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Original Article

Influence of Parental Attitudes Towards Girls Regular School Attendance in Public Secondary Schools in Morogoro Municipality, Tanzania

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Keywords:

*Social-Cultural
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Attendance.*

The study was designed to examine the factors influencing parental attitudes towards girls' regular school attendance in public secondary schools in Morogoro Municipality, Tanzania. The study was guided by feminism theory based on the framework of gender relations. The study employed a descriptive research design. Purposive sampling and simple random were used to determine the sample size from the target population for the study. The content validity of instruments was assured while the reliability of the data collection tool was tested using Cronbach coefficient correlation for consistency. Internal consistence of items in the questionnaire was established at $r=0.871$. The quantitative data was analyzed by using descriptive statistics through Statistical Package for Social Sciences (SPSS) software version 25. While qualitative data was analyzed thematically. The study revealed that, lack of parental attention on their daughters' education at home, early pregnancy and or marriages, cultural dance such as "vigodoro", household chores and activities, tendencies of parents not to encourage girl-child education, poor parent's education and security concern for girls were the major factors that hindered girls from attending school regularly. The study also found that, other factors apart from the sociocultural factors included, level of the education of parents, parents' occupation, missing parents, negative attitudes on girls' education and long distance to school played a significant role in hindering girls from attending school regularly. The study proposed several remedial measures such as the construction of girls' hostel, establishment and or promotion of gender equality policies and enhancing girls' educational opportunities to be put in place to facilitate girls' regular school attendance. It was recommended that, advocating for policy reforms to support gender equity in education, revising the current policy of fee-free education to be relevant with parents' economic status and creating supportive school environments would support female students regular school attendance. Community engagement and awareness campaigns could shift societal attitudes and foster parental support for girls' education. It was concluded that, addressing the socio-cultural factors and economic barriers is crucial for ensuring equitable access to education for girls in public secondary schools.

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INTRODUCTION

UNESCO states that, education is a basic human right that works to lift men and women out of poverty and to ensure sustainable development to address their own demand inequalities. The role of school is not only to enroll students but also to ensure that they stay in school until they finish school according to the education system in the country. Discussion on girls who fail to attend school regularly is common all over the world, including in developed countries and developing countries (UNESCO, 2015, p. 302).

World bank report (2016) analyses the impact of out to school youth in sub-Saharan Africa on education including the impact of disasters, migration, armed conflict, poverty, child labour, teenage pregnancies, and early and forced marriage are hindering Africa's growth. Thus, girls' regular school attendance to school has been the subject and prominent topic of debate for decades now. This study therefore, is designed to identify the factors that influence parental attitudes towards girls' regular school attendance in Morogoro Municipality, Tanzania.

It is necessary to highlight the factors that hinder girls from attending school regularly. Not only poverty and ignorance are on the significant of education, but also there are many other factors that hinder girl-child to attend school regularly such as parents often keep the girl-child at home to look for siblings and involved in house chores with preparing them for future husbands, level of education of the parents, parents occupation, early pregnancy and early marriage (UNESCO, 2015).

A study by Dimoso *et al.* (2023) on the attitudes of tribal parents towards the higher education of girls in India, revealed that, better education for girls is required for society's growth as well as to improve people's quality of life. Furthermore, education liberates girls from ignorance, it boosts their self-esteem and enables them to take charge of their own lives while guiding the growth of their families and the entire country. A related study by Egbert and Sanden (2007) on determinants of parental attitudes regarding girl's education in rural Indian community argued that, parental attitudes regarding the importance of educating girls may contribute to the educational gender gap. The findings revealed that, there is a positive relationship between parental attitudes and girl's educational attainment. Furthermore, the report reveals that, a significant majority of parents do not value girl's education. This could be due to parents' low income and the need to involve female children in household tasks because they will soon be married off and need to be acquainted with such duties.

This kind of attitude would not allow girls to attend the schools regularly. More often than not, they may drop out of school.

Buchmann and Arwa (2008) in a study of gains in parental attitudes explain the growing advantage in USA in higher education it supported the view that parental attitudes can be negative or positive depending on their orientation or educational background. That, if a girl child whose parents' level of education is higher receives parental support with school work, high levels of motivation and good self-esteem, she can resolve to adapt a positive attitude

towards her parents and become beneficial to her other siblings. This will also be reflected in her improved class performance, creating interest among other girls to aspire for higher academic achievement. The study found that the educational background of the parents attitudes that support girls' regular school attendance in the USA.

Meanwhile, Kalema et al. (2022) in their study of attribute to the failure of girls to attend school regularly is due to the lack of parents' encouragement in education, low parental educational level, parental occupation and poor parental and child interaction. The causes of the child girl to be discriminated is cultural practice and religious beliefs, traditional beliefs, custom and norms and social issues like socioeconomic status and level of education of parents. The literature points to the fact that, even though the need and or willingness to educate girls exist among parents in Asiatic countries, they are still bogged down with religious and cultural values which look down upon girls' education.

Lyang and Chen (2020) on the study of socio-Economic factors influence the education of the girl-child in Zomba Malawi revealed that household income characteristics emerged as significant determinants of girls' education participation. Iddy ad Fussy (2023) in study of the Community perceptions on educating girl children in rural area in Uganda, revealed that, the big challenge of educating girls is poor parenting, society perceptions and cultural stereotypes, child labor and parental loss acts are the barriers to girl education in the community. The study pointed that poor parenting, society perception and cultural stereotypes are the factors that cause the girls 'fail to attending school regularly and also may cause drop out of school in Uganda.

Abdallah (2018) on the study of determinants parental attitudes and girls-child education in central district Unguja Zanzibar in Tanzania revealed that the parents' attitudes regarding girl-child education are negative since most parents give priority to the boy-child education and it is influenced by the parent's religions and cultural belief. This attitude does not allow girl' to attend school regularly, and girls prepared for future wife. A related study of Iddy

(2023) on Perceptions of the value of girls 'secondary education among parents in rural Tanzania, revealed that there are tensions and conflicting perspectives of some parents struggle to reconcile emerging belief about girl's education with the existing belief about girls' education with existing largely conservative cultural and familiar practices.

This kind of attitude would not allow the girls to attend to school regularly. Ndile (2022) in the study of Assessment of social-cultural factors and their Effect on girls Completion in community secondary school in Morogoro Municipality, found that social-cultural that affect girls is parents to invest the girls in household work, preference of family to educate boys rather than girls, failure to buy basic needs and traditional initiation rites. According to Egbert and Sanden (2019) in the study of Effect of child labor on school Attendance in Muheza District in Tanzania, revealed that engage in girl- child in labor. early pregnancy, engagement in early sexual practice, poverty, illiterate parents, and lack of parental care attitudes hinder girls from attending school regularly and may cause them to drop out of school. Literature review shown factors that make parents favor the education of male against female children are that parents consider girls to be future wives in other families. Thus, it is an uphill task to attempt to persuade the gullible parents to allow their daughters to regularly attend school.

Objective of the Study

This study aimed to highlight parental attitudes towards girl's regular school attendance in Morogoro Municipality Tanzania.

Specific Objectives

- To determine socio-cultural factors that influence parental attitudes towards girl's regular school attendance.
- To establish emergent and contemporary factors that hinder girls to attend school regularly.
- To find out the remedial measure to socio-cultural attitudes that hinder girls on regular school attendance.

LITERATURE REVIEW

Theoretical framework

The study was guided by feminist theory developed by Edhoolm (2020), feminist theory is the extension of feminism with theoretical, fictional, and philosophical discourse. The aim of feminism theory is to understand the nature of gender inequality by examining women's and men's social role, experience, interest, chores and feminist politicizes in different field including education. Feminist theory also focuses in exploring gender discrimination, stereotype and contemporary acts (Ndile, 2022). Feminist theory helps to address and better understand unequal and oppressive gender relations. It promotes the goal of equality and justice while providing more opportunities for women. The strength of feminist theory its ability to analyze how gender interests with other social identities, shaping individual's experiences Abdallah (2018). However, a weakness of feminism theory is lack of a comprehensive theory of misogyny, which limits its ability to fully address the complexities of gender-based discrimination. Additionally, feminist theory has been instrumental in critiquing cultural and literary phenomena through a female a gender-conscious lens, influencing various aspects of culture and social life. Despite these strengths, feminist theory has also highlighted the inadequacies of tort low in providing sufficient protection against gender-related harms, particularly for women facing domestic violence and reproductive issues (Egbert and Sanden, 2019).

The feminism theory advocates for female students to be empowered and come out with their position of being looked down upon and achieve academic and future career. The theory is found to be relevant to the current study because it emphasizes the equal participation of boys' and girls' education despite the gender disparities in the provision of education. Feminism theory also relate to this study because it promotes education opportunities for girls. It ensures that they should not limit their educational because they may go against what is traditionally expected of them.

Empirical Literature Review

Empirical literature review refers to all reviews that are based on observed and measured experiments rather than from theory or belief Chisawilo (2021). This part presents the literature review from different empirical research

Socio-Cultural Factors Influencing Parent Attitudes towards Girl's Regular School Attendance

The previous study studies have provided evident that girl-child education suffer form a lot of shortcomings. Some of the factors that hinder girls from attending school regularly are the negative attitudes of the parents which affected by socio-cultural and socio-economic factors. This factor affects the girl- child attendance due to the parents did not value girls' education (Pesambili and Mkumbo, 2018).

Cultural practices such as early marriage and initiation rites practiced by some communities in parts of Tanzania expose the girl-child to life styles not conducive to girls to attend school regularly. Hence after these cultural practices most girls drop out of school (Adetunde and Akensin, 2021). The initiation rites practiced of preparing girls from child hood to adulthood focusing on sexuality and marriage hinder girls from attending school regularly, (Dimoso et al 2023) suggested that the training conducted in several time from puberty girls to navigate adolescence are resulted girls to fail to attend school regularly. The culture also practiced in coastal Region in Tanzania knows as "vigodoro" is another factor that hinders girls regular school attendance. (Nyaka and Kumar 2022) advocated that cultural practice takes almost on month and above for parents to teach girls on how to take care of themselves and their future husbands. These cultural practices are also used as sources of income of families by imparted girls in spite of enrolling in school and other who are school did not attend regularly.

Another factors that hinder girls to school regularly is early pregnancy, this factor forces many girls to drop out of school and to go and give birth and look after young one (Chisawilo, 2021). Furthermore, In Tanzania there is no clear policy on readmission of

the girl-child back to school after delivery. Unfortunately, many girls are at home to take care of the young one.

Household chores are factors that hinder girls to attend school regularly, Cosmas and Marwe, (2022) suggested that time to collect water, cleaning, collecting firewood have significant impact on girls' attendance. While Mugizi, (2024) stressed that parents involved girls in household chores and working in any activities for pay profit or as family source of income. Therefore, household chores of a girl-child immensely fail to attend school regularly.

Emergent and contemporary factors that hinder girls to attend school regularly

Level of parent education is the factor that hinders girls to attend school regularly, it is noted that low level of education of parents is factors that hinder girls to attend school regularly Kalem et al, (2022), and Buchman and Arwa, (2008) revealed that the parent with high level education encourage their daughters to attend to school and provide all necessary school materials while the parents who have low level of education imparted the daughter into economic activities such as agriculture, fishing and in the business areas like selling the food, restaurant etc. or taking girls in the house girl work in another region

Single Parent is another emergent and contemporary factor that hinders girls to attend school regularly. Missing parents due to separation, dearth and conflict among the parents are impact on girls that often bear direct consequences (Iddy, 2023). During this marriage has been used as protective to save young girls or girls are involved in household chores for purpose of source of income and to take care their siblings (Nyaka and Kumar, 2022).

Distance from Home to schools (proximity) is among of the emergent and contemporary factor that hinders the girl-child to attend school regularly. Due to the distance from their residential area parents did not enroll their daughters to school because of low economic they fail to incur transport costs in daily from to school. Negative attitudes of the parents and cultural priorities had on boys rather than girls were

the factors that makes the parent to fail to enroll their girl-child in school (Adetunde and Akensin 2021).

Parent occupation is the factors that hinder girls to attend school regularly. The parents' occupation contributes to students learning morale, attendance and performance. Therefore, education for girls starts from parents' influence, monitoring and supervision of children academic progress. So, the parents should be educated on effects of occupation and its relationship to their child school attendance by investing in education based on their occupation (Purewal and Hashim, 2024).

Remedial measures for girls to attend school irregularly

Remedial measures are those ways or approaches that can be used to overcome the problem that existing in a particular area. State capacity has impactful for girls' education in Africa because of the goods, resources and policy implementation that girls need in order to make it to the classroom. These capacities included provision of infrastructure such as roads, especially where girls are unable to get to school safely, regular review of teacher's remuneration so that they support girls' classes, education programming and policies created by the state to enhance and support the girls' course (URT, 2011)

URT, (2011) suggested that there should be the tendency to provide family life education and life skills frequently among the people. This will help the female students to attend school as per school calendar. This implies that some of parents lacked proper awareness on how can make their daughters to attend school. Munyalo (2020) suggested the construction of more school boarding, sensitizing parents on girl's education, offering guidance and counseling to the pupils especially when they undergo FGM. This will ensure those girls who come from poor families and those girls who walk and travel for long distance to schools will be handled at school.

Building of girls' hostel, is an intervention used in many countries to create a safe learning environment and to promote girl's enrollment, participation and academic success (Iddy & Fussy 2023). Therefore, the government of Tanzania should build the girls

hostel in public secondary thus, can help them to attend school regularly. Policies and intervention to remove gender related to girls' education. This is a remedial measure for Tanzanian government to remove gender-related in education. It will be a measure that may help girls to attend school regularly (Kalem et al 2022).

Friendly Environment for girls', it is important to create girls friendly school environment that can enhance the participation of girls and improving learning outcome and attendance (UNICEF 2005). This can be done by improving school environment by building special rooms for girls to change their pads and to provide them pads, to educate them about importance of education in their life career. Furthermore, capacity building for teachers on pedagogical skills required in order to insight them on how to educate the parents and girl-child the importance of education for their life.

Technological Innovation is a powerful remedial measure to improve girl-child attendance. Technology can be used through learning platforms, remote learning, mobile applications and digital literacy program, by using technology effectively can enhances their digital skill and opens opportunities for further education (Ojobanika at el 2024). This implies that technology can be bridge of the education gap for girls and to provide them to grow, learn and succeed if shall be adapted in our Tanzanian school.

RESEARCH METHODOLOGY

The study adopted a descriptive research design which incorporated quantitative and qualitative data. Collection and analysis method based on research objective as a mixed methods approach. The targeted population consisted 25 public secondary school in Morogoro Municipality Tanzania.

Sample size

The sample size may vary from one study to another depending on the magnitude of the representation of the universe concerned and the nature of the study. Koontz et al (1981) stated that "sample size should be at least ten percent of the population. The ten percent seems to be statistically sound because of the mathematical proof behind the assumption to be reasonable representation of the population towards

accurate result of the study." In this study, the sample of 159 respondents were selected from targeted population such as 25 Head of schools, 9 parents and 125 female students.

However, the female students and parents were randomly selected from their respective schools. The study employed interviews, focus group discussion and questionnaire to generate information. Interviews were conducted with the 9 parents, while 25 focus group discussions (FGD) were conducted with 125 female students. The questionnaires were designed on three points Likert scale such as agreed, neutral and disagree. There were forty-two closed-ended items in the questionnaire of the three objectives of the study. In additions, one self-explanatory objective question was given at the end to find out the influence of parental attitudes towards girls' regular school attendance. Pilot study was conducted in five secondary which were not included in sample schools which were used to remove the weakness, misconceptions and ambiguities of the questionnaire. For this purpose, questionnaires were distributed among the participants and responses were recorded.

The Validity of the instruments were piloted and tested by experts at Jordan University College. Hence Cronbach's Alpha was employed for evaluating the reliability of the research instruments. Using SPSS reliability analysis producer an inter internal consistence of the item in the questionnaire were calculated and overall. The instrument reliability was established using Crobach coefficient alpha at $r=0.871$ and this showed reliability. After data collection.

The quantitative data were computed and analyzed in tables of frequencies and percentages through statistical package for social sciences software (SPSS) version 25. While the qualitative data were analyzed thematically.

RESULTS AND DISCUSSION

The first objective of the study was set to find out the socio-cultural factors that influence parental attitudes towards girls' regular school attendance. The respondents were giving the sub items in which they were to state whether they agreed, neutral or disagreed with. Table 1 presents the summary of the

distribution of respondents' views on the sub items provided.

Table 1 Socio-cultural Factors that influence parental attitude towards Girls regular School Attendance (n=25)

Sub item	A	N	D	T
	F (%)	F (%)	F (%)	F (%)
Early Marriages	18(72%)	0(%)	7(28%)	25(100%)
Girls involvement in household task	21(84%)	0(%)	4(16%)	25(100%)
Lack of parental attention on their daughter's education while at home	24(96%)	0(%)	1(4%)	25(100%)
Religious belief	15(60%)	0(%)	10(40%)	25(100%)
Custom of parents encourage girl-child education	20(80%)	0(%)	5(20%)	25(100%)
Low parent's education	21(84%)	0(%)	4(16%)	25(100%)
Security and safety concern for girls	21(84%)	0(%)	4(16%)	25(100%)
Traditional and customs of family priority for girls	15(60%)	0(%)	10(40%)	25(100%)
Girl's awareness of the education value	20(80%)	0(%)	5(20%)	25(100%)
Family dynamic and power structures bestowed on fathers	20(80%)	0(%)	5(20%)	25(100%)
Low parental encouragement of girl's education	21(84%)	0(%)	4(16%)	25(100%)
Societal movement advocating for gender equality may influence girls regular school attendance	17(68%)	0(%)	8(32%)	25(100%)
Early pregnancies	17(68%)	0(0%)	8(32%)	25(100%)

Source: Field Data (2024)

Table 1 above shows that Heads of schools selected in secondary school were explain the socio-cultural factors that hinder girls from attending school regularly.

The sub-item on lack of parental attention on their daughters' education at home 24(96%) was considered by respondents as one of the major parental attitudes that hinder girls' regular school attendance. The finding is in agreement with Mahmudovna (2023); Ndile (2022) who found that parents view female children as future wives to some other people who will benefit from their education rather than the parents.

Furthermore, the parent seems to be preoccupied with what can bring the food on the table. Thus, they have less attention to education issues for their daughters. This implies that parents seem to think of their daily lives and economic activities such as peasant farming and small business occupation, coupled with misunderstanding the significance of their daughter's education.

Respondents identified that household task 21(84%), low parents' education 21(84%), security

and safety concerning girls at home 21(84%), low parental encouragement for girl's education 21(84%) were viewed by the respondents as factors that have emerged from socio-cultural practices that hinder girls regular school attendance. These findings are in agreement with studies by Mugizi (2024); Cosmas and Marwa (2022), and Iddy (2023) whose studies found that girls are likely to do household chores than boys in our African traditional families and are used as source of family income where they get engaged as house girls in other peoples' homes. Likewise low parental education, lack of parental encouragement to the girls as well as insecurity at school and homes has made the girls to fail to attend school regularly. During interview, a respondent remarked that:

Girls are subjected to household chores and the selling of food product is in the local markets as well as being engaged as house girls elsewhere (P 1)

The views expressed by respondent (P1) seem to point out that the girls fail to attend school regularly because they are victims of household chores. They are the sellers of farm produce in the local market as

well as being sought for employments as house girls. All the proceeds from these activities are meant to earn their families some income. The finding is supported by Mugizi (2024) observed that girls are usually engaged in household chores and work for pay profit for family use and or source of family income. This has made the girls to fail to attend school regularly and or drop out of school. It is imperative that parents are informed of the absurd situation in which they subject their innocent daughters who have a right to education.

The findings indicate that character of parents encourage girl-child education 20(80%), Girl's awareness of education 20(80%), and the family dynamic and power structures bestowed on fathers 20(80%). These are not based on the culture but current issues were agreed by respondents as the factors that encourage rather than hinder girls to attend school regularly. These findings align with Purewal and Hashim (2014); Iddy (2023) and Amani (2021) whose found that the character of parents encourage girl-child education who might have been affected by the traditional ceremonies and negative ethnicity.

The study found that early marriage 18(72%) was agreed by the respondents as socio-cultural factors that hinder girls to attend school regularly. This finding is in agreement with Adetunde & Akensin (2021) who found that early marriage, is the significant factor that hinder girls regularly school attendance. This implies that girls are regularly involved in traditional and cultural ceremonies which may causes early marriage for girls. As a result, girls' fail to attend school regularly hence may cause dropout to school. During face-to-face interview (FGD 11) highlighted the following:

Major factor that impedes girls' regular school attendance is early pregnancy which causes early marriage and more often not subjected them to school dropout (FGD 11).

The views of (FGD 11) seem to suggest that early marriage is one of the factors that hinder girls to attend school regularly. Nayaka and Kumar (2022)

observed that early marriage is factor that hinder girls' attendance school regularly and dropout to school. This implies that there are numbers of girls-child who did not complete their education code due to early marriage. This is a vital measure for changing the customs of the parents' and eliminating early marriage among students.

On the sub item societal movement advocating the gender equality 17 (68%), early pregnancy 17 (68%) were considered by the respondents as the socio-cultural factors that hinder girls to attend school regularly. This finding concurs with Pesambili and Mkumbo (2018); Mbaku (2024) and Chisawilo (2021) who found that marital customs lead to early pregnancy are given girl-child burden to have family responsibilities and finally dropout of school, in additions they stressed that negative attitude of the parents about girls' education has made girls to fail to attend school regularly. During a face-to-face interview, a respondent pointed out that:

Negative attitudes towards female education resulted girl's not to attend school regularly, because parents believe that their female children will not complete the school code due to early pregnancy and cultural activities.....(P11)

The views expressed by respondents (P111) seem to suggest that girls' do not attend school regularly due negative attitudes of the parents and early pregnancy. This finding is supported by Mtey (2024) who observe that negative attitudes of parents determine girls' education. This implies that girl-Childs' minimal attendance seems to be caused by negative attitudes of the parent towards early pregnancy.

The second objective was to establish the emergent and contemporary factor that hinders girls to attend school regularly. The respondents were giving the sub-items in which they were to state whether they agreed, neutral or disagreed with. Table 2 presents the summary of the distribution of respondents' views on the sub-items provided.

Table 2 Emergent and contemporary factors influencing parental attitudes towards girls' regular school attendance (n=25)

Sub items	A F (%)	N F (%)	D F (%)	T F (%)
Prohibiting girls' students for attending at school	14(56%)	0(%)	11(44%)	25(100%)
Negative attitudes on girls' education	17(68%)	0(%)	8(32%)	25(100%)
Level of education of parents	23(92%)	0(%)	2(8%)	25(100%)
Parental occupation	23(92%)	0(%)	2(8%)	25(100%)
Household activities to girls	20(80%)	0(%)	5(%)	25(100%)
Gender bias	18(72%)	0(%)	7(%)	25(100%)
Sexuality and marriage	21(84%)	0(%)	4(16%)	25(100%)
Limited access to female teachers on girls' education	19(76%)	0(%)	6(24%)	25(100%)

Source: Field Data (2024)

Table 2 shows that the respondents were agreed that level of education of parents 23 (92%), and parental occupation 23 (92%) were the major factors that hinder girls regular school attendance. These findings are in agreement with Kalem et al. (2022) who found that the level of parents' education and parent occupation are factors that contribute to the failure of girls to attend school regularly. Ojabanika et al (2024) Observe that the parents' education and occupation determine student's absenteeism and academic achievement for girl-child. This implies that educated parents create supportive environment for the children to access education while those students who come from less educated parents seems to get little support. Moreover, uneducated parents believe that girls' education is wastage of time and resources because girls ultimately will become the future wife to someone else.

The study found that sexuality and marriage 21(84%) was viewed as a factor that hinder girls to attend school regularly. This finding is in agreement with Dimoso et al. (2023) who established that traditional and cultural training conducted in several times by the communities to girls during puberty influence adolescence to engage in sexuality and sometimes early marriage. This implies that girls training during puberty navigate adolescence to sexual activities hence causes girls not to attending school regularly and may lead to school drop-out. Additionally, cultural trainings prepared girls as future wives instead of promoting girls' formal education. During face-face interview, respondents remarked:

The cultural practice that teenage girls' is kept out of school for 40 days to be taught how to care

for family is responsible for girls failure to attend school regularly.....(FGD 1)

The views expressed by respondents (FGD 1) seems to suggest that girl's do not attend school regularly due to cultural practice where the teenage is kept out school for 40 days to be taught on how to care of the future family.

Table 2 shows that household activities to girls 20(80%) was agreed by the respondents as the factors that hinder girls to attend school regularly. This finding is in agreement with Islam and Hoque (2022) who found that parents engage their children into work instead of schooling due to low level of financial status and poverty of the family. During face-to face interview, respondents started;

Girls are subjected to household chores and selling food in the local market as well as being engaged as house girls elsewhere (P1)

The respondents (P1) seem to suggest that girls are imparted to household chores at home and outside to home that the reason for girls' not attending school regularly. Mugizi, (2023) observe that girls were used in the household chores and working in any activities for profit or home use them are the source of income. It is therefore recommended that policymakers and curriculum developer should reconsider making reforms to education financing policy to be more equitable favorable to students from poor families for sustainable academic achievements.

The study found that Limited access to female teachers on girls' education 19(76%) was agreed by the respondents as factors that hinder girls to attend school regularly. This finding is in agreement with

Mohaptra (2023) who observe that shortage of female teacher is the factor that hinders girl's school attendance. This implies that girls do not attend school regularly due to limited access to female teachers who usually may help them in consultation on female matter.

Majority of respondents agreed that gender bias 18(72%) hinder girls' regular school attendance. This finding is in agreement with Openjuru (2021) and Abdallah (2018) who found that the tendency of the parents to give priority to boys' education rather than girls, and concentrating in preparing girls to become future wife through cultural belief and religious belief hinder their effective attendance to school. This implies that girls do not attend school regularly due priority of boy's education rather than girls.

Negative attitudes on girls' education 17(68%) was agreed by respondents as the factors that hinder girls regular school attendance. This finding is in agreement with Buchmann and Arwa (2008) who stressed that parental attitudes based on family background can negatively affect girl's education attainment. The girls whose parents' attitudes are higher level of education receive more parental support, encouragement in school attendance compared with parents with low attitude. During face-to-face interview, respondents claimed that;

Negative attitudes towards female education resulted girls' to attend school regularly, due

parents believe that they are not complete the school code are required to early pregnancy, early marriage and cultural activities..... (P111)

The views expressed by respondents (P111) Seems to suggest that girls do not attend school regularly due to negative attitudes of the parents. This finding is also supported by Mohaptra, (2023) who revealed that negative attitudes of parents affect girls' education by making girls to fail to attend school regularly and increases girls' school dropout.

The prohibiting girls' students for attendance at school 14(56%) were viewed by the respondents as the factor that hinders girls to attend school regularly. This finding is in agreement with **Nayaka** and Kumar (2022) whose found that parents prohibit female students from attending to school due to economic hardship of parents and ignorant of parent are factors hinders girls from getting formal education. This implies that girls seem not attend school due to the economic hardship and ignorant of the parents.

The third objective of the current research study was to set find out the remedial measure for girls to attend school irregularly. The respondents were giving the sub items in which they were to state whether they agreed, neutral or disagreed with. Table 3 presents the summary of the distribution of respondents' views on the sub items provided.

Table 3 Remedial measure for girl's to attending school irregularly (n=25)

Sub item	A	N	D	T (%)
	F (%)	F (%)	F (%)	F (%)
Gender equality and equity in education	25(100%)	0(%)	0(0%)	25(100%)
Government policy of free education fee-free education	23(92%)	0(%)	2(8%)	25(100%)
Changing the attitudes towards female students	25(100%)	0(%)	0(0%)	25(100%)
Creating friendly school environment for girls' students	25(100%)	0(%)	0(0%)	25(100%)
Reducing family duties for girls	25(100%)	0(%)	0(0%)	25(100%)
Provision of importance about girls' education	23(92%)	0(%)	2(8%)	25(100%)
Right of equality education	24(96%)	0(%)	1(%)	25(100%)
Government policy regarding gender equality in education	25(100%)	0(%)	0(0%)	25(100%)
Inclusivity in education	25(100%)	0(%)	0(0%)	25(100%)
Intervention of international organization in education	24(100%)	0(%)	1(4%)	25(100%)
Media influence parental perceptions on female students	25(100%)	0(%)	0(0%)	25(100%)
Influence from peers and community members prioritize girls' educations	25(100%)	0(%)	0(0%)	25(100%)

Source: Field Data (2024)

The sub item on the gender equity 25(100%), Changing attitudes towards female students 25(100%), creating friendly school environment for girls students 25(100%), reducing family duties for girls 25(100%), government policy regarding gender equality in education 25(100%), inclusivity in education 25(100%), media influence parental perceptions on female education 25(100%), and influence from peers and community member prioritize girls education 25(100%) were considered by the respondents as the remedial measures for improving irregular school attendance for girls'.

These findings are in agreement with UN (2024); Steven et al. (2022); Lembuko (2023); Sanga (2022); Seleman (2022); Pezullo (2022); UNICEF (2005); Ojabanika et al. (2024) and Iddy and Fussy (2023).

These studies suggest several strategies to support girls' regular school attendance, such as establishing hostels for girls and creating awareness among parents on the significance of girls' education. Also, to provide a responsive learning environment and improving the quality of education. Additionally, to remove all gender-related barriers of socio-cultural factors that hinder girls' from attending school regularly. During face-to-face interview, a respondent remarked;

Remedial measure for this challenge is creating awareness on significance of girl's education and to building the hostel for girls' in the school....(FGD V)

The respondent expressed by respondent (FGD V) seems to suggest that hostels or dormitory are the remedial measure for girl's irregular attendance to school. Iddy and Fussy (2023) suggested that girls' hostels as an intervention used in many countries to promote regular class attendance, create safe learning environment, promote girl's enrollment, participation and academic success. The findings are also supported by Rugimbina and Mwila (2023) whose suggest that proximity from to school contribute for girls to attend school regularly and most measures is to build the hostels. It can be seen that girls are vulnerable and needs infrastructures measures such as hostels if they have to attend school as per school calendar.

The structural issues in education 24(96%) and legal issues on denying girls education 24(96%) were considered by the respondents as remedial measure for girls' irregular school attendance. This finding is in agreement with Edhoolm (2020) who found that supportive rules and regulation are essential factors that can emphasize girls' education It can be that the government should emphasize on conducive rules, regulation and policies that favor girls' education

The government policy of free fee education 23(92%), provision of importance about girls' education 23(92%) were viewed by the respondents as remedial measure for girls' irregular school attendance. This finding is in agreement with Lyang and Chen (2020) who found that free fee policy increase the enrollment of girls in schools and improve opportunity for girls to attend to school according to school calendar. It appears that through free fee policy girl's attendance and enrolment increases with time.

CONCLUSION AND RECOMMENDATION

Conclusion

It can be concluded that African cultural practice and customary belief are still holding family despite the many decades that the western education has been in practice. The socio-economic status of the parents, early marriage, early pregnancy, low level of education of parents, unsupportive home environment, traditional dances such as "Vigodoro" and initiation rites were significant determinant factors that hinder girls to attend school regularly. Therefore, formulation of supportive policy, construction of girl's hostels was suggested as remedial measures for to attending school regularly.

Recommendations

From the findings of the study, the following recommendations were made.

- One of the recommendations of the study for the parents of the students in Morogoro Municipality Tanzania was to be made awareness of the benefit of girl-child education so that their daughters can attend school regularly. And for school administrators should encourage and strengthened guidance and counseling department in school. The

department will assist the girls who come from low socio-economic background, broken families, large families, single parent families and illiterate parents

- The second recommendation the government through local government should, formulate laws to deal with parents\guardians who use their daughter in traditional dances known as “vigodoro” and all cultural practice like “kunemwa” which are undertaken by the adolescent.

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