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Dr. Philip Daninga
Dr. Bertha Losioki
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Influence of Family Factors on Promoting Female Students' Education in South District Unguja, Zanzibar.

¹Shaaban Ramadhan Ali and ²George Julius Babune

¹State University of Zanzibar (SUZA),

²Department of Arts and Social Sciences, The Mwalimu Nyerere Memorial –
Zanzibar

Corresponding author email: george.babune@mnma.ac.tz

Abstract

This paper is an attempt to examine the family factors that influence female students' in secondary schools in Zanzibar. It fills the gap of accustomed practices to examine systematic factors in the body of knowledge. This paper is based on the study that was conducted in Zanzibar. The paper adopted a mixed methods approach with a causal comparative design. The study adopted purposive and systematic random sampling procedures to arrive at 193 sample size of female students in the study area. Data were collected in three schools using questionnaire survey, and key informant interview methods. Data were analysed using theme and content analysis and descriptive statistics with statistics package for social sciences software. It was found that students are variably influenced by family factors in enabling the learning process at school based on ownership of books, and study rooms, and time availed at home for studying. Evidence indicated that Only 28 (40%), 21 (35%), and 34 (85%) of female students in Makunduchi, Jambiani and Charity Bwejuu agreed to have study room ownership respectively. There was also evidence that majority of female students had agreed to have less time spent from studying at home than at school as indicated in Makunduchi 33 (47.14%), Jambiani 31 (51.66%) and Charity Bwejuu 40 (100%) respectively. The study also found that family capacity involving food support at home to female students, availability of school uniforms, allocation of adequate study time at home by female students, and care givers' provision of education advice to female students variably influence on enabling female students learning at home. It was concluded that there are family factors that influence female students' performance in secondary schools in Zanzibar. Therefore, it was concluded that the family factors on the private school have more positive higher level of influence than public schools. Hence, the need to redress the existing situation in order to enhance the learning process that will improve the performance of female students in public schools in the area.

Keywords; Education, Access to education, Female students access to education, Zanzibar

1. Introduction

Education is one of the essential issues in the modern era. Education enhances knowledge and practices at individual as well as community level. On the other hand, education is considered as a tool for economic and institutional development. Ali et al. (2021) noted that, education is a fundamental human right as well as a catalyst for economic growth and human development. Alice (2016) argued that, female secondary education is important to females in improving literacy, ending abuse, increasing income, overall development as well as political portrayal. Globally it is indicated that 129 million females are out of school all over the world, including 32 million in elementary school and 97 million in high school (Dimistrov, 2017). When comparing females and males secondary schooling age across regions, despite enormous advances in expanding access to school in low- and middle-income countries (LMICs) over the past decades, the progress in increasing attainment had stagnated and significant gender gaps remained even before COVID-19 (Evans, Akmal & Jakiela, 2020). Although the percentage of those out of school had declined, more young people, especially girls, were out of school in low income countries than ever before (UNESCO, 2018). There were millions of girls around the world that are still being denied an education and two-thirds of the 774 million illiterate people in the world are female (UNESCO, 2011).

A unique attempt has been made around the world to achieve gender balance and equality in education for female and male pupils. The United Nations Charter (1945) and the Universal Declaration of Human Rights (1948) were the first international documents that clearly mention men and women having equal rights. In addition, In Asia the gender gap in education between male and female students is increasing where by the female students' education performance is poor compared to male students. In china, Yu et al. (2021) reveals the invisibility of well-performing boys and underachieving girls in educational gender gap research. In sub-Saharan Africa it is noted that, the number of female students enrolled in secondary schools is larger than the number of male pupils in Tanzania (Wight, et al, 2006). Gender disparities in national examination learning outcomes remains where by the performance of male students is higher compared to female students. Exam results for female students have an impact on their ability to continue in formal education. According to URT (2012), a report on the analysis of results of candidates of Tanzania mainland secondary schools indicated that in 2011 the overall pass rate for boys was 9.26% higher than that of girls. In addition to that, Kihombo (2017), on Mbeya region, argues that the proportion of girls passing the exams continues to be lower when compared to boys. This is an

indication that females' poor academic performance is one of the major problems in Tanzania and the world in general (URT, 2012).

In case of Tanzania and Zanzibar, a number of treaties and international agreements that require providing free and compulsory education had been signed. Some of the instruments that Tanzania and Zanzibar are signatory are the Universal Declaration on Human Rights (article 26), International Covenant on Economic, Social and Cultural Rights (Article 13 and 14), Convention on the Rights of the Child (Article 28), Convention on the Elimination of All Forms of Discrimination against Women (Article 10), Convention on the Rights of Persons with Disabilities (Article 24), United Nations Educational Scientific and Cultural Organizations (UNESCO) Convention against Discrimination in Education (Articles 4), International Labor Organization (ILO) Convention 182 on Worst Forms of Child Labor (Preamble, Articles 7 and 8), African Charter on the Rights and Welfare of the Child (Article 11), as well as African Youth Charter (Articles 13 and 16). Moreover, education performance in the South district is quite low. The district ranks among the bottom districts in Tanzania in national examinations of form four for at least the next ten years (URT, 2018). According to URT (2019), there were 646 candidates who sat for the national examination in form four in the South districts, with 448 female students and 198 male students. Female students received 137 certificates, while male students received 129, and only 18 female students fared well enough to enter form four, while 26 male students did as well. Only 46 male students received division zero, while 293 female students received division zero. Furthermore, there are 780 pupils registered for the national form four examinations in 2019, including 468 female students and 312 male students. The results showed that 261 female students received certificates, with 21 receiving a perfect mark. While 186 female students got division zero. On the side of male students the result showed that 230 of male students received certificates of national form four examinations of Tanzania, 43 of male students joined to form five and only 39 of male students got division zero (URT, 2020). Aside from that, Zanzibar has struggled to achieve universal education since the 1964 revolution. There have been a lot of accomplishments, such as the President's nationalizing schools and declaring free education in September 1964 (Burgess, Issa & Hamad, 2009). In 2015, the revolutionary government of Zanzibar abolished school fees and parental contributions in primary education. In addition, Zanzibar's revolutionary government launched a number of educational programs and initiatives. These included the Zanzibar Education Master Plan (ZEMAP), which comprises ten-year action plans was established by the Zanzibar government in 1996 (Revolutionary Government of Zanzibar, 2006). The Zanzibar government also initiated and created a number of educational reforms, including the EFA

Assessment in 2000, the ZEMAP Mid-term Review in 2002 and the Zanzibar Education Sector Review in 2003 as well as a new Zanzibar education policy in 2006. Also, the government of Zanzibar has approved the Zanzibar I Education Development Program (ZEDP) for the period (2008/9-2015/16). This has increased net enrolment rate for preprimary from 30.7% to 50%, primary from 85.5% to 100% and secondary 74.4 to 80% (Revolutionary Government of Zanzibar, 2006). Furthermore, the Zanzibar Revolutionary government adopted the Zanzibar Poverty Reduction Plan (Mkuza 1:2007-2010) and the second Mkuza II in 2010-2015. One of Mkuza II's objectives was to ensure that all people have equal access to high quality education (RGoZ, 2016). In addition to that, the Revolutionary government of Zanzibar practiced MKUZA III. Despite governments' efforts, many countries continue to lag behind in promoting awareness of female literacy in the world where secondary school education performance has for many years been worse than that of boys. There is furthermore a still a performance gap between male and female students at secondary schools in Unguja's South District.

Despite the Revolutionary Government of Zanzibar's resolving to give equal educational opportunities for both sexes, a study of form four education performance in Unguja Zanzibar's South District revealed that female students' performance has been poorer for long time from now compared to boys students. In the case of Jambiani and Makunduchi secondary schools, URT (2019) showed that, a total of 283 candidates who sat for Form Four national exams were 163 female students and 120 were male students. 78 female students got certificate, 3 joined to Form five and 82 got division zero. On the other side 64 male students got certificate, 15 joined Form five and only 24 got division zero. This resulted in low female enrollment in higher education institutions, a widening of the gender gap in education between female and male students and a lagging behind at national and international attempts to achieve the Sustainable Development Goals.

Different studies were conducted to describe factors influencing female students' education performance in secondary schools. For instance Rwegasira (2017) conducted study on factors influencing girls' poor academic performance in community secondary schools in Kishapu district, Tanzania. The study of Kihombo (2017) investigated on factors contributing to girls' school attendance and academic performance in form four national examinations in Mbeya region, Tanzania. Apart from that, the Revolutionary Government of Zanzibar has taken deliberate attempts to deal with poor education performance in Zanzibar. These attempts had included nationalizing schools and declaring free education in September 1964 (Burgess, Issa & Hamad, 2009). The abolition of school fees and

parental contributions in primary education also have been part of the measures taken (Revolutionary Government of Zanzibar, 2006). In addition to that, Zanzibar's Revolutionary Government launched a number of educational programs and initiatives including the EFA Assessment in 2000, the ZEMAP Mid-term Review in 2002 and the Zanzibar Education Sector Review in 2003 as well as a new Zanzibar education policy in 2006 and ZEDP (2008/9-2015/16) (Revolutionary Government of Zanzibar, 2006).

Therefore, despite those efforts done by government, there are still problem of poor academic performance existing for female students in South District Unguja. Therefore, this study focuses on the family and school factors that influence female students' educational performance in secondary schools in the South District of Unguja Zanzibar the dimension that receives limited attention in the body of knowledge.

2. Methodology

The paper was based on the study that was conducted in the two government owned schools namely Makunduchi and Jambiani secondary schools. It also involved one private school namely Charity Bwejuu secondary school that is also located in South District Unguja in Zanzibar. These were all purposively selected. Makunduchi and Jambiani secondary schools were selected as experimental group because they always have poor education performance specifically for female students over long period of time in the form four national examination results. Also, the Bwejuu Charity secondary school was selected as a control group since the school's performance of female students in the national form four examinations is always better. Makunduchi secondary school, for example, had 197 total candidates, with 115 female candidates in form four examinations in 2019. Out of 115 female candidates, 65 got division zero, 48 got division four, 02 got division three and there was no female candidate who got division two and division one (URT, 2019). For Jambiani Secondary school, out of 78 candidates who sat for the 2020 examinations 39 candidates got division zero. Out of 39 candidates 29 were female students. In addition to Bwejuu Charity secondary school, out of 47 candidates who sat for the 2020 examinations 15 candidates got division zero. Out of 15 candidates 05 were female students. This mean that out of 22 female candidates who sat for national form four examinations, 05 got division zero, 12 division four, 04 division three and 01 division two. Therefore, South District Unguja was chosen because it was among the districts in Zanzibar where by female students perform poorer academically. This called the attention to examine the influential factors using the family and school perspectives. The paper

used a causal-comparative research design in order to achieve research goals by comparing two variables that represent two groups. The casual-comparative research design involved Makunduchi and Jambiani secondary schools as experimental or treatment group since that the performance of female students in national examination results was very poor. Also, Causal-comparative research design involved Bwejuu Charity secondary school as control group due to the female students' performance in the national examination results was better.

In this study the researchers employed the mixed methods approach in order to gain a better understanding of connection or contradictions between qualitative and quantitative data. This is because mixed methods approach provides opportunities for participants to have a strong voice share their experiences across the research process and enables questions to be answered more deeply. In this approach the researchers used questionnaires, interview and focus group discussion in order to collect information from the respondents. The paper's population included female students, teachers, head of schools and district education officers' administration and academic officials from South District Unguja. Female students were involved because they were the main target of the study while teachers were selected due to their educational roles to female students. The study employed purposive sampling technique a form of non-probability sampling in which researcher's relies on their own judgement when choosing members of the population to participate in their surveys. The researcher used purposive sampling because of the fact that teachers and female students were target of the study to explore on the topic. Also, the researcher selected members by purposive sampling because they are the members of the community and have much knowledge and experience about the family and school factors influencing female students' education performance in secondary schools. Thus, purposive sampling technique was used to select 3 head masters and 18 teachers from Makunduchi, Jambiani and Bwejuu Charity secondary school and 2 district education officers academic and administration from South district Unguja. However, the researcher selected teachers, head teachers and district education officers because they are the members of the community as well as schools that have much knowledge and experience about family and school factors in secondary schools of South district Unguja, Zanzibar.

Another sampling method was systematic sampling is a type of probability sampling method in which sample members from a larger population are selected according to a random starting point but with a fixed, periodic interval. The researchers used systematic sampling because when you have a big

population and the names of the targeted group are known, this is a simpler technique than random selection. The researchers collected quantitative data through questionnaires in which the responses obtained were compared, summarized and statistically analysed. The systematic sampling was used for 170 students from Makunduchi Jambiani and Bwejuu Charity secondary schools of South district Unguja. The researchers used female students from Makunduchi and Jambiani schools with poorer education performance compared to female students who performed well from Bwejuu Charity secondary school. In order to get the sample size of the study, the researchers applied Yamane formula (1967) to secondary school teachers as well as form four and form three students from Makunduchi, Jambiani and Bwejuu Charity secondary schools in South district

Unguja. Yamane formula (1967) is
$$n = \frac{N}{1 + N(e)^2}$$

Where,

n= sample size

N= sampling frame

e= estimated error =5%

1= is constant

Thus, sample size

$$n = \frac{374}{1 + 374(0.05)^2} = 193.28 \approx 193$$

Therefore, the distribution of sample size was as follows:

- 170 students from Makunduchi, Jambiani and Bwejuu Charity secondary schools
- 3 head teachers from Makunduchi, Jambiani and Bwejuu Charity secondary schools.
- 18 teachers from Makunduchi, Jambiani and Bwejuu Charity secondary school
- 2 education District officers' academic and administration from South District Unguja

The questionnaire was used for 170 students. The researchers used questionnaires due to the fact that it was cheaper and quicker despite the fact that the sample is large and widely scattered in different geographical areas. In addition to that, the method helped the researchers to minimize bias and to be fair regarding the answers given by the respondents. The researcher used both open-ended and closed questions to the students in order to collect both qualitative and quantitative data. Closed and open-ended questionnaires were used in collecting data from students' respondents on how the female student's family capacity on enabling ones to school requirements in South district Unguja. The researcher

used open-ended questions in order to give respondents opportunity on explaining general explanations of the specific questions. On other hand, the researcher used closed questions specifically for the respondents to select an appropriate answer from the given options in order to limit the number of answers as well as to facilitate quantitative analysis.

Interview is a method of collecting information through oral-verbal stimuli and reply in terms of words. In this research the researcher used only semi-structured interview questions because they allow flexibility in maintain the course of interview and responses by classifying questions to ensure the required data were cached from respondents. It also helped the researcher to understand deeper of the interviewees' experiences and their feelings. This research instrument was applied because it provided freedom to the interviewer and interviewee by asking or omitting some questions to allow changes during the interviewing process. Therefore, the researchers used face to face interview to collect information from 2 district education officers academic and administration from South district Unguja and 3 head masters from Makunduchi, Jambiani and Bwejuu Charity secondary schools on examine the influence of school regulations and practices on enabling female students' performance in South district Unguja, Zanzibar. Hence, the researchers used both field note taking and phone device to record the interviews.

The quantitative data that the researchers collected were coded, entered into the computer and then analysed into percentages, frequencies, mean and standard deviation by using Statistical Package for Social Sciences (SPSS) to assess the family and school factors influencing female students' education performance in secondary schools of South district Unguja, Zanzibar. The researchers edited the raw data before entering it into SPSS for the purpose of in detecting errors. Each of the potential responses were assigned a number and each item from the questionnaire were given a unique variable name to use in SPSS. Frequency tables were drawn and the data were presented in bar graphs and tables. The responses that were similar were grouped under the same group of responses. These responses in themes later were used to support other data during the discussion.

Also, the qualitative data that researcher were collected from interview were analysed thematically. The researchers followed six steps frame work as shown by Braun & Clarke, (2006). Those steps as followed; become familiar with the data, generate initial codes, search for themes, review themes, define themes and writing up report. The audio recordings were listened for more times so as to get

familiarized with the data and understand the information provided by the respondents. Swahili language audio recordings were translated into English by the researchers. Then the audios were transcribed, coded by underlying then were grouped into similar codes which are called categories. The researcher used thematic analysis because of flexibility of the method, a relatively easy and quick method to learn.

3. Results and Discussion

3.1 Factors Moderating Female Students Learning at Home

3.1.1 Means of Transport to School

In examining the influence of family factors means of transport to school by students is part as presented in Table 1. It was found that the majority of students go by foot to school as evidenced in Makunduchi 59 (84.3%), Jambiani 42 (70%), and Charity Bwejuu secondary school 26 (65%) respectively. These results have implication in influencing the education acquisition by students.

Table 1: Factors Moderating Female Students Learning at Home

Respondents' Features		Makunduchi (n=70)	Jambiani (n=60)	Charity Bwejuu (n=40)
Means of transport from home to school	Foot	59 (84.3%)	42 (70%)	26 (65%)
	Commuter bus	09 (13 %)	12 (20 %)	09 (22.5 %)
	Motorcycle	01 (1.4 %)	05 (8.33 %)	05 (12.5)
	Bicycle	01 (1.4%)	01 (1.66 %)	00 (00 %)
Distance from school to home	1 km	49 (70 %)	39 (65 %)	27 (67.5 %)
	2 km	14 (20 %)	15 (25 %)	10 (25 %)
	5 km	06 (8.57%)	02 (3.33 %)	03 (7.5%)
	More than 5 km	01 (1.42 %)	04 (6.66 %)	00 (00 %)
Residence types	Rented house	04 (5.71 %)	10 (16.66 %)	06 (15 %)
	Owned house	66 (94.28 %)	50 (83.33 %)	34 (85 %)
Caregivers' type	Natural parent	37(52.9%)	37(61.7%)	28(70%)
	Relatives	30(42.9%)	23(38.3%)	10(25%)
	Adopted parent	3(4.3%)	0(0%)	2(5%)

3.1.2 Distances from Home to School

It was found that majority of students travel a distance of 1 kilometre from home to school as presented in Table 1. However, Makunduchi secondary school has its majority students travelling 1 kilometre while Charity Bwejuu secondary school occupies the least in having students going by foot from home to school. This

indicates that public schools have their students traveling long distances from home to school with implication on learning and its outcomes.

3.1.3 Type of Residence at Home

It was found that the majority of students reside in Owned housing facilities as presented in Table 1. In Makunduchi secondary school students residing in owned housing were 66 (94.28%), where as in Jambiani secondary school were 50 (83.33%) and 34 (85%) in Charity Bwejuu secondary school. The results imply that majority of students have enough spaces for learning at home as of the factors enabling female students' capacity to learn at home environment.

3.1.4 Types of care givers a living with students

In addition, Table 1 shows the care givers living with female students at home where by Makunduchi Secondary school indicated that, 37 (52.9 %) had been lived with natural parents, while 30 (42.9 %) had lived with relatives and 03 (4.3 %) had lived with adopted parents. On the side of Jambiani Secondary school the findings showed that, 37 (61.7 %) of students were lived with natural parents, 23 (38.3 %) of students had lived with relatives and there is no students had lived with adopted parents. Moreover, the findings from Charity Bwejuu secondary school showed that 28 (70 %) of students had lived with natural parents while 10 (25 %) of students had lived with relatives and only 02 (5 %) of students had lived with adopted parents.

3.2 Influence of Home Environment on Learning

The paper examined the family factors that have influence on the female students' education in the study area. It was found that there are a number of family related factors that influence education at family level among female students in secondary schools. These involve ownership of study rooms whereby there was a great influence of the factor among public secondary schools with greater influence compared to the private school as presented in Table 2.

Table 2: Influence of Home Environment on Learning

Family capacity on learning		Makunduchi (n=70)	Jambiani (n=60)	Charity Bwejuu (n=40)
Study room ownership	Yes	28 (40 %)	21 (35 %)	34 (85 %)
	No	42 (60%)	39 (65 %)	06 (15 %)
Study book ownership	Yes	69 (98.57%)	59 (98.33 %)	40 (100 %)
	No	01 (1.42 %)	01 (1.66 %)	00 (00)
More time spent on studying at home than other duties	Yes	33 (47.14%)	31 (51.66 %)	40 (100%)
	No	37 (52.85%)	29 (48.33 %)	00 (00 %)

3.2.1 Ownership of Study Room at Home

The study found that there are variations in ownership of study room by female students in the study area. It was found that in Makunduchi secondary school there were 28 (40%) of respondents who agree to own a study room. This was compared to 42 (60%) of respondents who said that they do not own a study room. In Jambiani Secondary school there were 21 (35%) of respondents who agreed to have ownership a study room compared to 39 (65%) who do not own a classroom for studying at home. While in Charity Bwejuu secondary school there were 34 (85%) of respondents agreed to own a study a room at home while 6 (15%) of the respondents said that they do not own a study room at home. These results indicated the greatest number of students agreed to own a study room at home. These imply that the majority respondents who own a study room come from Charity Bwejuu secondary school signifying the more influence of private secondary school in promoting secondary education in the study area than the public secondary schools. This is due to reason that there are majority of students who come from family owned residences making it easy to have spaces for studying at home. The fact that Charity Bwejuu secondary schools' families have their students by majority owning more study rooms compared to public schools families is because of high level awareness by parents in the private schools on the importance of education and educating female students.

3.2.2 Ownership of Study Books at Home

The paper found that there was a varying experience regarding family capacity to empower female students to have books for studying at their homes. In Makunduchi evidence indicated that there were 69 (98.57%) of respondents agreed to own a book for studies at home while 1 (1.42 %) disagreed regarding ownership of books at home for studies. In Jambiani Secondary School evidence indicated that there were 59 (98.33 %) who agree to own a book for studies at home while 1 (1.66 %) disagree on ownership of the same for studies at home. In Charity Bwejuu secondary school, there were 40 (100%) agreed to own books for studies at home. There was no any who did not agree on ownership of a study book at home. These results indicated that Makunduchi and Jambiani secondary schools have more respondents who own study books than those owning study books at Charity Bwejuu secondary school indicating the variation in education treatments and practices between public and private sectors in the study area. This variation can be attributed to more investment in education by the private education sector than that done by the public sector in study area.

3.2.3 Time Spent for Studying at Home

In examining the family capacity to enable female students' education, it was important to dig down into students time opportunity availed for studying at family level. It was found that there is diversity in tie spent by respondents in study area. It was found that there were 33 (47.14%) of respondents agreed to have more time spent for studying at home than doing other duties while 37 (52.85%) of respondents disagreed on the same. In Jambiani secondary school indicated that 31 ((51.66 %)) of respondents agreed to have more tie spent at home for studying than other duties while 29 (48.33 %) of respondents disagree to have more time spent for studies at home than doing other duties. In Charity Bwejuu secondary school, 40 (100%) of respondents agreed to have more time spent at home for studying than doing other duties while there was no one who did not spend more time on the same issue. The results indicate that Charity Bwejuu secondary school students in the study area were used to spend more time for studying in their families than students in Makunduchi and Jambiani secondary schools in the study area. Hence the more in influence of families in the private education sector than the public sector families on enabling education acquisition in the study area.

3.3 Family Capacity on Enabling Learning by Female Students at Home

This section presents the results on family capacity on enabling female students learning at home as presented in Table 3. The section starts with the presentation of levels influence on enabling the access to adequate food support at home. The results on the level of reception of adequate uniforms at home are presented. The researchers present the level of availability of adequate time allocated for studies by female students at home. Also the results regarding the provision of educational advice by care givers are also presented in this section.

Table 3: Influence of Family Capacity on Learning (n=170)

	SD	D	N	A	SA	Influence Level
You receive adequate food support at home						
Makunduchi	03(4.28%)	01(1.42%)	06(8.57%)	21(30%)	39(55.71%)	4.3
Jambiani	04 (6.6%)	07 (11.7 %)	02 (3.3%)	12 (20%)	35 (58.3 %)	4.1
Charity Bwejuu	00 (00 %)	00 (00 %)	03 (7.5%)	08 (20 %)	29 (72.5 %)	4.7
You receive adequate uniform at home						
Makunduchi	09(12.85%)	07(10%)	02(2.85%)	24(34.21%)	28(40%)	3.8
Jambiani	04(6.66%)	07(50%)	06(11.66%)	10(16.66 %)	33(55 %)	4.6
Charity Bwejuu	00 (00 %)	00 (00 %)	05 (12.5%)	04 (10 %)	31 (77.5 %)	4.7
You receive adequate studying time at home						
Makunduchi	15(21.42 %)	02(2.85 %)	18 (25.71%)	20(28.57 %)	15(21.42%)	3.3
Jambiani	11(18.33 %)	09 (15 %)	12 (20%)	10 (16.66 %)	18 (30 %)	3.3
Charity Bwejuu	01 (2.5%)	01 (2.5 %)	00 (00 %)	04 (10%)	34 (85 %)	4.7
The care givers give you educational advice						
Makunduchi	04 (5.71%)	02 (2.85%)	10 (14.28 %)	11(15.71%)	43(61.42%)	4.0
Jambiani	02 (3.33%)	04 (6.66 %)	14 (23.33 %)	12 (20%)	28 (46.66 %)	3.9
Charity Bwejuu	00 (00 %)	00 (00 %)	01(2.5%)	10(25%)	29(72.5%)	4.7

SD= Strongly Disagree, D = Disagree, N= Neutral, A= Agree and SA = Strongly Agree, 1-1.4=Very low level, 1.5-2.4= Low level, 2.5-3.4=Moderate level, 3.5-4.4 High level and 4.5-5.0=Very high level.

3.3.1 Students Receipt of Adequate Food Support at Home

In examining the influence of family capacity on learning among female students in the study area it was found that the majority of respondents in the three secondary schools in the area strongly agreed to have access to adequate food support at family level. In Makunduchi secondary school 39 (55.71%) of respondents strongly agreed. In Jambiani secondary schools 35 (33.98%) of respondents strongly agreed. In Charity Bwejuu secondary school 29 (28.15%) of respondents strongly agreed to have the receipt of adequate food support at family level in the study area. The results indicate a relatively an equated level of responses among students in all schools with 4.3 (High level of influence for Makunduchi), 4.1 (High level of influence for Jambiani and 4.7 (highest level of influence for Charity Bwejuu). This is because of the fact that these schools are all day schools despite them being private and public secondary schools in ownership.

3.3.2 Female Students Receipt of Adequate Uniforms at Home

The paper examined the family capacity on enabling female students learning. It was found that in Makunduchi secondary school 28 (30.43%) of respondents

strongly agreed to have received adequate uniforms at family level. In Jambiani secondary school 33 (35.86%) of respondents strongly agreed to have received adequate uniforms at home. In Charity Bwejuu secondary school 31 (33.69%) strongly agreed to have received adequate uniform at home. These results indicate that all students the families of the three schools in the study area have varying levels of access to schools uniforms in the area. Makunduchi had 3.8 (High level of influence), Jambiani had 4.6 (Very high level of influence) and Charity Bwejuu had 4.7 (Very high level of influence) of uniform in the study area. Hence families have varying capacity to enable female students' access to schools uniforms in the study area with private school scoring the highest capacity of all schools in the area.

3.3.3 Female Students Receipt of Adequate Studying Time at Home

In examining family capacity in terms of availability of study time at home by students it was found that in Maunduchi secondary schools 15 (22.38%) of respondents strongly agreed to have being receiving adequate studying time in their homes. In Jambiani secondary school 18 (26.86%) of respondents strongly agreed to have adequate studying time at home. In Charity Bwejuu secondary school 34 (50.74%) of respondents strongly agreed to have adequate time for studying at home places. The re results indicate a varying levels of influence of time to learners with Makunduchi holding 3.3 indicating a moderate level of influence. Jambiani holding 3.3 indicating a moderate level of influence and Charity Bwejuu holding 4.7 signifying a very high level of influence of time allocated to female students for the private school. These results implies that families with private secondary school female students in the area have more adopted time allocation among students at home than those families with public secondary schools female students in the study area. The result above is consistent with other studies as Juma & Enosi, (2014) revealed that daughters are raised up for female roles such as child rising and domestic responsibilities as parents believe that females do not have qualities of independence, creativity and confidence. These roles hinder female student academic success as it reduces the female academic performance. In supporting the above finding, during interviewed with head of school from Makunduchi and Jambiani secondary schools, the head of school said that many students had no time to study due to overloaded duties at home. As head of school 1 quoted: "*Students had no time to study at home due to the daily overloaded of family duties. The parents considered home time was not time of studying*"

The quotation implies that of Makunduchi and Jambiani Secondary school students had limited time for studying, meaning that always they get poor academic performance.

3.3.4 Educational Advice by Caregivers to Female Students

The study found that variably the caregivers provide educational advice to greatest extent. It was found that in Makunduchi Secondary school 43 (43%) of respondents strongly agreed to receive educational advice by caregivers. In Jambiani secondary school 28 (28%) of respondents strongly agreed to receive educational advice by caregivers. In Charity Bwejuu secondary schools 29 (29%) of respondents strongly agreed to receive educational advice by caregivers in the study area. Compared to the public secondary schools Charity Bwejuu have all students being receiving educational advice than Makunduchi and Jambiani secondary schools. This indicates the influential treatment of education by the private secondary schools actors in the study area as indicated by varying level of influence between public and private schools. Makunduchi scored 4.0 meaning the high level of influence of the factor. Jambiani had 3.9 which is relative high level of influence as well. Charity Bwejuu had 4.7 level of influence signifying the highest level of influence among Bwejuu female students.

The results point out that the extent to which parents or other relatives are actively engaged in a student's education had a positive influence on the student's achievement. In supporting the above finding, during focused group discussion with teachers from Makunduchi and Jambiani secondary schools, the teachers said that many parents had no understand the important of education. As head of school 1 quoted; "Parents here had no time to discuss the educational matters with the children's since parents themselves they did not understand the importance of education". The quotation implies that of Makunduchi and Jambiani Secondary school students had limited opportunities to get educational advice from their parents.

4. Conclusion and Recommendations

4.1 Conclusion

Based on the study conducted in Zanzibar-Tanzania, the following conclusions can be drawn regarding various aspects related to the home environment and its influence on female students' learning:

- i. Means of Transport to School: The study found that the means of transport to school vary among female students. Some students may have to walk long distances, while others may have access to buses or private vehicles. This

disparity in transportation means can impact students' punctuality and overall readiness for learning.

- ii. Distances from Home to School: The study revealed that the distances from home to school also vary among female students. Some students may live close to their schools, making it more convenient for them to attend regularly and engage in extracurricular activities. On the other hand, students living far from school may face challenges related to fatigue and time management.
- iii. Type of Residence at Home: The type of residence at home, such as living in a house, apartment, or a rented space, can influence the learning environment for female students. Students living in crowded or noisy environments may have difficulty concentrating on their studies, while those in more spacious and quiet settings might have a more conducive learning environment.
- iv. Types of Caregivers Living with Students: The study found that different types of caregivers, such as parents, grandparents, or other relatives, live with female students. The nature of the relationship between the student and the caregiver can have an impact on the quality of support and guidance provided to the student in their academic endeavors.
- v. Influence of Home Environment on Learning: The home environment plays a significant role in influencing female students' learning outcomes. Factors such as access to study resources, parental involvement, and a conducive atmosphere for learning can contribute to their academic success.
- vi. Ownership of Study Room at Home: The study revealed that the ownership of a study room at home is not common among female students. This lack of a dedicated space for studying may hinder their ability to concentrate and engage in productive learning activities at home.
- vii. Ownership of Study Books at Home: The study found that the ownership of study books at home varies among female students. Access to study materials is crucial for effective learning, and students with limited access may face difficulties in comprehending and completing their academic tasks.
- viii. Time Spent for Studying at Home: The study indicated that the amount of time spent studying at home varies among female students. Adequate time allocation for studying is essential for consolidating knowledge and preparing for exams. Students who have limited time for studying at home may struggle to achieve their full academic potential.

- ix. Family Capacity on Enabling Learning by Female Students at Home: The study highlighted that family capacity, including their ability to provide support, guidance, and resources for learning, significantly influences female students' learning at home. Families that prioritize education, create a positive learning environment, and offer necessary support positively impact the academic performance of female students.
- x. Students Receipt of Adequate Food Support at Home: The study found that female students' receipt of adequate food support at home varied. Proper nutrition is vital for brain function and concentration, and students who receive sufficient food support are more likely to perform better.
- xi. Female Students Receipt of Adequate Uniforms at Home: The study revealed that the provision of adequate uniforms for female students at home differs. Having proper school uniforms contributes to a sense of belonging and reduces discrimination, positively impacting female students' self-esteem and overall academic performance.
- xii. Female Students Receipt of Adequate Studying Time at Home: The study identified variations in the amount of studying time female students receive at home. Allocating sufficient time for studying at home allows students to review and reinforce classroom learning, enhancing their understanding and retention of knowledge.
- xiii. Educational Advice by Caregivers to Female Students: The study found that the provision of educational advice by caregivers to female students varied. Guidance and support from caregivers, such as discussing educational aspirations, providing mentorship, and offering study techniques, can have a significant impact on students' motivation and academic success.

1.2 Recommendations

Based on the conclusions drawn from the study, the following recommendations can be made to enhance the home environment and enable better learning outcomes for female students in Tanzania:

- i. Improve Transportation Accessibility: Efforts should be made to improve transportation options for students, especially those living far from schools. This can include providing bus services or organizing carpooling systems to ensure students can attend school regularly and on time.

- ii. Supportive Learning Environments: Families should create a supportive learning environment at home by providing quiet spaces for studying, minimizing distractions, and promoting a positive atmosphere for learning.
- iii. Access to Study Resources: Efforts should be made to ensure all female students have access to study resources such as textbooks, educational materials, and online resources. Schools and communities can establish libraries or resource centers to facilitate this access.
- iv. Time Management and Study Habits: Students should be encouraged to develop effective time management and study habits. This can be achieved through educational programs, workshops, and parental/guardian involvement in promoting consistent study routines.
- v. Parental/Guardian Involvement: Parents and guardians should be encouraged to actively participate in their children's education by providing educational advice, monitoring their progress, attending school meetings, and engaging in open communication with teachers.
- vi. Nutritional Support: Efforts should be made to ensure that female students receive adequate food support at home. This can involve implementing school feeding programs, promoting nutrition education for families, and providing resources for households to access nutritious food.
- vii. Provision of School Uniforms: Steps should be taken to ensure that all female students have access to adequate school uniforms. This can involve providing financial assistance or establishing uniform exchange programs to help reduce the financial burden on families.
- viii. Education and Awareness: Educational campaigns should be conducted to raise awareness among
- ix. Collaboration between Schools and Families: Schools should actively engage with families and caregivers to foster a collaborative relationship. This can involve regular communication, parent-teacher meetings, and home visits to ensure a shared commitment to supporting the education and well-being of female students.
- x. Government Support: The government plays a crucial role in addressing these issues by implementing policies and programs that promote equal access to education and support for female students. This includes allocating resources

for transportation, study materials, and nutritional support, as well as providing training and resources for families and caregivers.

By implementing these recommendations, it is hoped that the home environment for female students in Tanzania can be enhanced, leading to improved academic performance and overall well-being. This will contribute to closing the gender gap in education and ensuring equal opportunities for all female students in the country.

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