

**DETERMINANTS OF PARENTAL ATTITUDES AND GIRL-CHILD EDUCATION
IN CENTRAL DISTRICT, UNGUJA ZANZIBAR-TANZANIA**

BY

SAFIA ABDALLAH KHAMIS

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN AND
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DECLARATION

“This research report is my original work and has not been presented for a degree or any other academic award in any university or institution of learning”.

Name and signature of candidate

Date

APPROVAL

“I confirm that the work reported in this research report is carried out by the candidate under my/our supervision”

Name and signature of supervisor

Date

DEDICATION

To my parents, husband and my daughter for your love, encouragement and support you have given me has brought me far.

ACKNOWLEDGEMENTS

I use this opportunity to thank Allah and all people who made a contribution in my academic progress

I would like to express heartfelt gratitude to my supervisor, Dr Tindi whose tireless efforts have made this dream a reality. I felt hopeless, you invoked the higher to hidden abilities in me; a reason I will always walk with my head high. No amount of words can express my sincere gratitude for your unending support during the research period.

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Lastly, my warm regards and blessings go to all of those who have made a positive contribution in my life. May the Good Lord bless you all.

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ABSTRACT

The purpose of this study was to find out the relationship between parents attitude and girl child education in Central district, Unguja Zanzibar, Tanzania. The objectives were to determine the parent's attitudes on girl child education, to establish the level of girl child education and to establish the relationship between parent's attitudes and girl child education. The study employed descriptive survey design especially the descriptive correlation strategies. The population of the study consisted of teachers, parents and students of Secondary schools in Central district Unguja Zanzibar based on the sample of 392, the data was collected from 336 respondents as the rate of return. The data was collected using the research questionnaires and the interview guides. The findings of parents attitudes on the girl child education in central district was presented and rated as 2.430 interpreted as poor implying that the overall attitudes by the parents on the girl child are poor. The second objective findings reveal that the overall assessment of the level of girl child education. The study findings further reveal that the mean overall average was 2.459 interpreted as Poor. The Pearson's linear correlation Coefficient (PLCC) results in table 4.6 indicated that there is no significant relationship between parent's attitudes and girl child education in Central district, Zanzibar, Tanzania, since the sig. value (0.392) was far greater than 0.05 and r-value (0.022). The study findings therefore concluded that the state of the parent's attitudes regarding the girl child education was bad since most parents gave priority to the boy education as compared to the females, the parent's religious and cultural attitudes. The second objective findings concluded that the level of state of the girl child education in terms of enrollment, excellence in examinations and passing of the exams was generally low; these findings imply that the state of the girl child education was inadequate. The study on the third objective indicated that there was no significant relationship between parent's attitudes and girl child education. The study recommends that similar research should be conducted on the large sample to correctly measure the change in the attitude of the parents. A research should be done on other areas like attitude of parents towards girl child education and boy child education. Parents should be encouraged to attend adult program and this can be enforced through community leaders.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This covered to the background to the study, problem statement, purpose of the study, objectives of the study, research question, scope of the study, hypothesis and significance of the study.

1.1 Background of the Study

1.1.1 Historical Perspective

Education is a fundamental right for all, including girls and women. Women according to UNESCO (2007) opine that, education could contribute to the improvement in the standards of living not only to their immediate families but to the society in general. Girls' education does not only empower girls, but it is the best investment in national development. The UNICEF document emphasized that education helps the girl to be self confident, participate effectively in the society and protect them from related diseases such as HIV/AIDS and other sexual exploitations. It further asserts that girl's education also assist in reducing children and maternal mortality rate, controlling diseases and improving health status. The realization of the need for education for all segments of the world's population has intensified global attention to education for all. Goal 2 of Education For All (EFA) according to Imhabekhai (2011) provides that member state shall ensure that by 2015 all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality.

The girl-child education has been a global issue, particularly in the developing countries. The girl-child education can be compared to a coin which has two sides. This is because in the some part of the world girl-child is not encouraged, whereas in the other part reverse is the case. But culturally women are confined to their traditional roles with lots of sanctions imposed on them either by custom, norms or religion. It has been revealed that the girl-child education has suffered a lot in the society as cited by Mohammed (2008). This has been the case since in 1850s. However, in the sixties, the situation was really a break through because out of 10 school children that went to school beyond primary 4, only one as a girl. Missionary activities started in certain parts of world before the turn of the century.

In Africa, the problem of girl-child education is not a regional, state, national or continent but a global issue of concerned. About 35% of the world's girls are not in school as at 1999 and from this 18% were in Africa more specifically in sub Saharan Africa which was 12% (Abu-Ghaida, 2004). A number of solutions were attempted in different countries of the world including Ethiopia to alleviate the problems of girl child education of these solutions, all regions have increased overall school enrolments- the world average was 81% by 2002. Regional variation is enormous, Latin America and the Caribbean enrolment rates are close to North America and Western Europe, 94% and 97% respectively; South Asia lags behind at 74% and sub-Saharan Africa languishes at a mere 59% (UNICEF (2010)

According to a study conducted by UNICEF and world education forum in 2002, girls constitute the largest population of illiterate children (28%) in the world till date that is 62 Million from 115 Million. Estimates in 2002 indicated that the number of children out of school had been brought down to about 115 million worldwide; 62 million were girls. While there were more children than ever in the world's primary schools, far too many remain absent- the majority girls (Mohammed, 2008). Without educating the women of the country we can't hope for a developed nation. It is said that if we educate a man, we educate a man only, but if we educate a woman, we educate the whole family. This highlights the importance of female education. It is a fact that women are the first teachers of their children. Hence, if mothers are well educated, they can play an important role in shaping and molding of their sons and daughters (Suresh, 2012).

There are regional disparities in the level of girl-child access to basic education. A recent survey shows that a number of girl-children had no formal education in post primary schools in Africa. Even though the case was slightly better than before. The enrolment of children to primary, secondary, technical and tertiary institutions as upheld by Oleribe (2002) also discriminate against female gender. Male enrolment is more than girls in all levels of education in Nigeria. Out of the primary schools enrolment indicated an imbalance ratio as only of, in Kaduna state, 41% girl- child and many ended up not going for secondary education. In all parts of Africa, girls lag behind boys in access to education (Adeyemo, 2007). It is important to note that despite the progress made towards girl-child education in the developed and some parts of the world, years of neglect have left very high illiteracy rates for girl-child in many developing countries of the world. The global trends have also shown that education of girl-child is important like the Universal Declaration in

Tehran in 1968 on human Rights which stress education as a right of every individual irrespective of sex.

Tanzania's efforts to see all school-aged children in primary school in 2002 with implementation of the Primary education Development Plan (PEDP) where the planned enrolment of 1,500,000 children was exceeded (Devos, 2001). The abolition of mandatory contributions including school fees and relaxation of the uniform requirement were among the steps taken under the education sector reform process, which aims to have all primary school aged children in school by 2006. Major educational issues for girls are late entry into primary grade one, early marriage, poor performance in the Primary School Leaving Exam, and high rates of repetition. The secondary level, gross enrolment is an alarming 5% for girls and boys. The gender gap in secondary school could increase after the abolition of the quota system for girls UNESCO, 2007).

Early marriage and pregnancy prevent girls from completing school. Girls who get pregnant are expelled and the pregnancy is considered to be the girls fault. Gender biased socialization in school. While assertive behavior is promoted among boys, passive behavior is encouraged among girls. Girls are called on to perform domestic duties for teachers at school, such as fetching water, reinforcing gender stereotypes and taking time away from learning. Economic factors. Despite the abolition of school fees, parents are often unable to meet other school costs. This poses a big challenge on the retention of those enrolled. Some parents migrate to distant farms or other districts during the rainy seasons and their children are prone to expulsion from school if they are absent for three consecutive months. Girls normally work to supplement household income while lack of formal employment opportunities discourages children from completing the primary cycle (UNICEF (2010)

1.1.2 Theoretical Perspective

The research base on the simple theory of motivation by Vroom (1970) called "Expectancy theory, expectancy theory proposes an individual will behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior will be in essence, the motivation of the behavior selection is determined by the desirability of the outcome. However, at the core of the theory is the cognitive process of how an individual processes the different motivational elements. This is done before

making the ultimate choice. The outcome is not the sole determining factor in making the decision of how to behave. Expectancy theory is about the mental processes regarding choice, or choosing. It explains the processes that an individual undergoes to make choices. In the study of organizational behavior, expectancy theory is a motivation theory first proposed by Victor Vroom of the Yale School of Management. This theory emphasizes the needs for organizations to relate rewards directly to performance and to ensure that the rewards provided are those rewards deserved and wanted by the recipients. The theory imply that all the stake holders on girl child education need certain motivation as they are in social, cultural, political and economic aspect in the society. Parents were responsible for providing an environment conducive to girl-child education even though girls themselves may be responsible for self motivation.

1.1.3 Conceptual Perspective

Parental attitude is a measure or an index of parental involvement. A child, brought up with affection and care in the least restrictive environment would be able to cope up better with the sighted world.

Turnbull (1983) has identified four basic parental roles- parents as educational decision makers; parents as parents; parents as teachers and parents as advocates. Since the parent's attitude is so important, it is essential that the home and school work closely together, especially for children with disabilities. The Warnock Report (1978) stresses the importance of parents being partners in the education of their children. The role of parents should actively support and enrich the educational processes.

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols (Hogg & Vaughan 2000). Attitude is the feeling or mental disposition of an individual which influences the human behavior. Attitude is a vital ingredient for the success or failure of children in their optimum development. Attitudes structure can be described in terms of three components.

Affective component: this involves a person's feelings / emotions about the attitude object. For example: "I am scared of spiders".

Behavioral (or cognitive) component: the way the attitude we have influences how we act or behave. For example: “I will avoid spiders and scream if I see one”.

Cognitive component: this involves a person’s belief / knowledge about an attitude object. For example: “I believe spiders are dangerous”.

This model is known as the ABC model of attitudes. The three components is usually linked. However, there is evidence that the cognitive and affective components of behavior do not always match with behavior. This is shown in a study by LaPiere (1934). The attitude of parents can have a profound effect on the social and educational integration of children. It makes a great difference to these children whether the attitude and actions of parents reflect considerations for their real needs or are merely prompted by pity or monetary limitations. It is a determinant of behavior. Our behavior depends upon our attitude, which is holding positive and negative belief regarding any concept. Behavior is formed by attitude. All these three components affects the parental attitude towards their children’s education. If all the three components are positive then the individual’s action, belief and feeling towards education should be positive. The belief component of attitude affects the action component.

Doughlas (1989) opined that since the introduction of formal education, there have been disparities in the distribution of facilities for female students, which are best seen between urban and rural areas.

Education is a basic human right for all children. This was recognized over 60 years ago in the Universal Declaration of Human Rights, acknowledged and agreed to by many governments across the world. Girl child education refers to the provision of educational services to the female gender in the argue for societal development.

1.1.3 Contextual perspective.

Unguja Island and Zanzibar as a whole there is discrimination against girl-child in the access to basic education. If this trend continues in Unguja Island, the developmental growth of the area would be hampered. The girl-child was not only denied formal education, but also the Qur’anic education. The few girls that attempted school during Colonial education did that under duress.

Most of the girls grew up believing that life begins with hawking and ends up in early marriage. While the boys received rigorous training both in formal and informal education i.e. Qur'anic school, farming and animal husbandry under the instruction of their fathers. The girl-child undergoing training at home under the supervision of their mothers, they were taught how to take care of children, prepare food, make clothes, and wash utensils and general cleanliness of their surroundings. Apart from this task, the girls had to assist their mothers in different trades and were finally prepared for their future roles as brides.

The girl-child education in Zanzibar has been lagging behind all this while in terms of education one can wonder why the situation should persist like this in respects of the light of the clear provisions in National Policy on Education that education is a right for every Zanzibar Child (Dickson, 2002).

The national philosophy of education of Zanzibar is based on the integration of the individual into a sound and effective citizen and to provide equal educational opportunities for all citizens of the Nation at primary, secondary and tertiary levels, both inside and outside the formal system. Girls which are to remain in school up to higher institutions have not yet been able to and the situation raised because parents are not encouraging girl go to school. Most of the girls in Central district who were of school age and have completed primary education parade the street hawking for economic gains items in order to prepare for early marriage.

1.2 Statement of the Problem

Girl child education is an international, regional, national or continent and the community challenge that is the global issue; education is the most viable instrument by man to conquer his environment and charted his destiny. Girl-child education has been a burning and continuous issue in the developing countries of the world in which Zanzibar is one. Its existing problem in Zanzibar more especially in the Southern part of the country in which central district is one of the part and so it need to be clearly addressed. The problem as pointed out by Mohammed (2008) ranges from either girls or school ages hawk goods on the street as parents' exploit them, a times, girls were engaged in early marriages, a times as a result of poverty and financial problem where some parents cannot afford to pay school fees for their children. Girl children have suffered enough discrimination and is time to eradicate inequality or unequal right to education and provide equal access to education as provisioned in the National Policy on education. Parents needs to be

enlighten on the importance of girl-child education and to be discouraged in engaging girl-child to early marriage and hawking of goods while teachers should handle girl-child with cares in school for enrolment and retention purpose. It was based on the above that the researcher set to investigate the relationship between parent's attitudes and girl child education in central district Unguja Zanzibar Tanzania.

1.3 Purpose of the study

The purpose of this study was to find if there is a relationship between parents attitude and girl child education in Central district, Unguja Zanzibar, Tanzania.

1.4 Objectives of the Study

This research intended to achieve the following objectives

- 1) To determine the attitudes of parent on girl child education in Central district, Zanzibar, Tanzania.
- 2) To establish the level of girl child education in Central district, Zanzibar, Tanzania.
- 3) To establish the relationship between parents attitudes and girl child education in Central district, Zanzibar, Tanzania.

1.5 Research Questions

- 1) What are the attitudes of the parents on girl child education in Central district, Zanzibar, Tanzania?
- 2) What is the level of girl child education in Central district, Zanzibar, Tanzania?
- 3) Is there a relationship between parent's attitudes and girl child education in Central district, Zanzibar, Tanzania?

1.6 Research Hypotheses

There is no statistically significant relationship between parent attitude and girl child education in Central district, Zanzibar, Tanzania.

1.7 Scope of the study

1.7.1 Geographical scope

The study was conducted in Central district of Unguja Zanzibar.

1.7.2 Theoretical Scope

The study was specifically based on the expectancy theory of Vroom (1970), The theory proposes an individual behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the selected behavior will be in

essence, the motivation of the behavior selection is determined by the desirability of the outcome.

1.7.3 Content Scope

The study focused on parent attitudes and girl child education in the Central district of Unguja Zanzibar. The study focused on assessing the level of parent's attitudes on girl child education, level of girl child education and the relationship between parent's attitudes and girl child education.

1.8 Significance of the Study

It is important since the outcome of the research will help educational planners, school administrators, teachers, policy makers, parents or guardians and all stakeholders to have a clear understanding of some fundamental issues related to girl-child education in Unguja Island.

Through the findings and recommendations of this research, parents will be more enlightened on their responsibilities towards girl-child education in Central district.

This study is also used as a base line for researchers to conduct further researches on related issue. Through the findings and recommendations of this research, that educational planners, school administrators, teachers, policy makers, parents or guardians and all stakeholders would have a clear understanding of some fundamental issues related to girl-child education in Zanzibar.

It is also hoped to enhance girl-child education which will lead to their contributions to the development of whole country and to participate fully in her health and health related issues as well developing herself, siblings, husband, home and the whole nation.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discussed in detail the variable under study (parent's attitudes and girl child education) the theory to which the study is based and related studies. All this was done according to the objectives of the study.

2.1 Theoretical Framework

This research was based on motivation theory by Vroom (1970) called expectancy theory. This is very important as the theory is relevant to the recent clamor of girl-child in the society, that all the stake holders on girl-child education need certain motivation as they are in the socio cultural, political and economic aspects in the society where most of the time parents' denied girl-child education. In this case the researcher views the applicability of expectancy theory of motivation is postulated by Vroom.

Motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces. Human motives are based on needs whether consciously or sub-consciously felt. Some as physiological requirement for water, air, food, sleep and shelter while others may be secondary such as self esteem, status, affiliation, affection, accomplishment and self assertion. However, these needs vary intensively over time among different individuals (Magajin, 2010).

Teachers and parents were responsible for providing an environment conducive to girl-child education even though girls themselves may be responsible for self motivation. In support of this assertion Adeyemo (2007) advanced the following recommendations set a goal for yourself and do not lose sight of it. Supplement your long term objectives with short term goals and specific actions.

The researcher found this theory very vital as parents need to motivate the girl-child towards education in many countries in the world as a whole. This theory as stated earlier is postulated by Vroom (1970) who stated that people will be motivated to do things in reaching a goal if they believe in the worth of the goal and can see that what they do will help them in achieving it. This is in agreement with Ademoye (2007) observation that "every thing that is done in the world is done in hope". Vroom (1970) believes that people's (girl-child) motivation towards doing anything (education) will be determined by the value placed on the outcome of the efforts

positively or negatively multiplied by the confidence they have on their efforts in achieving the goal or objective of girl-child education. In other words, this research points out that, motivation is a product of the anticipated worth and thus: $\text{Force} = \text{Valence} \times \text{Expectancy}$. Where force is the strength of the motivation, valence as the strength multiplied by probability that a particular action will lead to a desired out come. The relevance of this theory to this research is that it recognizes the importance of girl-child in the society and how they can be motivated by parent and other societal members to achieve national development.

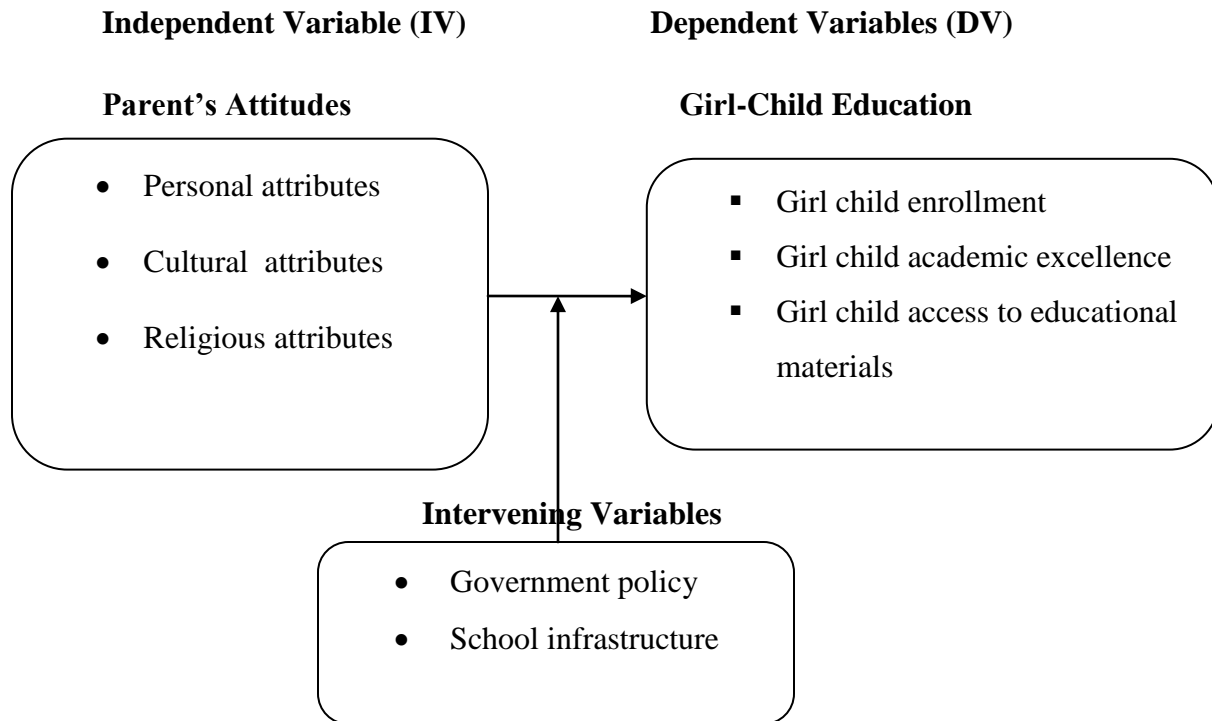
Educational system can run from literacy class up to University for technical and professional training. This system of education has a series of lessons on a set of regimented curriculum. It has a number of subjects offered to participants or learners. The performance in formal education system is usually by examinations and the learners graded passed or fail for the purpose of qualification or getting certificate and having employment to earn a living.

Non-formal Education: is viewed as any organized educational activity outside the school system whether operating separately or as an identifiable learning objectives Mango (2003). According to Wass (1981) Non-formal education refers to all organized and systematic activity outside the conventional institutionalized chronologically graded and hierarchically structured. Non-formal education is taken to mean the type of organized out-of-school educational programmes that constitute an important contribution to the nation's total educational effort.

The theory opines that the if parents expect resonate results from the parents, then they support in the education of the girl child. The positive expectancy therefore is affiliated to the degree of parent's attitudes towards the education of their girl children.

2.2 Conceptual framework

The various variables in this study and their relationship can be linked as follows;



Source: Buchmann, 2000 & Arwa (2008)

The study presents the relationship between the independent and dependent variables. The independent variable of parent's attitudes is conceptualized through personal attitudes, cultural attitudes and religious attitudes. The independent variable is conceptualized through girl child enrollment, girl child academic excellence and girl child access to educational materials. The prevalence of parents positive attitudes support the girl child education hence a positive or improved enrolment while a negative attitude by the parents frustrate the girl child education. The intervening variable was government policy and school infrastructure that affect the parents attitudes and in turn affect the girl child education

2.3 Literature review

2.3.1 Parents Attitudes on Girl Child Education

Attitude of parents towards education of a girl is a key indicator whether the girl child would have a better future. Those parents who are in favor of educating the girl child are more likely to see their children grow healthy, happy and visionary. When women lack education, they are more likely to have more children, as children are their future financial security. Most African

countries believed that women are in the home for domestic choose; therefore the girls are seen to be future home careers. When they get married, they tend to forget their parents and focus on their new home. Parents, especially fathers are often concerned about the continuation of their name because in cases where a wealthy man dies his properties and assets are only shared among his male offspring's. The females are not recognized even in cases where there are no male child, which in the event where the wives or the children are not educated can cause the female both children and wives to be homeless and the child forced into a loveless marriage, where they will be treated as garbage and used as a punching bag(UN (2008).

In Afghan, only 40% of girls attend elementary school, and only 1 out of 20 girls attend school beyond the sixth grade. There are approximately three times more boys attending school than girls. Many Afghan families will only permit their daughters to attend all-girls schools close to home and few such schools exist. Other families believe that it is unnecessary for girls to be educated. Schools for girls have been burned down, hundreds of teachers educating girls have been threatened or killed, and girls and have been physically harmed while attending or walking to or from school (Global Campaign for Education, 2004)

Nasim Sabirah carried out a small research on selected parents and their attitude towards their daughter's education. She explored that those parents gave more important to their son's education than their daughter's education and dissatisfied with educate girls due to their undesirable behavior. In the same manner with Javed and Nasim Sabirah ; Zubaida Qureshi (2005) from institute of education and research conducted a research on progress of female-child education in West Pakistan since independence. Few years later, in 1980 three students from institute of education and research did a comparative study on the parents who sent their children to school and the other group of parents who did not sent their children to school and their attitude towards female education for both boys and girls. The significant findings was that 54% of the parents who send their children to school were strongly in favour of female-child education, while 40% of the parents whose children were not in the school were against female-child education.

Most of the factors that affect the attitude of parents towards educating the girl child are Socio-cultural, religion and economic factors. A study which was conducted in Northern Nigerian on influencing the girl-child education in 2013 showed that from the total 1200 respondents: 83.1% have family influence, 74.5% have Public criticism of the girl's family, 75.5% Cultural condemnation of mixing boys and girls, 74.9% Child's right abuses among parents, 75.5% Criticism of parents who support girl-child educations, 84% Females are culturally meant for domestic works in that area, 74.8% Lack of education among parents, 74.91% Poor enforcement of social laws on girls right, 83.5% Positive attitude towards boy child education only. On the other same manner Religion factors were significant on girl child education: - 84.83% Parents seem to be more committed to marital orientation of girls, 75.5% Girl child education is morally condemned, 94.1% Lack of religious legal action against girl-child education, 83.5% Fear of early pregnancy or pre-marital sex among girls, 84% Absence of religious guidance on girl-child education, 83.83% Fear of religious interference, 83.5% Fear of exposure of girls to the public. As third factor according to this study was Economic factors: 83.5% they believe of parents that girls can generate money for the family, 84.16% Early courtship of girls attracts money from boys to parents, 83.16% Parents see school fees payment as a burden, 83% School education is seen as a venture that does not yield immediate benefit, 83.91% Girls are often engaged in works by parents thereby discouraging their education, 84.41% Socio-economic status of families inhibit girl-child education (USA (2013)).

Evidence from national statistics shows clear gender disparities in education in Ethiopia, mostly found in rural areas. Many parents are still less likely to be supportive of the education of their daughters. One of the main reasons why this still occurs despite official commitment to promote gender equality in education – is deep rooted cultural beliefs assigning less value to female education. This is compounded by discriminatory practices that hinder girls development such as early marriage, tolerance of abduction and domestic violence as well as the belief that it is not economic to invest in girls as any benefits will accrue to the household she joins on marriage (USA (2013)).

In Tanzania, the study was conducted on influencing the girl-child education in 2013 showed that, 82% respondents/parents from 1200 respondents have Negative attitude to girl child's

formal education. Another study which was conducted on Girls Versus Boys: Parent's attitudes toward Children's educational attainment in South Asia by Sabrina Fernandes showed that 54% of wives and 41% of husbands favoring greater education for boy-children than girl child. In similar study in Tanzania, showed that Overall parent's' attitude towards girl-child education is least desirable especially when compared to the education of the boy-child. There is no significant difference in the attitude of Male & Female parents towards girl's education. Literate & Illiterate parents do not differ significantly in their attitudes towards girl's education. Urban & Rural parents do not differ significantly in their attitudes towards girl's education (Seung & Brad, 2012).

2.3.2 Girl child education

The plight of girl-child education blossomed out of different deliberations in different part of the world. The PAN African conference on the education of girls marked a milestone in meeting challenges of achieving education for all in 21 century. This reinforced the conclusions of the Tometien conference in Thailand in 1990 which set a task of improving the quality of girl-child education in the world. The attempts to address the problems of girl-child education were International Conference in 1990 for the elimination of all gender stereotyping education. Fifthly, the International Conference on assistance to African children which identified the need for quantitative goals especially to reduce the disparity between boys and girls.

Raising National awareness on girl-child education and increasing political and financial commitment through advocacy and sensitization of policy makers at all levels, parents, school authorities and other leaders and girls' themselves. Developing technical capacity of schools and teachers pedagogical skills to create girl-friendly school environments that can enhance the participation of girls and improving learning outcomes. Establishing child friendly school principles as minimum bench marks for effective schools, linked to community empowerment and development. Creating school management committees with community involvement and participation.

The high rate of child marriage in many countries means that many girls never have the opportunity to go to school or are forced to drop out of school at a young age. Parents may also object to educating their girl's on grounds of fears of rape when going to and coming from school

and also direct and opportunity costs of sending a girl to school. The barriers that girls and other female students face that prevent them from attending and succeeding in primary school can be categorized as Physical, Economic, Health, and Social (UNICEF, 2005)).

Magaji (2010) observed that even though education is regarded as a human right for the realization of human dignity, many factors have been found to be responsible for the low enrolment of girls into schools when compared to the enrolment of boys. Among these factors are societal negative attitude to women education, early marriage and gender biases were identified (Africa Education Watch, 2011). It has been revealed that the girl-child education has suffered a lot in the society as cited by Mohammed (2008). This has been the case since independence in 1960. However, in the sixties, the situation was really break because out of 10 school children that went to school beyond primary 4, only one as a girl. Missionary activities started in certain parts of northern Nigeria before the turn of the century. In 1860s, Dr. Baikie of Christian Missionary Society founded a settlement at Lokoja. A school was opened the same year and instruction was given in Hausa and Nupe languages right from the beginning.

The global trends have also shown that Education of girl-child is input like the Universal Declaration in Tehran in 1968 on Human Rights which stress education as a right of every individual irrespective of sex. The 1960 United Nations Article 10 of the Convention against women (CEDAW) has a major aim of promoting gender equality in education. The above notwithstanding however, shows the reality on the ground in Kaduna state and Nigeria as a whole that there is the presence of discrimination against girl-child in the access to basic education. If this trend continues in Kaduna State, the developmental growth of the area would be hampered. The Northern region which is so much dominated by the Hausas who have no interest in girl-child education as it was viewed exclusively for the male child. The girl-child was not only denied formal education, but also the Quranic education.

Arwa (2008) in Tanzania argued that most of the girls grew up believing that life begins with hawking and ends up in early marriage. While the boys received rigorous training both in formal and informal education i.e. Qur'anic school, Farming and animal husbandry under the instruction of their fathers. The girl-child was undergoing training at home under the supervision of their mothers, they were taught how to take care of children, prepare food, make clothes, wash

utensils and general cleanliness of their surroundings. Apart from this task, the girls had to assist their mothers in different trades and were finally prepared for their future roles as brides.

The enrolment of children to primary, secondary, technical and tertiary institutions as upheld by Oleribe (2002) also discriminate against female gender. Male enrolment is more than girls in all levels of education. Out of the primary schools enrolment indicated an imbalance ratio as only in Zanzibar 41% were girl- child and many ended up not going for secondary education. In all parts of the state girls lag behind boys in access to education. It is important to note that despite the progress made towards girl-child education in the developed and some parts of the world, years of neglect have left very high illiteracy rates for girl-child in many developing countries of the world. Girls who are to remain in school up to higher institutions have not yet been able to and the situation rose because parents are not encouraging girl to be educated. Most of the girls in Zanzibar who were of school age and have completed primary education parade the street hawking items in order to prepare for early marriage. Even though there are educated girls in Zanzibar, the number can be much higher if adequate attention is given to eradicate the problem.

2.3.3 Relationship between parent's attitudes and girl child education

Basu, Das and Dutta (2003) argued that parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child. Favorable attitude towards schooling and education enhances parental involvement in children's present and future studies. Parent's attitude towards their children's education is affected adversely by low socio-economic status and since the tribal constitute the disadvantaged population, it is expected that the attitude of parents of tribal children will be unfavorable towards education. However, the present study aims to examine whether the tribal parents, today, exhibit a positive and favorable attitude towards their children's education as a result of increasing awareness of values of education through Government Endeavour's and initiatives.

Family involvement is the strongest predictor of child educational outcomes. This dimension associated significantly with children's motivation to learn, attention, task persistence, receptive vocabulary skills, and low conduct problems. Family involvement in education has been identified as a beneficial factor in young children's learning. It is, therefore, a key component of

national educational policies and early childhood programs. Much of the research on parent involvement, as it relates to children's outcomes, has emphasized the relationship between specific parent involvement behaviors and children's achievement. Parental involvement at school (e.g., with school activities, direct communication with teachers and administrators) is associated with greater achievement in mathematics and reading (Griffith, 1996). Higher levels of parent involvement in their children's educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children's higher achievement scores in reading and writing, as well as higher report card grades. Other research has shown that parental beliefs and expectations about their children's learning are strongly related to children's beliefs about their own competencies, as well as their achievement.

Watkins, McInerney, Lee, Akande and Regmi (2002) opines that parents who evidenced high levels of school contact (volunteering in the classroom, participating in educational workshops, attending Policy Council meetings) had children who demonstrated greater social competency than children of parents with lower levels of school contact. It was hypothesized that home-based involvement would be most strongly associated with positive classroom learning outcomes and that direct school-based involvement would predict lower levels of conduct problems. Home-Based Involvement activities, such as reading to a child at home, providing a place for educational activities, and asking a child about school, evidenced the strongest relationships to later preschool classroom competencies. These activities were related to children's approaches to learning, especially motivation and attention/persistence, and were found to relate positively to receptive vocabulary.

Buchmann (2000) argued that the attitude of the parents signifies that the supporting nature of family in their children's education. The parental attitude can be negative or positive. The negative attitude of the parents regarding education and schooling can prevent their children from getting education. With less parental support in school work, low level of motivation and poor self-esteem of children can result. Positive attitude of the parents can be beneficial to their children in many cases and can be reflected in improvement in class performance, creating interest among children to learn, and higher achievement scores in reading and writing.

Mingat (2007) argued that the growing awareness regarding education makes many families value their children's education and act favorably towards schooling and education of their children. They become a part of the decision making process of school, and decide their children's future regarding higher education. Therefore, it is imperative to assess the degree of favorableness of attitude in tribal communities so as to estimate the success of awareness programs and endeavors with regard to universal elementary education.

Bogunović Blanka and Polovina Nada (2007) found in a study that the family stimulation is the resultant of the influence of cultural and educational profile of the family and active parental attitudes regarding education and attainment of their children. They examined the students' attitudes towards schooling, and to obtain answers to the question: which stimulating aspects of family context are the most predictable for the development of educational aspirations, i.e. attitudes towards school and gaining knowledge, educational interests and plans for further education. The data were collected by the use of questionnaires filled in by the students and school principals. The results indicated a trend of interrelatedness of cognitively and educationally favorable conditions within the family and positive attitudes towards school, attainment, high aspirations and cognitive and intellectual interests for out-of-school activities.

Sen, (2002) in his study found that the cultural factors may play an intermediate role. They influence the choices made by individuals, through their own attitudes, and those of the people in their close environment. With respect to culture, India is part of what Caldwell (1982) has called the belt of classical patriarchy that stretches from North Africa to China and includes both Muslim, Hindu and Confucian cultures. His result indicated that the cultural factors show that belonging to a disadvantaged caste or tribe is negatively associated with schooling. Girls belonging to a scheduled caste are less in school in rural areas and girls belonging to a scheduled tribe are less in school in urban areas. The odds of being in school are also significantly reduced for children whose mothers had their first child at a young age and for children whose mothers have a preference for boys over girls. The percentage of women compared to men in the age group 20–59 is positively related to the odds of being in school in rural areas, thus his result indicated that in districts with less “missing women” the chances of children being in school are higher.

It has been emphasized that (Bhalotra & Heady (2003); Basu, Das and Dutta, (2003) that fathers who are in salaried employment are more likely to be aware of the importance of education and hence to invest more in their children's education. The children themselves may also be more aware of the benefits of education. On the other hand, parents are less likely to invest in their children's education when direct occupational transmission or transference of capital is a viable option to obtain a good position in society for their children. Hence farmers and business owners may feel less need to invest in their children's education than people in dependent employment. Also, for small farmers the opportunity costs of sending their children to school may be high, since they are more likely to expect their children to help out tending the land and rearing livestock, especially during peak working times.

Mother's work status may exercise an independent influence over her children's educational chances, especially those of her daughters. According to the resource theory of conjugal power (Smits, Huisman and Kruijff, K (2008)) the degree to which partners can influence important household decisions depends on the extent to which they bring valued resources into the marriage. This implies that mothers who are gainfully employed and contribute to the household income have more influence on family decisions than women who are not employed. More independent women may be able to create better possibilities for their children, and especially their daughters, to go to school. On the other hand, when the mother is forced to work because of poverty, the daughters may have to take over her household tasks and, therefore, have fewer chances to go to school.

Research illustrating the importance of parent involvement for the school success of adolescents spans nearly two decades. Duncan (1969), for example, compared the attendance, achievement, and drop-out rate of two junior high classes. In one class, students' parents had individual meetings with counselors before their children entered junior high school. In the other class, students' parents did not meet with counselors. After three years, students whose parents had met individually with the school counselors had significantly higher attendance, better grade point averages, and lower drop-out rates.

Lucas, Henze, and Donato (2000) also found that schools play a central role in determining levels of parent involvement in students' learning. In a study of six high schools in California and Arizona that were providing an environment in which language minority students and others

achieve academic success, the authors found that the schools actively encouraged parent involvement. Through newsletters, parent advisory committees, parent nights, and student-parent-teacher conferences, the high schools fostered families' active participation in their teens' education.

Dornbusch and Ritter (2008) studied the effects of parent involvement in high school activities on student outcomes. The study was based on questionnaire data from students, parents, and teachers at six San Francisco Bay Area high schools. The authors found that regardless of educational background, adolescents whose parents attended school functions received higher grades than adolescents whose parents did not. The authors also found that the lowest levels of family involvement in school programs and processes were among the parents of average students, minority students, students in step-families, and students in single-parent households. It was concluded that without interventions designed to encourage greater family involvement in these subgroups, educational and economic inequalities will persist for many poor, minority students.

Researchers must also consider race as an actor when studying parental involvement in education. Hill & Tyson (2009) indicate that the race of the parent(s) impacts parental involvement in education. In particular, African Americans have stronger parental involvement than European Americans. However, some research has found the opposite to be true. Others, like Hill and Tyson (2009), states that it is unclear whether or not parental involvement varies across race/ethnicity. This proposed study aims to clarify this.

A study conducted by George (1995) argued that the search institute found that four practices of parental involvement discussions about homework, discussions about school and school work, helping with homework, and attending school meetings and events decline significantly between grades six and twelve. The study revealed that by the junior or senior year in high school relatively few adolescents have parents who maintain an active interest in their education.

2.4 Research Gaps

The study findings on Mingat (2007) argued that the growing awareness regarding education makes many families value their children's education and act favorably towards schooling and education of their children. Bogunović Blanka and Polovina Nada (2007) found in a study that the family stimulation is the resultant of the influence of cultural and educational profile of the family and active parental attitudes regarding education and attainment of their children. Buchmann (2000) argued that the attitude of the parents signifies that the supporting nature of family in their children's education. The parental attitude can be negative or positive. The negative attitude of the parents regarding education and schooling can prevent their children from getting education. These findings do not explore the avenues necessary on the status of the parents attitudes towards girl child education in Zanzibar, besides the time of the study was before 2010. These signal both geographical and time gaps that need to be addressed.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covered the research process that was used. It explained where the study carried out, study population, instrument used, the research methods, how data analyzed as well as the limitations of the study.

3.1 Research Design

The study employed descriptive survey design, especially the descriptive correlation strategies. Descriptive studies are non experimental research that described the characteristics of particular individual or group. It was dealing with the relationship between variables, testing of hypothesis and development of generalization and use of theories that have universal validity (Kothari, 2004). Further descriptive survey was used to discover casual relationship and differences to provide precise quantitative description.

3.2 Population

The population of the study consisted of teachers, parents and students of Secondary schools in Central district Unguja Zanzibar. As statistical analyzed by the Zanzibar ministry of education statistics department, there is a total number of 12 Secondary Schools, 12,270 Students and 261 teachers and 6500 parents. This therefore provides a total population of 19031.

3.4 Sample

The minimum sample size was computed by using Slovene's formula which states that, for any given population, the required sample size was given by;

$$\frac{n = N}{1 + N (e^2)}$$
$$\frac{19,031}{1+19,031 (0.05^2)}$$
$$\frac{19031}{48.577}$$

392

Where; n=the required sample size, N = the known population size, and e= the level of significance

which is $\alpha=0.05$.

Given population of respondents in the Secondary school of Central district Zanzibar, a sample size of 392 were involved in the study. The researcher selected 128 students, 80 teachers and 184 parents from the attached 6 schools that were studied.

Table of selection of sample size from the population

| Category | Population | Sample size |
|-----------------|-------------------|--------------------|
| Students | 12,270 | 128 |
| Teachers | 261 | 080 |
| Parents | 6500 | 184 |
| Total | 19031 | 392 |

3.5 Sampling Procedures

The study used random sampling techniques. Random sampling was used to obtain the information from the teachers and the students. The researcher also used random sampling to select the parents. The technique relieved the issue of bias in selecting respondents and is easy to handle the data collection process.

3.5 Sources of data

3.5.1 Primary data

This information or data that is collected by researcher from the field, data collected afresh and for the first time have been processed, questionnaires and interview were common research tools used to collect data. In recognition to this, the researcher collected data that is relevant to the research problem.

3.4.2 Secondary data

In secondary sources, documentary method was used where by the researcher use different documents to obtain relevant information about the office in general like files, policies attendance registers and reports. These documents helped the researcher to get such data as number of existing departments, total number of respondents.

3.5 Research Instruments

Two methods were used to collect data and these include interviews, and questionnaires.

3.5.1 Questionnaires

Questionnaires were used as the main data collection instruments because they allow the collection of information from a large number of respondents without much effort. The

questionnaire was structured on the basis of sections that were two parts, questionnaires for parents and teachers were each named Part A, B. The Part A was on demography of respondents, Part B was on parent's attitude for parents and girl child education for the (teachers and students questionnaire) these were given to respondents who provided the information. Since the questionnaires were self-administered, they served the respondents' convenience in addition to relieving the researcher of the need to sit with the respondents until they finish answering the questions therein. The study employed closed ended questionnaires. This type of questionnaire was composed of structured questions that compelled the respondents to select from a list of options the one that best describes their sentiments. The questionnaire were composed of questions that required the respondent to select from four options which are

1=Strongly Disagree

2=Disagree

3=Agree

4=Strongly Agree

3.5.2 Interviews

Qualitative data of the study was gathered by using interviews. The interviews were conducted on the head teacher for (girl child education) and selected parents for (Parents attitudes). In fact the only category that was considered for interviews is management. This is because these respondents are thought to have a busier work schedule relative to the others. This method allows further probing and clarification of questions that tends to be difficult and not clear to the respondents. It also enhances responses for questions which would be regarded as sensitive. Interviews were important since they helped in getting information that may not have been asked in the questionnaires. Since the respondents were not been constrained to specific answers, it is expected that they take this opportunity to provide useful information that helped the study. The interview was conducted from the selected head teachers.

3.7 Validity and Reliability of the instruments

3.7.1 Validity of Instruments

In this study, content validity method was used as it's the most suitable method for verification of the questionnaire. Abdulsalami (2005) describes validity as the degree to which a test measures what purpose is expected to measure and how well it does. This method has been found to be most

favorable among scholars such as Amin (2005), Ordein (2004), Abdussalami (2005) and Ndiyo (2005). These scholars opined that validation of an instrument more especially content validity by the experts in the field is very important. The experts were educational administrators, instructors of various courses, supervisors and statisticians of different research works and projects.

To validate the instruments which were used for data collection, a pilot study was conducted on independent respondents all of which were outside the main population and sample of the study. The expert were given question so that they can rate each question on two point rating scale which indicate Relevant and Not relevant questions. The formula is

$$CVI = \frac{\text{Number of questions declared Valid in the Questionnaire}}{\text{Total numbers of Questions}}$$

Where CVI =Coefficient Variables Indicators

Table 1:7.1 Table showing Validity of the questionnaire

| Rater | Relevant Questions | Not Relevant | Total questions |
|--------------|---------------------------|---------------------|------------------------|
| 1 | 26 | 2 | 28 |
| 2 | 24 | 4 | 28 |
| 3 | 22 | 6 | 28 |
| Total | 72 | 12 | 84 |

$$CVI = \frac{72}{84}$$

0.857

The content validity index for the questionnaires was above 0.7 to confirm them valid since it was above 0.7meant the items of the instrument are proved valid (Amin, 2005).

3.7.2 Reliability of Instrument

According to Amin (2005) reliability is the degree to which the instrument consistently measured what is support to measure. This method was pick on single pre test group and show the degree to which the items in the questionnaire were inter-correlated that is, a respondent who completed the questionnaire again politely asked to complete another fresh questionnaire(retest) after two weeks to prove the answer earlier filled for consistence or how closely they relate (Amin, 2005).Internal consistence of the items in the questionnaire were establishing using Cornbach's formulae to compute the alpha co-efficiency of reliability. After approval copies were given to the respondents on the same day to allow respondents for further information if needed.(Mugenda & Mugenda, 1999).The formula states;

The minimum Cronbatch Alpha coefficient of 0.78 was used to declare an instrument reliable, this enabled the researcher to improve the questions after getting a reliability value of 0.83 (Amin, 2005)

3.8 Data collection Procedures

Before the administration of the questionnaires

1. An introduction letter was obtained from the college of higher degree and research for the researcher to solicit approval to conduct the study from respected heads of education in region.
2. The researcher secured a list of the qualified respondents from the secondary schools in Central district Zanzibar in charge and select through systematic random sampling from the list to arrive at the minimum sample size.
3. The researcher selected research assistants was assisting in data collection; brief and orient them in order to be consistent in administering the questionnaires
4. Reproduced more enough questionnaires.

During the administration of the questionnaire

1. The respondents were requested to answer completely and not leave any part of the questionnaire unanswered.
2. Researcher and assistants emphasized retrieval of the questionnaires within five days from the date of administration.
3. On retrieval all returned questionnaires were checked if are answered.

After the administration of the questionnaires

The data gathered were encoded into computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

3.9 Ethical consideration

Seeking permission from area authorities to conduct research

Maintaining the privacy and confidentiality of the respondents that is to say keep their personal issues private and non disclosure of response from particular respondents to maintain integrity and also protect them from potential victimization.

Maintaining honesty and avoiding exceptional and deceptive behavior such as creating false impression in the minds of participants through withholding information, establishing false intimacy or telling lies as this can potentially harm research participants.

Report what is actually found and not manufacture and publish dream up data and also giving due recognition to any one whose work may have been used in this research and not try to pass it as the researchers original work.

3.10 Method of Data Analysis

The data on girl-child education in Central district were collected from the secondary school teachers, school principals, parents and students in the sampled zones. The data therefore, were computed tabulated, analyzed and presented and further converted to frequencies and percentages for easy understanding. The mean and standard deviation will be applied to illustrate the strengths and weaknesses based on the indicator in terms of rank. From these strengths and weaknesses, the recommendation was derived.

To interpret the obtained data, the following numerical values and description was used;

| Mean Range | Description | Interpretation |
|-------------------|--------------------|-----------------------|
| 3.26-4.00 | Strongly Agree | Very Good |
| 2.51-3.25 | Agree | Good |
| 1.76-2.50 | Disagree | Poor |
| 1.00-1.75 | Strongly Disagree | Very Poor. |

The t- test was utilized to test the hypothesis for difference between variables and Pearson correlation coefficient to test hypothesis on correlation (H#1) at 0.05 level of significance.

3.11 Limitation of the study

Testing; Differences in conditions and time when the data were obtained from respondents on different days at different hours. This minimized by orienting and briefing the research assistants on sampling techniques and data gathering procedures.

Extraneous variables; The researcher had no control over the extraneous variables such as honesty of respondents personal biases for untruthfulness, researcher probe the respondents further to establish the truth when it deemed necessary.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

4.0 Introduction

This chapter presents, analyses, and interprets the study findings on to the relationship between parents attitude and girl child education in Central district, Unguja Zanzibar, Tanzania. The study objectives were: to examine the parents attitudes on girl child education in Central district, Zanzibar, Tanzania. secondly to establish the level of girl child education and to establish the relationship between parents attitudes and girl child education in Central district, Zanzibar, Tanzania. The chapter is organized around the demographic characteristics of the respondents, the presentations also based on the objectives of the study.

The study targeted a sample population of 392 respondents. However, the response rate was ascertained in order to find out whether data gathered was adequate and reliable for generalizations and suitable interpretations of findings to be made. As such, the findings about the response rate indicated that out of 392 questionnaires that were supplied to respondents, a total of 336 (85.7%) were returned while only 56(14.3%) were not returned. Therefore with this response rate, there is high confidence that the responses received on the study. Even Mugenda and Mugenda (1999) as well as Saunders et al (2007) suggest that a response rate of 50% is adequate when quantitative data is manually collected.

4.1 Demographic Characteristics

The study sought to describe the demographic characteristics of respondents such as gender, age of respondents, education qualification obtained and experience of respondents in the organizations. In this elucidation, the study intended to get detailed understanding of the respondents key characteristics which, to a great extent, influences the result of the study. The general information has an implication on the study variables. The different demographic characteristics are analyzed and presented in table 1 below;

Table 4.1: Demographic Characteristics of the Respondents

| Demography | | |
|--|------------------|----------------|
| Gender | Frequency | Percent |
| Male | 231 | 68.8 |
| Female | 105 | 31.3 |
| Total | 336 | 100.0 |
| Education | | |
| Secondary | 90 | 26.8 |
| Certificate | 70 | 20.8 |
| Diploma | 104 | 31.0 |
| Degree | 72 | 21.4 |
| Total | 336 | 100.0 |
| Age | | |
| Below 20 years | 86 | 25.6 |
| 21-29 years | 58 | 17.3 |
| 30-39 years | 80 | 23.8 |
| 40-49 years | 78 | 23.2 |
| 50years above | 34 | 10.1 |
| Total | 336 | 100.0 |
| Time of interaction with School | | |
| 1-3years | 113 | 33.6 |
| 4-6years | 57 | 17.0 |
| 7 years and above | 166 | 49.4 |
| Total | 336 | 100.0 |
| | | |

Source: Field Data, 2017

The study findings on the gender of the respondents concealed that majority of the respondents were male with 231 (68.8%), the females were 105(31.3%). The results critically show that male dominated the study however female were also considered during data so as to enable the researcher attain unbiased information.

The study findings also provided that the respondents were majorly the diploma holders with 104(31.0%) of the respondents, the secondary level respondents were 90(26.8%) of the respondents, the degree respondents were 72(21.4%) of the respondents while certificate holders were 70(20.8%) of the respondents. The study findings reveal that the utmost environment was that majority respondents were educated.

concerning the age of the respondents, the majority of the respondents were below 20 years who were 86(25.6%) of the respondents, followed by 30-39years who were 80(23.8%) of the respondents followed by those of 40-49 years who were 78(23.2%) of the respondents while those of 21-29 years were 58(17.3%) of the respondents while 50 years and above were 34(10.1%) of the respondents.

The study findings further provided that majority respondents had been in the school interaction with 7 years and above that included 166(49.4%) of the respondents while 1-3 years were 113(33.6%) of the respondents while 4-6 years were 57(17.0%) of the respondents. The study findings reveal that the respondents have a critical and greater understanding on the study given a longer interaction time.

4.1 Parent's attitudes on girl child education in Central district, Zanzibar, Tanzania

The first research objective which constitute the independent variable in this study was Parent's attitudes and was sub divided into three parts namely; (personal attitudes with 8 questions), cultural attitudes (with 4 questions), and finally religious attitudes (with 4 questions). Each of these questions was presented on the four point Likert scale where by respondents were asked to rate the Parents attitudes by indicating the extent to which they agree or disagree with each question and their responses were analyzed using SPSS and summarized using means and rank as indicated in table 4.2;

Table 4.2: Parent’s attitudes on girl child education in Central district, Zanzibar, Tanzania (n=174)

| Items on Parents attitudes | Mean | Std | Interpretation | Rank |
|---|--------------|--------------|-----------------------|-------------|
| Personal Attitudes | | | | |
| Parents value gains from future girls education than the bride wealth in marriage | 2.724 | .908 | Good | 1 |
| Parents have enough resources to educate girls just like the boys | 2.534 | 1.089 | Good | 2 |
| Parents view educated girls as important as well as educated boys | 2.511 | 1.325 | Poor | 3 |
| Parents argued that it does not matter whether a girl child learns or not in life. | 2.465 | .959 | Poor | 4 |
| The parent’s attitudes on girl’s education are more favorable on boys. | 2.454 | 1.028 | Poor | 5 |
| Girl-child requires basic education to contribute to the development of the Country | 2.436 | 1.050 | Poor | 6 |
| Parents view girl-children completed her education she has no employment opportunities or the chances to find jobs. | 2.385 | .983 | Poor | 7 |
| Parents view girls as having the intellectual capability to effectively use their education in life | 2.258 | .910 | Poor | 8 |
| Average mean | 2.470 | 1.031 | Poor | |
| Cultural Attitudes | | | | |
| Parent’s culture often encourages Girl-child Education | 2.540 | 1.029 | Good | 1 |
| Education to girl-child is prominently supported by the cultural variation in my area | 2.431 | 1.016 | Poor | 2 |

| | | | | |
|---|--------------|--------------|-------------|---|
| Cultural Attitudes | 2.425 | 2.428 | Poor | 3 |
| Parent's culture plays a major role in hindering girl-child to early marriage in place of education | 2.350 | 1.018 | Poor | 4 |
| Average mean | 2.436 | 1.236 | Poor | |
| Religious attitudes | | | | |
| Parent's religions provide scholastic materials support to girl children | 2.534 | 1.078 | Good | 1 |
| Parents religions encourage the girl child education up to University level | 2.413 | 1.026 | Poor | 2 |
| Parents religions providing funding for the girl child education in schools | 2.390 | 1.040 | Poor | 3 |
| Parent's religions encourages Girl-child Education | 2.201 | 1.085 | Poor | 4 |
| Average mean | 2.384 | 1.057 | Poor | |
| Overall mean | 2.430 | 1.195 | Poor | |

Source: Primary data, 2017

Results in table 4.2 revealed that the parents attitudes on the girl child education in central district was presented and rated as 2.430, the SD=1.195 interpreted as poor implying that the overall attitudes by the parents on the girl child are poor.

The study findings concerning the personal attitudes of the parents on girl child education in Zanzibar reveal that the overall mean was 2.470 ranked as poor meaning that there is less concern of the parents on the girl child education in the studied schools.

Parents value gains from future girls education than the bride wealth in marriage according to the mean of 2.724, SD=.908 interpreted as good ranked as 1st in the aspect of the study. The Parents have enough resources to educate girls just like the boys with 2.534, SD=1.089 ranked as 2nd interpreted as good also parents view educated girls as important as well as educated boys with the mean of 2.511, SD=.970 ranked as 3rd interpreted as Poor

Parents argued that it does not matter whether a girl child learns or not in life in the mean of 2.511, SD=1.325 ranked as 4th interpreted as Poor meaning that the respondents have has limited concern on the girl child.

The parent's attitudes on girl's education are more favorable on boys had the mean of 2.46, SD=1.028 ranked as 5th interpreted as poor while Girl-child requires basic education to contribute to the development of the Country had the mean of 2.436, SD=1.050 ranked as 6th interpreted as Poor. While parents view girl-children completed her education she has no employment opportunities or the chances to find jobs with the mean of 2.385, SD=2.401, SD=.983 ranked as 7th interpreted as poor and parents view girls as having the intellectual capability to effectively use their education in life with the mean of 2.258, SD=.910 ranked as 8th interpreted as Poor meaning that the overall parents attitudes are poor on the attitudes of the respondents.

The study findings according to the respondents reveal that the parents' cultural attitudes were poor on the girl child education with the mean of 2.436. The study results also revealed that the Parent's culture often encourages Girl-child Education according to 2.540, SD=1.029 interpreted as good ranked as 1st while Education to girl-child is prominently supported by the cultural variation in my area according to mean of 2.431, SD=1.016 ranked as 2nd interpreted as poor while parents traditions encourages Girl-child Education up to secondary level with the mean of 2.425, SD=1.015 ranked as 3rd interpreted as poor and Parents traditions encourages Girl-child Education up to secondary level with the mean of 2.350, SD=1.018, ranked as 4th interpreted as poor.

Concerning the religious issues of culture, the respondents attained the mean of 2.384, SD=1.078 interpreted as poor. This is based on the responses that provided in the same dimension, Parent's religions provide scholastic materials support to girl children according to 2.413, SD=1.026, ranked as 1st interpreted poor. Parents religions encourage the girl child education up to University level with the mean of 2.413, SD=1.026 interpreted as Poor meaning that religions don't encourage studying for long further more Parents religions providing funding for the girl child education in schools mean was 2.390, SD=1.1040 ranked as 3rd interpreted as poor and finally parent's religions encourages Girl-child Education, the mean was 2.201, SD=1. 1.085 interpreted as poor meaning that the state of the parent's religious attitudes is not much in support of girl child education.

The study results further reveal that

Among the factors that affects parents' attitude towards girl children education: economic factors had great influence on attitudes of parents to educate their girl children. Other studies showed that there are five main challenges that make it difficult for girls to access education. These include: Educating girls is costly for families, Girls may face a poor and hostile school environment, Women have a weak position in society, conflict hurts girls most and tackling social exclusion.

The barriers those girls and other students face that prevent them from attending and succeeding in primary school can be categorized as Physical, Economic, Health, and Social. Thus, the respondents in this study and other studies seem to see the economic problem was the major factor that hinders to educate their girl children.

According to this study fetching water, collecting wood, cooking meals, caring for siblings, agricultural work and school distance had an average/ medium effect on the attitudes of parents towards girl child education from workload (domestic work) and school/institutional factors. But early marriage and pregnancy highly affected parents' attitude towards girl child education from cultural factors. In the same manner distance is one of the major factors especially for rural children, more for girls than for boys. The high rate of child marriage means many girls never have the opportunity to go to school or are forced to drop out of school at a young age.

The interview data also indicated that, most of the parents, who belonged to non-tribal communities, had high expectation from school authorities regarding facilities they wanted their child should avail in school, such as adequate library, adequate furniture and equipment, and if possible, laboratories and workshops with reasonable facilities for vocational training like computer application. Provision for the girl child, they opined, to learn different types of co-curricular activities such as tailoring, and painting, besides education, would go a long way in making them self-sufficient in future. The tribal parents, in comparison, were happy with the school facilities; they didn't have the vision of an ideal school for their children.

The study findings on overall reveal that the respondents agree that the state of the parent's attitudes towards the education of the girl child is poor. The study interview results also provided that there are high level interventions needed to adjust the state of the parent's attitudes to education of the girls.

4.3 Level of girl child education in Central district, Zanzibar, Tanzania.

The second objective was the dependent variable in this study and referred to as girl child education, this variable had 12 questions for which respondents were required to ascertain the extent to which they agree or disagree with the items or statements by indicating the number which best describes their perceptions. This variable was measured using questions with response rate ranging between 4=strongly agree, 3=agree, 2=Disagree and 1=strongly disagree. The responses were analyzed and described using means as summarized below in table 4.3;

Table 4.3: Level of girl child education in Central district, Zanzibar, Tanzania (n=162)

| Items on girl child education | Mean | Std | Interpretati on | Rank |
|--|-------------|------------|----------------------------|-------------|
| The girls are able to complete the entire secondary school level | 2.685 | 1.071 | Good | 1 |
| The girls performance in science subjects is good and encouraging | 2.635 | 1.001 | Good | 2 |
| The girls in schools get access to the required scholastic materials | 2.611 | 1.175 | Good | 3 |
| The girl child enrolment into secondary has increased with prevalence of UP. | 2.611 | .947 | Good | 4 |
| The girl child is provided for teaching without any discrimination by teachers | 2.555 | 1.097 | Good | 5 |
| The parents provide adequate school requirements to their daughters while at school. | 2.444 | 1.039 | Poor | 6 |
| There is reasonable enrolment of the girls in secondary schools | 2.425 | 1.122 | Poor | 7 |
| The girls are paid for school fees in time like their female counterparts | 2.419 | 1.178 | Poor | 8 |

| | | | | |
|--|--------------|--------------|-------------|----|
| Parents have adequate support fully committed for supporting the girl child | 2.395 | 1.105 | Poor | 9 |
| The girls are provided with adequate health environment with at schools | 2.321 | 1.101 | Poor | 10 |
| The girls exhibit a high degree of excellence in performance in discussions and assignment s | 2.290 | 1.177 | Poor | 11 |
| The girls perform well in class like their male counter parts during exams | 2.123 | 1.007 | Poor | 12 |
| Overall mean | 2.459 | 1.085 | Poor | |

Source: Primary data, 2017

The study findings on the overall assessment of the level of girl child education in Central district, Zanzibar, Tanzania. The study findings further reveal that the mean overall average was 2.459, SD=1.085 interpreted as Poor. The responses finally imply that the girl child education in the central district of Zanzibar was poor. These findings are in line with the presentations undertaken and provided as stated.

The study findings regarding the girls are able to complete the entire secondary school level had the mean of 2.685, SD=1.071 ranked as 1st interpreted as good. The girls performance in science subjects is good and encouraging according to the mean of 2.635, SD=1.001 interpreted as good ranked as 2nd in the hierarchy while the girls in schools get access to the required scholastic materials had the mean of 2.611, SD=1.175 interpreted as good ranked 3rd while The girl child enrolment into secondary has increased with prevalence of UPE had the mean of 2.611, SD=.947 ranked as 4th and interpreted as good.

The girl child is provided for teaching without any discrimination by teachers had the mean of 2.555, SD=1.097, ranked as 5th and interpreted as good while the girl child is provided for teaching without any discrimination by teachers the mean was 2.444, SD=1.039, ranked as 6th interpreted as poor while there is reasonable enrolment of the girls in secondary schools had the mean of 2.425, SD=1.122 ranked as 7th and interpreted as poor and finally the girls are paid for school fees in time like their female counterparts, the mean was 2.419, SD=1.178 ranked as 8th interpreted as Poor.

The study results also provided that parents have adequate support fully committed for supporting the girl child according to the mean of 2.395, SD=1.105 ranked as 9th interpreted as poor while the girls are provided with adequate health environment with at schools had the mean of 2.321, SD=1.101 interpreted as poor ranked as 10th while the girls exhibit a high degree of excellence in performance in discussions and assignment with the mean of 2.290, SD=1.177 interpreted as poor and finally it was established that the girls perform well in class like their male counter parts during exams had the mean of 2.123, SD=.1.007 interpreted as poor ranked as 12th.

The study results further reveal that

Overall school enrolments of girl child education in central district were poor. The value attached to schooling and education of children has substantially improved compared to earlier times when lack of literacy and negative attitude towards education were the main barriers for sending children to school in a tribal community.

Previously education was considered as wastage of time and money since its outcome was perceived to be uncertain and unimportant. Presently, the importance and the outcomes of education are appreciated by people through persistent efforts at compulsory education and increased awareness through information and technology revolution.

However, on the other hand, the respondents were in favour of disagreed and strongly disagreed in areas like girl-child education should terminate at primary level, and early marriage should be encouraged for girl child. In item stating that girl-child often prefer to street hawking of goods, the respondents favoured disagreed and strongly disagreed option.

Poverty affects the female education, as the first thing that is dropped is the investment on females. The objectives of boys and girls education differ in society. Though education of male is looked upon as an investment for the future source of income for the family, the education of female is more an obligation and is the obligation first to be ignored in case of crisis. However, in this study, evidence was not found regarding any constraints for the girl child in attending school. Irrespective of whether the child is a boy or a girl, parents wanted their children to attend schools regularly.

There is need to provide special care and opportunities to the traditional disadvantaged population in a democratic society such as ours, which stresses egalitarianism, social justice and economic development for all sections of society. It is with this in view that the Indian constitution provides an ideal of ‘Equality of opportunity.

4.4 Relationship between parent’s attitudes and girl child education in Central district, Zanzibar, Tanzania

The third objective in this study was to evaluate the relationship between parent’s attitudes and girl child education in Central district, Zanzibar, Tanzania. The researcher runs a Pearson's Linear Correlation Coefficient as a way of achieving this objective and to test this null hypothesis and this table 4.4

Table 4.4: Pearson Linear Correlation Coefficient showing the relationship between parent’s attitudes and girl child education in Central district, Zanzibar, Tanzania.

| Variables Correlated | N | r-value | Sig | Interpretation | Decision on Ho |
|--|----------------|----------------|------------|----------------------------|-----------------------|
| Parent Attitudes Vs Girl child education | 174 162 | 0.022 | 0.392 | No Significant correlation | Accept Hypothesis |

Source: Primary data, 2017

The Research Hypothesis

The resulting of 0.392 indicate that there is a positive significant value since it was far greater than 0.022 r value. Add that the hypothesis which state that There is no significant relationship between parent’s attitudes and girl child education in Central district, Zanzibar, Tanzania is accepted. This research finding means that parents attitudes don not significantly contribute to the girl child education in the secondary schools. It implies that parent’s attitudes have had a less contribution to the girl child education. The research accepts the null hypothesis and concludes that there is a significant effect of parent’s attitudes and girl child education in Zanzibar, Tanzania.

The study results on the parent attitudes and child education based on the qualitative research interviews guide reveal that “The data collected from the respondents on the relationship between parent’s attitudes and the girl child education.

The study results further imply that the state of the parents according to the interview guide does not facilitate or make the students attain the subsequent or education requirements. The head teachers noted that “The parents have not invested much in the girls like the boys; this is because they perceive that the girls can get pregnant and drop out of the schools while some of the parents perceive girl children as being weak in class compared to the boy counter parts.

The study results therefore indicate that the parent’s attitudes are negative and have led to the reduction in the girl child education concentration. The results imply that low child abuse is a reason for the occurrence of the poor child education.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the findings, conclusions, recommendations and suggested areas that need further research.

5.1 Discussions

This discussion is done based on the results from the field and the discussion or comparison with the previous studies or works done by previous authors.

Objective one

The study findings reveal that parent's attitudes on the girl child education in central district was presented and rated as 2.430 interpreted as poor implying that the overall attitudes by the parents on the girl child are poor. The study findings obtained from the field are never the less in agreement with the previous studies as presented below. These findings are in line with the presentations undertaken and provided as stated.

Nasim Sabirah (2008) carried out a small research on selected parents and their attitude towards their daughter's education. She explored that those parents gave more important to their son's education than their daughter's education and dissatisfied with educate girls due to their undesirable behavior.

Seung & Brad (2012) argued that there is no significant difference in the attitude of Male & Female parents towards girl's education. Literate & Illiterate parents do not differ significantly in their attitudes towards girl's education. Urban & Rural parents do not differ significantly in their attitudes towards girl's education.

(USA (2013) argued that evidence from national statistics shows clear gender disparities in education in Ethiopia, mostly found in rural areas. Many parents are still less likely to be supportive of the education of their daughters. One of the main reasons why this still occurs despite official commitment to promote gender equality in education – is deep rooted cultural beliefs assigning less value to female education. This is compounded by discriminatory practices that hinder girls' development such as early marriage, tolerance of abduction and domestic

violence as well as the belief that it is not economic to invest in girls as any benefits will accrue to the household she joins on marriage.

Objective two

The study findings on the overall assessment of the level of girl child education in Central district, Zanzibar, Tanzania. The study findings revealed that the mean overall average was 2.459, which was an implication of Poor was attained. The responses finally imply that the girl child education in the central district of Zanzibar was poor. These findings are in line with the presentations undertaken and provided as stated.

Arwa (2008) argued that most of the girls grew up believing that life begins with hawking and ends up in early marriage. While the boys received rigorous training both in formal and informal education i.e. Qur'anic school, Farming and animal husbandry under the instruction of their fathers.

Magaji (2010) observed that even though education is regarded as a human right for the realization of human dignity, many factors have been found to be responsible for the low enrolment of girls into schools when compared to the enrolment of boys. Among these factors, societal negative attitude to women education, early marriage and gender biases were identified, Even Oleribe (2002) also discriminate against female gender. Male enrolment is more than girls in all levels of education. Out of the primary schools enrolment indicated an imbalance ratio as only in Kaduna State, 41% were girl- child and many ended up not going for secondary education. In all parts of the state girls lag behind boys in access to education.

Objective Three

The study findings indicated that there is no significant relationship between parent's attitudes and girl child education in Central district, Zanzibar, Tanzania, since the sig. value (0.392) was far greater than 0.05 and r-value (0.022). The results attained from the field were in agreement with the previous studies such as Basu, Das and Dutta (2003) argued that parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child. Favorable attitude towards schooling and education enhances parental involvement in children's present and future studies

Watkins, McInerney, Lee, Akande and Regmi (2002) opines that parents who evidenced high levels of school contact (volunteering in the classroom, participating in educational workshops,

attending Policy Council meetings) had children who demonstrated greater social competency than children of parents with lower levels of school contact. It was hypothesized that home-based involvement would be most strongly associated with positive classroom learning outcomes and that direct school-based involvement would predict lower levels of conduct problems.

Even the finds from Sen, (2002) in his study found that the cultural factors may play an intermediate role. They influence the choices made by individuals, through their own attitudes, and those of the people in their close environment. With respect to culture, India is part of what Caldwell (1982) has called the belt of classical patriarchy that stretches from North Africa to China and includes both Muslim, Hindu and Confucian cultures.

5.2 Conclusions

The study objectives included to determine the parent's attitudes on girl child education in Central district, determine the level of girl child education in Central district and to establish the relationship between parent's attitudes and girl child education in Central district. The study findings therefore concluded that the state of the parent's attitudes regarding the girl child education was bad since most parents gave priority to the boy education as compared to the females, the parents religious and cultural attitudes also accounted for a high degree of poor attitudes on the state of education of the girl children. The second objective findings concluded that the level of state of the girl child education in terms of enrollment, excellence in examinations and passing of the exams was generally low, these findings imply that the state of the girl child education was inadequate. The study on the third objective indicated that there was no significant relationship between parent's attitudes and girl child education; the results imply that the state of parent's attitudes has not facilitated girl child education in Zanzibar.

5.3 Recommendations

The study on the first objective recommends that:-

Similar research should be conducted on the large sample to correctly measure the change in the attitude of the parents. A research should be done on other areas like attitude of parents towards girl child education and boy child education. Parents' positive attitudes towards girl-child education could be increased and improved through enlightenment campaign and adult education program. Parents should be encouraged to attend adult program and this can be enforced through community leaders.

Regarding the second objective, the study recommends that:-

Enrolment and retention of girl children in schools is very necessary. There should be guidance and counseling services at schools to advice both parents and the girl-child in schools. The right of the girl-child to free primary and secondary education must be protected by government. It is recommended that strict enforcement of the legislation that compels parents to enroll all children including the girl child to formal basic education be carried out

Regarding the third objective.

Government should make girl-child education free and more attractive by enforcing the mid-day meals program in all the states. This will help to reduce family expenditure on the child especially in the face of poverty that is prevalent in our societies. Incentives by way of scholarship and prize awards through government and NGOs should be instituted to motivate girls in formal and non-formal educational system. This will also encourage parents in their responsibility towards girl child. There is also the need to strengthen Non-formal school program to cater for girls who dropped out of school as a result of pregnancy.

5.4 Areas of further study

Future studies could compare a larger sample in both urban and rural areas to shed more light on the issue. The limitation of the present study by being confined to a single semi-urban area might have camouflaged the real state of affairs. Inclusion of other sections, i.e. students themselves and elderly can make the results more generalisable.

There is need for future researcher on the low level girl child education in the schools.

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Appendix i: Transmittal Letter



**KAMPALA
INTERNATIONAL
UNIVERSITY**

Ggaba Road-Kansanga
P.O. Box 20000, Kampala, Uganda.
Tel: +256-414-266813, +256-414-267634
Fax: +256-414-501974. Cell: +256-701-853392
E-mail: admissions@kiu.ac.ug
Website: www.kiu.ac.ug

College Of Education, Open and Distance e-Learning
Office of the Principal

30th May, 2017

To.....
.....
.....

Dear Sir/Madam,

SUBJECT: PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR ORGANIZATION

With reference to the above subject, this is to certify that **Ms. SAFIA ABDALLA KHAMIS** Reg. No. **1161-07096-04420** is a bonafide student of Kampala International University pursuing a Masters in Educational Administration and Management.

She is currently conducting a field research entitled, "**Parents Attitude and Girl Child Education in Secondary Schools**", **Central District Zanzibar, Tanzania**.

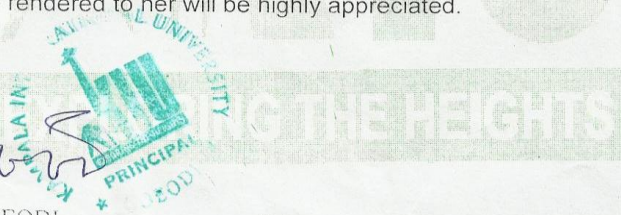
This area has been identified as a valuable source of information pertaining to her research project. The purpose of this letter therefore is to request you to avail her with the pertinent information as regards to her study.

Any data shared with her will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

Dr. Tindi Seje
Ag- Principal –CEODL
tundiseje@yahoo.com
+256752553123



"Exploring Heights"

Appendix ii: Letter to the respondents

Dear Sir/Madam,

Greetings!

I Safia Abdallah Khamis am a candidate for Masters of Education Management and Administration of Kampala International University. I am conducting a research entitled “Parents’ attitudes and girl-child education in secondary school central district Unguja Zanzibar-Tanzania” Within this context, may I request you to participate in this study by answering the questionnaires Kindly do not leave any option unanswered any data you will provide shall be for academic purposes only. No information of such kind shall be disclosed to others.

Thank you very much in advance.

Yours faithfully,

Appendix iii: Informed Consent

I am giving my consent to be part of the research study of Safia Abdallah Khamis on Parents' attitudes and girl-child education in secondary school central district Unguja Zanzibar-Tanzania. I am assured of privacy, anonymity and confidentiality and that will be given the option to refuse and right to withdraw my participation in the research anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials :.....

Date:.....

Appendix iv: QUESTIONNAIRE (FOR PARENTS)

Research Title: “Parents’ attitudes and girl-child education in secondary school central district unguja Zanzibar-Tanzania”

Dear Respondent,

I am a student of Kampala International University, Kampala pursuing Masters of educational administration and management. I want to thank you in advance for your time and willingness to share your views on “Parents’ attitudes and girl-child education in secondary school central district unguja Zanzibar-Tanzania”. Please know that your anonymity is guaranteed. No one in your school will be able to view your responses and the results will not include data that would identify individuals. You are being asked demographic information to learn whether teachers from different backgrounds and different characteristics look at performance based rewards differently.

I appreciate your participation in this effort.

Thank you,

PART 1: FACE SHEET: Profile of Respondents (Please tick any which applies)

1. Gender:

Male

Female

2. Age:

Below 20

21- 29

30- 39

40- 49

50 and above

3. Education level:

Secondary

Certificate

Diploma

Bachelors

Masters and above

4. Years of school Interaction

___ 1-3 Years

___ 4-6 Years

___ 7 Years and above

Part 2: Questionnaire on Parents attitudes on girl child education QUESTIONNAIRE FOR PARENTS

Direction: Please write your preferred option on the space provided before each item. Kindly use the rating guide below:

| Response Made | Rating | Description |
|-------------------|--------|-----------------------------------|
| Strongly Agree | 4 | You agree with no doubt at all. |
| Agree | 3 | You agree with some doubt |
| Disagree | 2 | You disagree with some doubt |
| Strongly Disagree | 1 | You disagree with no doubt at all |

| Parents attitudes on girl child education | | SA 4 | A 3 | DA 2 | SDA 1 |
|---|---|---------|--------|---------|----------|
| Personal attitudes | | | | | |
| 1 | Parents have enough resources to educate girls just like the boys | | | | |
| 2 | The parent's attitudes on girl's education are more favourable on boys. | | | | |
| 3 | Parents value gains from future girls education than the bride wealth in marriage | | | | |
| 4 | Parents view educated girls as important as well as educated boys | | | | |
| 5 | Parents view girls as having the intellectual capability to effectively use their education in life | | | | |
| 6 | Parents argued that it does not matter whether a girl child learns or not in life. | | | | |
| 7 | Parents view girl-children completed her education she has no employment opportunities or the chances to find jobs. | | | | |
| 8 | Girl-Child Requires Basic Education to contribute to the development of the Country | | | | |

| | | | | | |
|---|---|--|--|--|--|
| | | | | | |
| | Cultural Attitudes | | | | |
| | | | | | |
| 1 | Parent's culture often encourages Girl-child Education | | | | |
| 2 | Education to girl-child is prominently supported by the cultural variation in my area | | | | |
| 3 | Parent's culture plays a major role in hindering girl-child to early marriage in place of education | | | | |
| 4 | Parents traditions encourages Girl-child Education up to secondary level | | | | |
| | Religious attitudes | | | | |
| | | | | | |
| 1 | Parent's religions encourages Girl-child Education | | | | |
| 2 | Parent's religions provide scholastic materials support to girl children | | | | |
| 3 | Parents religions encourage the girl child education up to University level | | | | |
| 4 | Parents religions providing funding for the girl child education in schools | | | | |

Appendix v: QUESTIONNAIRE (FOR STUDENTS AND TEACHERS))

Research Title: “Parents’ attitudes and girl-child education in secondary school central district unguja Zanzibar-Tanzania”

Dear Respondent,

I am a student of Kampala International University, Kampala pursuing Masters of educational administration and management. I want to thank you in advance for your time and willingness to share your views on “Parents’ attitudes and girl-child education in secondary school central district unguja Zanzibar-Tanzania”. Please know that your anonymity is guaranteed. No one in your school will be able to view your responses and the results will not include data that would identify individuals. You are being asked demographic information to learn whether teachers from different backgrounds and different characteristics look at performance based rewards differently.

I appreciate your participation in this effort.

Thank you,

PART 1: FACE SHEET: Profile of Respondents (Please tick any which applies)

1. Gender:

Male

Female

2. Age:

Below 20

21- 29

30- 39

40- 49

50 and above

3. Education level:

Secondary

Certificate

Diploma

Bachelors

Masters and above

4. Years of school Interaction

___ 1-3 Years

___ 4-6 Years

___ 7 Years and above

Part 2: Girl child education in Central district of Zanzibar

| | Girl child education in Central district of Zanzibar | SA 4 | A 3 | DA 2 | SDA 1 |
|----|--|---------|--------|---------|----------|
| 1 | There is reasonable enrolment of the girls in secondary schools | | | | |
| 2 | The girls are able to complete the entire secondary school level | | | | |
| 3 | The girl child enrolment into secondary has increased with prevalence of UP. | | | | |
| 4 | The girls in schools get access to the required scholastic materials | | | | |
| 5 | The girls are provided with adequate health environment with at schools | | | | |
| 6 | The girls are paid for school fees in time like their female counterparts | | | | |
| 7 | The girls perform well in class like their male counter parts during exams | | | | |
| 8 | The girls exhibit a high degree of excellence in performance in discussions and assignment s | | | | |
| 9 | The parents provide adequate school requirements to their daughters while at school. | | | | |
| 10 | Parents have adequate support fully committed for supporting the girl child | | | | |
| 11 | The girls performance in science subjects is good and encouraging | | | | |
| 12 | The girl child is provided for teaching without any discrimination by teachers | | | | |

Appendix vi: Interview Guide

1. What is the state of parents attitudes to girl child education in your district
2. What are the causes of the attitudes to girl child education among the parents?
3. What is the state of girl child education in your district?
4. What are the challenges to the girl child education in your district?
5. How do parents attitudes influence the girl child education in your district?