenteeism and academic performance. The study also reported that Form II class had the highest number of school drop-out. This study used a sample size of 60 respondents from a single school within Kigamboni ward in Temeke Municipality. The sample size doesn’t represent the whole population of secondary schools in Tanzania. The results therefore cannot be generalized.

In a study to assess the association of students’ personal characteristics with absenteeism and academic performance (Levita et al., 2012) revealed a positive association between the two variables. This study however was based on student self-reporting; thus, recall bias about the number of absences was likely. The study only assessed specific courses and their associations with student absenteeism, characteristics, reasons, and performance. A more comprehensive evaluation would lead to more accurate assessment of classroom teaching efficiency, class member effectiveness, and student interaction. Although the study was able to evaluate the different reasons for not attending classes between low and high performers, the reasons for absenteeism and instructor reinforcement of attendance policies for individual courses was not investigated. In addition, the study was performed only in a single institution and therefore the results may not be translatable to other schools with different curricula or educational policies.
2.4 Theoretical Framework

The theoretical framework adopted for this study is derived from Maslow's hierarchy of needs theory, developed by Abraham Harold Maslow, an American psychologist in 1943. This theory relates to human growth and personal development and is also referred to as theories of motivation. Maslow’s Hierarchy of Needs Theory is one of the best known and most influential theories on workplace motivation. The Hierarchy of Needs Theory remains valid even today for understanding human motivation, personal growth, and the academic performance of children in poverty-stricken households (Okumbe, 1998).
Abraham Maslow classified human needs into five categories, arranged in a hierarchy of their importance and priority starting with the basic needs at the bottom and higher needs at the top.

![Maslow’s hierarchy of needs](image)

**Figure 2.1 Maslow’s hierarchy of needs**

Source: Okumbe, (1998)

**Physiological needs**: are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly and will ultimately fail. Physiological needs are thought to be the most important; they should be met first. These needs are such as food, clothing, shelter, air, drink, sex, sleep.

Unfortunately the girl-child is not always motivated at home and at school. They are often deprived of these basic needs by the society. Students concentrate on their academic endeavors only if most of the physiological needs are met. The schools and the entire environment settings should endeavor to provide all the learners with these physiological needs or else the individual may end up in disillusionment.
**Safety needs:** consist of physical safety or protection against murder, fire, accident, personal security, health, and well being. Girls need to be protected from threats, from their fellow students, teachers and other people. When they feel that they are not secure at school or home proper learning may not take place. The buildings, toilets and other physical structures and even the distance to school should be secure and adequate.

**Social needs/belongingness/love needs:** these includes love acceptance, having supportive classmates, affectionate relations with other people and status within a group. Girls need to feel loved in whatever situations they may find themselves in. This creates a sense of belonging which in turn gives them the motivation and confidence to work hard. The girl child is often given names and made to feel that they are worthless. They are often grouped separately from boys. Teachers should therefore facilitate and encourage fair groupings and group activities that favor on the learners and award the good effort made by them towards their education. Such negative comments common at home that sound negative to girls’ motivation be avoided in order to encourage the girls to work hard in academics for attainment of self actualization. The teachers and parents should show love acceptance to the girl child so that she can feel recognized, have a sense of self worth and belongingness.

**Esteem needs or ego needs:** consist of need to be appreciated, valued, respected, recognized, prestige, status, attention, competence, mastery and freedom.

**Self-actualization:** includes desire to achieve one’s dreams.

According to Maslow, when the first level needs are relatively well satisfied, the new needs emerge and become dominant. The basic needs are stronger that’s why they have to be fulfilled first.
The overall implication of Maslow’s Theory is that education may be considered to be the key to self-actualization. If the girls are denied the basic needs and opportunity of participation in secondary education then their self-actualization hampered is consequently hampered, will tend not to relate in relationships and more so in school environment. This contributes greatly to absenteeism. It further advocates that the physiological, security and social needs to be met in the first place in order for the girl-child to transcend self esteem and self actualization.

Maslow’s theory is therefore relevant in this study because its emphasis and considerations are on the provisions of the basic needs for one to achieve the higher needs.

2.5 Conceptual Framework

Predictors of absenteeism can be found inside and outside of the school environment. Such predictors include; school conditions; home-based behavioral issues; psychological issues; family background; school-based behavioral issues; peer issues; as well as lack of motivation or interest in school (Bimler and Kirkland,2001). Basing on the literature these predictors in turn affect academic performance. Other factors such as personal studies, home schooling among other has been shown to moderate the effect of school absenteeism on academic performance.
The relationship between absenteeism and academic performance has been investigated by several scholars. The argument projected is that a sufficient academic load is mandatory for effective learning to take place. A quantitative measure of all learning activities required to achieve a defined set of learning is a definition the Malaysian Qualification Agency provides for Academic Load according to Yusoff, (2014). Activities such as small group discussions, class instructions, prep and home work are crucial for providing the sufficient academic workload requirements and when a student decides to be absent from them they loss adequate academic load which lead to poor exam scores and other related repercussions like class retention (Yusoff, 2014). Levels of absenteeism lead to various academic performance consequences. In this study, absenteeism level was determined using the mean class attendance scores accumulated in a month and the academic performance was measured by the end of term examination mean scores, and timely completion of home work by the student. Many factors have been found to intervene in such a study however the age of a girl may determine their additional responsibilities at home and also psychological stability for learning. Besides the environment at home such as parents education level, income, and type of work, number of siblings, marriage type, and presence

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**Figure 2.1 Conceptual Framework**

*Source: Researcher (2015).*
status will greatly influence the support provided for the girl child’s attendance of school and participation in learning activities.

2.6 Summary

Basing on the literature review, there is relationship between school absenteeism and academic performance. Absenteeism is not caused by a single factor but a multiple factors. Identifying these factors is a key step to addressing the absenteeism in schools. In this part of empirical literature review it has been clearly indicated how absenteeism affects girl child academic performance by looking on social economic factors such as poverty, domestic chores, and health challenges. Cultural factors such as early marriages and pregnancies, and cultural practices. Various studies have also shown that the girl child academic performance is affected by school factors like sexual harassment, insecurity, lack of hygiene facilities in school, and teachers’ negative perceptions on girls.
CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction
This chapter outlines the method that was applied in carrying research study. It include; study design, target population, sample size and sampling techniques, data collection methods, research instruments, validity and reliability and data analysis method.

3.1 Research Design
The study was conducted through descriptive survey research design and incorporate both qualitative and quantitative approaches in order to allow the researcher to gather more precise and quantifiable information on the causes and effects of absenteeism while the qualitative methodology was also appropriate to this study because it allowed the researcher to gather data in detail from the respondents and hear their views, perceptions and expectations. Descriptive survey designs are used in preliminary and exploratory studies to gather information, summarize, present and interpret for purpose of clarification (Orodho, 2005). The study examined the effects of absenteeism on academic performance of secondary school female students.

3.2 Target Population
The targeted population for this study was 200 female students who were selected from three Community Secondary Schools. Only female students were considered in all school since the study targeted girl child’s academic performance.

3.3 Sample Design
3.3.1 Sample Size
A sample size of 132 participants was included in the study. This sample size was determined by using formula by Taro Yamane, 1967.
\[ n = \frac{N}{1+N(e)^2} \quad (Yamane, 1967) \text{ Equation 3. ISample size estimation} \]

Where \( n \) - is the sample size.

\( N \) - The total population.

\( e \) - The acceptable sampling error.

For this case:

\( N = 200 \) taking the confidence level of 95% that is with a permissible error of 5%.

\( e = 0.05 \).

\[ n = \frac{200}{1 + 200(0.05)^2} = 132 \]

According to this formula, a sample size of 132 respondents was drawn.

### 3.3.2 Sampling Technique

Simple random and purposive samplings were used in obtaining the participants. According to Wolfer (2007), simple random technique is the most basic type of probability sample and it is also the simplest to draw. It is a sampling method in which all the elements in a sample frame have an equal probability of selection. In order to obtain a fair and representative sample size, the sample size was drawn proportionate to the population size of the school. A list of all female students was obtained from the school and using simple random sampling. Purposive sampling was used to select class teachers. Each of the three selected schools provided 40 students, 1 headmaster and 3 class teachers. The headmasters were targeted due to the fact that being administrators of the school they know what goes on since all problems are reported to them. On the other hand, class teachers were
purposively selected for interview due to their perceived role in dealing with student’s affairs and also being the ones with much information regarding each student attendance, behavior and performance.

3.4 Data Collection Methods

3.4.1 Quantitative Data
The Absenteeism score in learning session was measured by the cumulative number of absence in an academic session of each student recorded by academic office at the end of the term. Academic performance was measured by their examination scores at the end-of-term 1 and 2 assessment. The academic performance was categorized into pass and fail for analysis purpose. A scale of 41-100 points—pass and 0-40 points—fail was used in measuring performance. A self-administered questionnaire was distributed to the participants (12 teachers & 120 students) to collect information related to factors that are perceived to lead to absenteeism.

3.4.2 Qualitative Data
Twelve class teachers were purposefully selected as key informants to obtain qualitative data. The reason for selecting the key informants is because they share a common experience and concern about school absenteeism. The informants also come from the same region where the school is located and they are therefore thought to be familiar with cultural and environmental related factors of interest.

3.5 Data Collection Instruments

3.5.1 Questionnaire
A questionnaire was used as a research tool because it’s convenient especially where there are large numbers of respondents. It facilitates easy and quick collection of information within a short time (Patton, 2002). Self administered questionnaires with close-ended
questions were used for data collection. This made it easier and quicker for respondents to answer as well as ensuring that there were no irrelevant answers to questions. Non-School Attendance Assessment Scale (NAAS), an instrument designed by the researcher was used to collect data.

3.5.2 Interview Guide

Face to face interviews of the key informants were employed with the use of interview guide to avoid the interviewees from deviating from the set objectives. Face to face approach has a distinct advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation. These interviews yield highest response rates in survey research. They also allow the researcher to clarify ambiguous answers and when appropriate, seek follow-up information. (Leedy & Ormrod, 2001). The interviewees were informed in time concerning the interview venue and schedule in general.

3.6 Reliability and Validity

3.6.1 Reliability

Test retest method of determining the reliability was carried out at the same school using the same respondents. This method involves giving the same test to the same respondents on two separate occasions. The scores on the two occasions are then correlated. This correlation is known as the coefficient of stability. The closer each respondent's scores are on T1 and T2, the more reliable the test measure (and the higher the coefficient of stability) was. A coefficient of stability of one (1) indicates that each respondent's scores are perfectly correlated. That is, each respondent score the exact same thing on T1 as they did on T2. A coefficient correlation of zero (0) indicates that the respondents' scores at T1 were completely unrelated to their scores at T2; therefore the test is not reliable (Oladunni, 1996).
One week duration was allowed between the first test T1 and the second test T2 and the coefficient of stability above 0.6 was obtained indicating reliability of the test.

3.6.2 Validity

Orodho, (2009) defines validity as the degree to which a test measures what it purports to be measuring. Questionnaire for the current study was given to research supervisors in Mount Kenya University who examined them individually and provided feedback. Their recommendations were incorporated in the final questionnaire.

3.6.3 Data Analysis

In this study, data analysis involved tabulation of results, calculation of frequencies and percentages, and independent t-test. Both qualitative and quantitative analyses were employed since use of the two approaches allows a researcher to obtain more comprehensive data (McMillan and Schumacher, 2010).

3.6.4 Quantitative Data Analysis

Statistical analysis was performed by Statistical Package for Social Sciences (SPSS) computer program to generate descriptive output. Independent t-test was used to analyze the relationship between class attendance with student performance; descriptive statistics used to describe the student population, student attendance, and academic performance.

3.6.5 Qualitative Data Analysis

The inductive approach of analyzing qualitative data was used. This approach involves analyzing data with little or no predetermined theory, structure or framework and uses the actual data itself to derive the structure of analysis. Inductive analysis is the most common approach used to analyze qualitative data (Lathlean, 2006). Thematic content analysis which is one of inductive approaches to analyzing qualitative data was used in this study.
The process of analysis involved analyzing transcripts, identifying themes within the data and gathering together examples of those themes from the text (Ritchie, et al., 2004).

3.7 Ethical Consideration
The researcher respected the respondents’ privacy. The participants were not required to disclose their names and schools. The respondents were assured that the information given was to be treated with confidentiality and used for intended purpose only. They also had the freedom to withdraw from the study at any time.
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the research findings and discusses them under the thematic guidance of the objectives of this study. The demographic characteristics of the respondents are presented followed by the subsequent presentation of findings.

4.1 Demographic Characteristics of Respondents

This section presents the characteristics of the respondents in terms of age, who they live with, the type of work the parents do and the number of siblings each respondent has. Table and Charts were used to summarize and illustrate the data.

4.1.1 Age Categories of the Respondents

The age of student respondents were categorized into 12-14 years, 15-17 years, 18-20 years, and above 20 years. The categories were summarized in a frequency table including the count as presented in Table 4.1

<table>
<thead>
<tr>
<th>What is your Age</th>
<th>12-14</th>
<th>15-17</th>
<th>18-20</th>
<th>Above 20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59(49.58)</td>
<td>31(26.05)</td>
<td>22(18.49)</td>
<td>7(5.88)</td>
</tr>
</tbody>
</table>

Source: Primary data (Researcher, 2015)

It is observed that 59(49.58%) girls were between age category 12-14, 31(26.05%) between category 15-17, 22(18.49%) between 18-20 and finally 7(5.88%) above 20 years implying that more respondents are young girls falling between 12-17 years.
4.1.2 Parenting Status of the Respondent

The respondents were asked to indicate who they live with by choosing from three options represents as Father and Mother (1) One Parent (2) and Guardian (3). The data is summarized in Table 4.2.

Table 4.2: Response to who do you live with?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father and Mother</td>
<td>88</td>
<td>73.3</td>
<td>73.9</td>
<td>73.9</td>
</tr>
<tr>
<td>One parent</td>
<td>19</td>
<td>15.8</td>
<td>16.0</td>
<td>89.9</td>
</tr>
<tr>
<td>Guardian</td>
<td>12</td>
<td>10.0</td>
<td>10.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>119</td>
<td>99.2</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data. (Researcher, 2015)

According to Table 4.2 the response to the question who do you live with shows that a frequency of 88 of the respondents which is 73.3% live with both parents, 19(15.8%) respondents lived with one parent either a father or mother, while 12(10%) of respondents lived with guardians. It is evident that the large majority of the girls live with both parents though slight majority are helped by a guardian.

4.1.3 Family Economic Status

The family economic status was measured by evaluating the employment status of the parent(s)/guardian that the girl child (respondent) lived with. This data is summarized in Table 4.3.
**Table 4.3: Who do you live with * What does you parent/guardian do Cross-tabulation**

<table>
<thead>
<tr>
<th>Who do you live with</th>
<th>Self</th>
<th>Employed</th>
<th>Employed</th>
<th>Unemployed</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father and Mother</td>
<td></td>
<td></td>
<td>0</td>
<td>28</td>
<td>56</td>
<td>88</td>
</tr>
<tr>
<td>one parent</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Guardian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>28</td>
<td>59</td>
<td>20</td>
<td>119</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data (Researcher, 2015)

It was shown that 28 respondents live with both parents who are employed, 56 living with both parents who are unemployed and 4 live with both parents who are peasants. Self-employed single parents fend for 12 of the respondents, 3 are unemployed and 4 are peasants. All the guardians were peasants and cared for 4 of the respondents. It is therefore conclusive that the majority of respondents live with both parents who are unemployed.

4.1.4 **Number of Siblings**

The respondents were asked to indicate by choosing from a list of four ranks as represented in Table 4.4

**Table 4.4: How many siblings do you have * What does your parent/Guardian do Cross-tabulation**

<table>
<thead>
<tr>
<th>How many siblings do you have</th>
<th>Self</th>
<th>Employed</th>
<th>Employed</th>
<th>Unemployed</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>0</td>
<td>8</td>
<td>13</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>4 above</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>20</td>
<td>56</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>28</td>
<td>59</td>
<td>20</td>
<td>119</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data. (Researcher, 2015)
Table 4.4 indicates that out of the 28 respondent living with employed parents, 20 have one sibling, and 8 have 2 siblings. All the 12 respondents living with self-employed parents have more than 4 siblings. Out of the 59 respondents living with unemployed parent(s), 13 have 2 more siblings, 22 have 3 siblings and 24 have more than 4 siblings. All the 20 respondents living with peasant parent(s) or guardians have more than 4 siblings. The implication of this data is that the care takers with very low income have more children to care for a scenario that might affect the regular attendance of the learner.

In summary, the economic status of the respondents is low given the low income earnings by the parent(s) or guardians and the high number of dependents that these poor families have to fend for.

**4.2 Presentation of Findings**

This section presents the findings of the research by presenting them under the themes of level of attendance, factors affecting attendance, level of academic performance, and finally the relationship between levels of attendance and academic performance of the respondents in the sample. Levels of attendance measures absenteeism and a comparison between high attendances (low absenteeism) and low attendees (high absenteeism) was conducted to examine if at all there is any difference in academic performance of the two groups.

**4.2.1 Levels of School Absenteeism**

The attendance register of class teachers was obtained and the monthly attendance totaled for months of January through September. A mean score of monthly attendance was converted to percentage and computed to obtain average attendance for the whole 9 months. For grouping purposes, the median attendance of 50% was obtained and used to group the levels as low coded 0.0 if below 50% and high coded 1.0 if above 50%. Table 4.5 and Table 4.6 present the findings.
Table 4.5: Attendance level

<table>
<thead>
<tr>
<th>Statistics</th>
<th>N</th>
<th>Mean</th>
<th>Mode</th>
<th>Std. Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance level</td>
<td>120</td>
<td>.5917</td>
<td>1.00</td>
<td>.49359</td>
<td>.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Average attendance in 9 months</td>
<td>120</td>
<td>50.30</td>
<td>50</td>
<td>12.258</td>
<td>19</td>
<td>83</td>
</tr>
</tbody>
</table>

Source: Primary data (Researcher, 2015)

Table 4.5 shows that in 9 months, the average mean attendance was 50.3% with a very high Standard deviation of 12.3. The lowest attendance average was 19% while the highest was 83%. Figure 4.1 shows that the high Standard deviation was caused by very low attendance and very high level though the distribution is less normal. This finding shows that in the sample there is a recognizable difference in school absenteeism.
Figure 4.1: Average attendance in 9 months

Source: Primary data (Researcher, 2015)

Table 4.6 shows the categories of high and low attendance of school among the respondents. Forty nine (49) respondents equating to 40.8% are low attendees while 71 surmounting to 59.2% are high attendees.

Table 4.6: Attendance Level

<table>
<thead>
<tr>
<th>Attendance level</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Level</td>
<td>49</td>
<td>40.8</td>
<td>40.8</td>
<td>40.8</td>
</tr>
<tr>
<td>High Level</td>
<td>71</td>
<td>59.2</td>
<td>59.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data (Researcher, 2015)

Therefore though the attendance level is high for our sample, the absenteeism level is equally close to the mean since both are very close to the mean of 50%. Therefore it can be
concluded that absenteeism level is high in the sampled population. This confirms the evidence by Okeke, et al. (2012) who report that millions of girls do not access education despite the concerted efforts to push cause forward. A USAID (2014) report on sub-Saharan Africa showed that on average a girl comes to school for two weeks in a month.

4.2.2 Factors that Affect the School Attendance of the Girl Child

Several studies have highlighted the contributing factors that exert great pressure on the school attendance of a girl child and hence their academic performance (FAWE, 2006; Hesser, 2013; Mensch, et al, 2013 among others). Social, cultural and school factors were examined in this study and presentenced as shown in Table 4.7. Each statement was evaluating on a 5-level like scale with Strongly Disagree (1), Disagree (2) Not sure (3) Agree (4) and Strongly Agree (5). The mean agreement rate for each statement was computed and converted to percentage. Each table presents the overall average response of the combined (1+2) = Disagreement and (4+5) = Agreement.

Table 4.7: Social Factors

<table>
<thead>
<tr>
<th>Social factors</th>
<th>Agreement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N %</td>
<td>N</td>
<td>N %</td>
<td>N</td>
<td>N %</td>
</tr>
<tr>
<td>I have all materials I need for schooling</td>
<td>79</td>
<td>65.8%</td>
<td>41</td>
<td>34.2%</td>
<td>19</td>
<td>15.8%</td>
</tr>
<tr>
<td>I am performing poorly because I work a lot at home</td>
<td>111</td>
<td>92.5%</td>
<td>9</td>
<td>7.5%</td>
<td>9</td>
<td>7.5%</td>
</tr>
<tr>
<td>I cannot go to school during menstruation</td>
<td>55</td>
<td>45.8%</td>
<td>45</td>
<td>37.5%</td>
<td>3</td>
<td>2.5%</td>
</tr>
<tr>
<td>I am performing poorly because I have to take care of my siblings</td>
<td>91</td>
<td>75.8%</td>
<td>29</td>
<td>24.2%</td>
<td>17</td>
<td>14.2%</td>
</tr>
<tr>
<td>Average</td>
<td>70%</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data (Researcher, 2015)
Table 4.7 presents the statements that evaluated the social factors that influence the attendance of the respondent. For statement “I have all materials I need for school” 18.3%, 15.8%, 17.5% and 48.3% strongly disagreed, disagreed, agreed and strongly agreed respectively. The total Agreement and Disagreement to the statement was 65.8% and 34.2% respectively. This observation may be accounted for by the low economic status observed in this sample and concurs with Moyo, (2013) that poverty makes parents fail to provide for their children’s’ learning requirements. The response to the statement “I am performing poorly because I work a lot at home”. 7.5% disagreed, 74.2% agreed and 18.3% strongly agreed. The overall agreement was 92.5% and 7.5% overall disagreement to the statement. Ray and Lancaster (2003) report that even minimum domestic chores done by a child can adversely reflect in their attendance rate and length of schooling. In this study most of the learners come from families with more than 4 siblings. For this reason they were asked to respond to a statement “I am performing poorly because I have to take care of my sibling”. 10%, 14.2%, 27.5% and 48.3% Strongly Disagreed, Disagreed, Agreed and Strongly Agreed respectively. Overall 75.8% and 24.2% Agreement and Disagreement were registered respectively. Overall average to effect of social factors on the schooling of the student was awarded 70% Agreement and 30% Disagreement. Machimu and Minde, (2010) say that, even when girls are attending school, Tanzanian families still require them to help with household chores, which hampers their achievement in school. In this study social factors have a very high contribution to the attendance and performance of the girl child as a very high agreement rates were scored by negative statements of social factors.
Table 4.8: Cultural Factors on Attendance of Schooling

<table>
<thead>
<tr>
<th></th>
<th>Disagreement</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents think I am old enough to get married</td>
<td>29 24.2%</td>
<td>91 75.8%</td>
</tr>
<tr>
<td>My parents think educating me is a waste of time</td>
<td>43 35.8%</td>
<td>77 64.2%</td>
</tr>
<tr>
<td>I missed school because I had to attend Unyago</td>
<td>26 21.7%</td>
<td>94 78.3%</td>
</tr>
<tr>
<td>Average</td>
<td>27.2%</td>
<td>72.8%</td>
</tr>
</tbody>
</table>

Source: Primary data (Researcher, 2015)

“My parents think I am old enough to get married” as shown in Table 4.8 scored 24.2% and 75.8% Disagreement and Agreement respectively, “My parents think educating me is a waste of time” scored a rate of 35.8% and 64.2% Disagreement and Agreement respectively and to “I missed school because I had to attend Unyago” (a traditional training for girls aimed at preparing them for marriage), 21.7% Disagreed and 78.3% Agreed. Overall a response rate of 27.2% Disagreement and 72.8% Agreement was awarded to evaluate the effect of cultural factors on schooling of the girl child in the sample. Tanzanian society is embedded with child marriage and according to Barozi, (2013) more than 8000 girls drop out from school due to pregnancy.

Besides social and cultural factors, researchers have noted that school also plays a major role in influencing the girl child education. Factors like sexual harassment, lack of school facilities and teacher’s perception of girl child (Levott, et al. 2004; UNESCO, 2008; Crofts, 2008) among others have been sited. School factors are presented in Table 4.9

Table 4.9: School factors influencing School Attendance

<table>
<thead>
<tr>
<th></th>
<th>Agreement</th>
<th>Disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N %</td>
</tr>
<tr>
<td>I am harassed by boys</td>
<td>51</td>
<td>42.5%</td>
</tr>
<tr>
<td>Teachers are not kind to girls like they are to boys</td>
<td>71</td>
<td>59.2%</td>
</tr>
<tr>
<td>I walk long distance to school so I reach late for classes</td>
<td>8</td>
<td>6.7%</td>
</tr>
<tr>
<td>Average</td>
<td>32.5%</td>
<td>67.1%</td>
</tr>
</tbody>
</table>

Source: Primary data (Researcher, 2015)
Table 4.9 shows that 42.5% and 56.7% agreed and disagreed respectively that they are harassed by boys while 59.2% and 40.8% agreed and disagreed that teachers are kind to boys than to girls. Over 92% and 6% disagreed and agreed that they work long distances to school and this makes them to reach late for classes. Overall 32.5% agreed and 67.1% disagreed with schooling factors being a major cause of their schooling characteristics. Levette, et al. (2007) claim that teachers in sub-Saharan Africa view boys as more intelligent than girls and especially in science disciplines as observed by Palme (2007). However in this study the school factors examined were not considered as a major hindrance to performance according to the respondents.

4.2.3 Academic Performance

The academic performances of the respondents were analyzed by recording their average scores in home works and examinations of Term 1, and 2 of 2014 academic year. The homework included all the non-examination sitting activities such as take home assignments, class individual and group projects, exercises among others that are recorded in the class teacher record of work book. Using a median score of 45% and 26% for exam and homework the performance was grouped as high or low as shown in the following tables.

4.2.3.1 Average scores of students’ Homework

Researchers report that absenteeism affects the academic performance of students in that when they are absent, they find themselves behind others who regularly attend as far as the knowledge level and class activities schedules are concerned (Montgomery, 2012). The level of academic performance in home work was divided into the high performers and low performers as compared with the 25.66% class mean as shown in Table 4.10.
Table 4.10: *Home work performance level*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Low</td>
<td>59</td>
<td>49.2</td>
<td>49.2</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>61</td>
<td>50.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data (Researcher, 2015)

High performing respondents were 61 equating to 50.8% as compared to 59 or 49.2% of the low performing respondents. There is a great difference in the number of high performers and low performers. It is possible they are just weak students or they were not present as the homework was being given. It is also possible they did not meet the deadline set for submission.

The criterion of categorizing performance was used for exam except that a class performance mean of 45.91% was applied. The results are presented in Table 4.11

Table 4.11: *Exam Performance Level*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Low</td>
<td>61</td>
<td>50.8</td>
<td>50.8</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>59</td>
<td>49.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data (Researcher, 2015)

Table 4.11 shows that 50.8% and 49.2% of respondents were in the category of low and high performance respectively. This shows a very small difference between the high performance level and low performance group in examination. Examination performance depends on many factors including being lucky that what one read is what appeared besides individual ability to recall facts comes to great play when it comes to exams (Weinstein, 2009).
The analysis of the difference in performance level of the low and high group was performed using independent t-test to examine the effect of absenteeism on their academic performance. The analysis is presented in Table 4.12.

4.2.4 Absenteeism Level and Academic Performance

Table 4.12: Independent t-test

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th>Attendance level</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home work</td>
<td>High</td>
<td>71</td>
<td>.7183</td>
<td>.45302</td>
<td>.05376</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>49</td>
<td>.2041</td>
<td>.40721</td>
<td>.05817</td>
</tr>
<tr>
<td>Exam Performance</td>
<td>High</td>
<td>71</td>
<td>.5070</td>
<td>.50351</td>
<td>.05976</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>49</td>
<td>.4694</td>
<td>.50423</td>
<td>.07203</td>
</tr>
</tbody>
</table>

Source: Primary data (Researcher, 2015)

The group statistics reveals 71 respondents scored a mean of .718 in high attendance levels (low absenteeism) while 49 low performance respondents in homework scored a mean of .20. The standard deviation between the two groups was high. In the case of exams high performance level scored a mean of .5 while low performance group scored a mean of .469 with almost equal Standard deviation. There is an implication here that suggests that those with high school attendance also had high homework and exam scores. The significance of this observation was further examined as shown in Table 4.13.
Table 4.13: Independent Sample Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>performance level</td>
<td>Equal variances assumed</td>
<td>3.944</td>
<td>.049</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td>6.492</td>
<td>109.9</td>
</tr>
<tr>
<td>Exam</td>
<td>Equal variances assumed</td>
<td>.219</td>
<td>.641</td>
</tr>
<tr>
<td>Performance</td>
<td>Equal variances not assumed</td>
<td>.402</td>
<td>103.2</td>
</tr>
</tbody>
</table>

Source: Primary data (Researcher, 2015)

In order to examine differences in academic performance levels between the high and low absenteeism groups, an independent samples t-test was conducted. Given a violation of Levene’s test for homogeneity of variances, $F(1,118) = 3.944, p = .000$, a t-test not assuming homogeneous variances was calculated. The results of this test indicated that there was a significant difference in performance levels observed between the two groups in homework performance levels, $t(109.99) = 6.492, p = .000$. These results suggest that respondents in the low attendance (high absenteeism) group ($M = .407; SD = .204$) performed poorly as compared to high attendance group (low absenteeism) ($M = .45; SD = .453$). The size of this effect ($d = 6.37$), as indexed by Cohen’s (1988) coefficient $d$ was found to exceed the convention for a large effect size ($d = .80$). There was no significant
difference between the high absentees and low absentees on examination performance. The findings of this study are consistent with that of Marburger (2001) who found a positive relationship between class attendance and performance. He found that students who missed a class in microeconomics performed less as compared to those who missed the material that had been taught when they were away. However in exams, students may have the option of choosing from a number of questions and so they can choose from those they understand better. Attendance affects homework most because the questions or exercises are mostly based on end of lesson or chapter evaluations which require that a student should have attended the class if they are to perform well.

4.3 Discussion of the Interview Findings

The observed social economic factors that influence academic performance of girl child were the view that girls must get married early or else they will be too old to attract a good man (62%) while 16% and 22% of the respondents sighted poverty and health related issues as other social economic factors. For instance a teacher said that “these girls are shy to come to school during their menstruation because they cannot afford pads (sanitary towels) this makes them to miss out important lessons. If a girl will miss for about three days every month then by the end of the term, she is critically behind the rest academically”

The respondents up to 85% also sited unyago (training young girls for marriage by traditional elders) as a cultural practice which interrupts school attendance of most female students. Most of the respondents suggested a combined effort between school and the community in educating the parents and the entire community about the importance of educating a girl child. Teachers called upon the government to ensure a compulsory education of the girl child and also to create a favorable school environment in which not only the girl child but all children feel safe and confident to attend school. For example
more rooms that can be used for extra activities such as privacy of the girl child should be constructed; guidance and counseling services need to be strengthened in most of the schools to counter the peer and traditional stigmatization of girl child’s school.
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
This chapter is basically a recapitulation of the major findings of the study in chapter four in respect to the research objectives and review of the relate literature. It also provides conclusions and recommendations.

5.1 Summary of Findings
This study aimed at determining the influence of absenteeism on academic performance of girl child in community secondary schools in Morogoro District Council. The specific objectives were to examine the level of absenteeism of the girl child in these schools, to determine the factors that cause the girl child’s absenteeism, to determine the level of girl child’s academic performance and finally to determine the relationship between absenteeism and academic performance of the girl child. For this study 132 respondents participated of which 120 were students and 12 teachers. The age range of the students who were the main respondents was 12 to 20 though a few were older than this. Majority of the student participants lived with parents whose economic status was low and struggled to fend for more than three children.

5.1.1 Objective one: To examine the Level of Absenteeism of the girl child
The level of absenteeism in the sampled schools was determined by categorizing attendance in nine months of school into either high attendance (low absenteeism) or low attendance (high absenteeism). There was a significant absenteeism level (40.8%) though the low absenteees (59.2%) did dominate. This difference in group was found to be significant and
was to be analyzed further to find if it indeed caused a significant variation in academic performance.

5.1.2 Objective two: To determine the factors that cause girl child’s Absenteeism

It was in the interest of this study to examine the factors that contributed to the absenteeism level that was found in the analysis of objective one. The students and the teachers were asked by questionnaire and interview guides respectively. There was a high agreement that social factors and cultural factors though school factors did not cause much absenteeism. Unyago, a traditional practice done to provide orientation for the girls into marriage was highly criticized for causing the girl child’s absence at school. Teachers called upon authorities to intervene by combining efforts with the school to address the issue.

5.1.3 Objective three: To determine the level of Academic Performance of the girl child

The third objective sought to determine the level of academic performance of the girl child in the sample. It was found that though a great percentage performed above average, almost an equal majority were below average as well. The performance in examination was not different in the two groups however for those with high level of absenteeism; the homework scores were significantly different. An analysis to establish the significance of the difference which was the aim of objective four.

5.1.4 Objective four: To establish the relationship between Absenteeism Level and Academic Performance

The final objective of the study was to establish the relationship between the absenteeism level and academic performance. The analysis was done by performing an independent test and the findings revealed that the mean difference in homework between the high and low
absentees was significantly different. The girls who attended more performed well as compared to those who attended less. This confirmed the studies carried out earlier by other researchers which show similar trends. Examination scores did not significantly differ between the high and low absentees. This could be because of the complex nature of evaluation of exam studies. Exams can be passed even if one has not attended since there are always several question options to pick from as compared to end of lesson assignment that assesses what has been taught and requires compulsory attendance.

5.2 Conclusion

Absenteism of students is a negating factor in academic performance of even the most endowed learners. The girl child is surrounded by complex web of factors emerging from both family and external environments. In this study the level of absenteeism of girl children in Tanzania investigated with a keen interest of finding out how it influences academic performance. This study was guided by the findings of several researchers that have tried to find a correlation between absenteeism and academic performance. Literature review shows that there are still mixed findings about the relationship in most studies.

This study asked what level of absenteeism of the girl child existed in the schools. The level in the study was found to be moderately high though most girls attended school regularly. Several factors were found to hinder the girl child from attending school such factors were categorized as social economic, cultural and school related. The independent t test used to analyze the influence of absenteeism on academic performance showed that students with high absenteeism level perform poorly in homework as compared to those who regularly attend. The attendance level does not affect examination scores significantly according to the findings of this study.
5.3 **Recommendations**

There are several key issues that came up from the interviews and the responses provided in this study that merit serious attention from several stakeholders.

The study found that most of the schools lack adequate facilities such as extra rooms for girls’ privacy and the hygiene conditions of toilets and urinals were needed. The community together with the schools should work on improving the school environments so that they can be more conducive for education of not only the girl child but all children.

There is need for the government to strength policies that emancipate girl child education such as low cut off points for admission to school, strict punishment for adults who harass the school going girl child, sponsorship for girls who do well among other incentives. Such incentives would not mean to segregate by gender rather it would encourage the marginalized sex to find an interest point in education.

There is a critical need to educate the community about the significance of educating the girl child. Parents and relatives need to know that by educating their daughters, they are educating a mother.

5.4 **Suggestions for further studies**

There is still little agreement on the effect of absenteeism on academic performance though several studies are being conducted. On this note therefore other studies need to be conducted in different parts of Tanzania so that a generalizability of findings can be made.

Another study could be carried out is on the contribution of school environment on the academic performance of the girl child.
REFERENCES


APPENDICES
THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE REGIONAL ADMINISTRATION
AND LOCAL GOVERNMENT
MOROGORO DISTRICT COUNCIL

Simu No. 023 261 3185
Fax No. 023 261 3185

DISTRICT EXECUTIVE DIRECTOR
S.L.P. 1880
MOROGORO,
TANZANIA
30/04/2015

REF: Na.MDC/ED/S.70/2/105

TOM MULEGI,
COORDINATOR SCHOOL OF POST GRADUATE STUDIES,
MOUNT KENYA UNIVERSITY,
KIGALI CAMPUS.

REF: Ms PILI MWAKIPESILE -MED/0165/13

The office has received your letter dated 20April 2015 asking
Authorization in our District Council.
The application asked has been granted to you as far as the conducted research will
fulfill the requirements of your Masters Degree course. The office will highly assist
her.
You are warmly welcome.

Sincerely

Acting DISTRICT EXECUTIVE DIRECTOR
MOROGORO DISTRICT COUNCIL

SAM/NJB

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APPENDIX III: Students’ Survey questionnaire

RESEARCH TOPIC: ABSENTEEISM AND ACADEMIC PERFORMANCE OF GIRL CHILD IN COMMUNITY SECONDARY SCHOOLS IN MOROGORO DISTRICT COUNCIL, TANZANIA.

STUDY AREA: Tanzania.

RESEARCHER: Pili Alli Mwakipesile.

AFFILIATION: Mount Kenya University – Rwanda.

Section A

Directions:

i. For each of the statement in the table, kindly circle the number that indicates the degree to which you agree or disagree.

ii. Give your immediate impression. There is no right or wrong answer.

<table>
<thead>
<tr>
<th>S/n</th>
<th>STATEMENT</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Social Factors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>I have all scholastic materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I am not performing well because I work a lot at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I cannot come to school when in my periods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I am performing poorly because I have to take care of my brothers and sisters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td><strong>Cultural factors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>My parents think am old enough to get married</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I am performing poorly because my parent thinks educating me is waste of time.

I missed school because I was to attend unyago ceremony. This affected my performance.

I am harassed by boys.

I am performing poorly because teacher is not kind to me like he is to the boys.

I walk long distance to school and this affects my class performance.

### Section B

**Student Information sheet**

**Instruction:**

Please fill this sheet as correctly as possible so that it provides valid information. No information provided will be used in any way to implicate you or your school.
APPENDIX IV: Interview guide for class teachers

Section A: Demographic Data

Factors influencing Academic Performance of girl child

Guiding questions:

1. What do you think are the social economic factors that influence academic performance of girl child?

2. How do you think cultural factors affect the academic performance of the female students?

3. What are the school factors that you think have an effect on academic performance of girl child in your school?

4. What do you think need to be done to improve academic performance among female students?

5. What measures are the Ministry of Education taking to reduce absenteeism to female students in the education sector?

Conclusion:

➢ Thank you for participating. This has been a very successful discussion.

➢ I would like to remind you that any comments featuring in this report will be anonymous.

Thank you for your responses.
Appendix V: Map of Morogoro District