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FACULTY OF EDUCATION

**DEPARTMENT OF EDUCATIONAL FOUNDATION MANAGEMENT AND
CURRICULUM STUDIES.**

**TOPIC: Factors causing fewer female students in Binga district to proceed
from grade seven to advanced level.**

SUMMITTED BY

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DEDICATION

I dedicate this research to my nephew Theophilus Tauranashe who is a special gift to us all as a family. I wish him the best of all.

ABSTRACT

The research study sort to find out the factors affecting girls from proceeding in their large numbers to advanced levels of secondary education. The qualitative research design grounded in the interpretivist paradigm was used in this study. Data generating instruments were semi-structured interviews and document analysis guides. The sample of two school heads, six teachers, eight pupils, four parents and four young ladies were selected as respondents. The generated data was analysed using thematic approach. The factors that cause fewer female students in advanced levels were the early marriages and unplanned pregnancies, poverty, lack of parental financial support, religious teachings and gathering that disturb girls' education. It is recommended that parents should fully support the education of girls as they do to their sons, teachers should intensify counselling and career guidance sessions in schools to equip girls and finally both parents and school authorities must report cases of child abuse to reduce school drop outs.

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CONTENTS

CHAPTER ONE: THE RESEARCH PROBLEM	PAGE
Introduction	1
1.1 Background of study	1
1.2 Statement of the problem	2
1.3 Research questions	2
1.4 Assumptions	3
1.5 Justification	3
1.6 Delimitations	5
1.7 Limitations	5
1.8 Definition of key terms	7
1.10 Chapter summary	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	9
2.2 The socio-cultural factors	9
2.3 The economic factors	13
2.4 Parents' attitude towards the girl child's education	15
2.5 The school level factors	16
2.6 Chapter summary	19

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction	20
3.2 Research design	20
3.3 The qualitative research design	20
3.4 The population and sample	21
3.5 Sampling techniques	21
3.6 Research instruments	22
3.7 Data generation procedures	24
3.8 Data analysis	24
3.9 Ethical considerations	24
3.10 Chapter summary	26

CHAPTER FOUR: DATA PRESENTATION< ANALYSIS AND DISCUSSION

4.1 Introduction	27
4.2 Biological data	27
4.3 The socio-cultural factors	28
4.4 The economic factors	33
4.5 Academic performance of girls	36
4.6 Chapter summary	38

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	39
5.2 Summary of the study	39
5.3 Conclusions	40

5.4 Recommendations	41
REFERENCES	42-46
APPENDICES	47

LIST OF TABLES

Biographic data of participants Table 4.1

LIST OF APPENDICES

APPENDIX A	47
LETTER FOR PERMISSION.....	48
APPENDIX B.....	49
INTERVIEW SCHEDULE FOR HEADS.....	50
APPENDIX C	51
INTERVIEW SCHEDULE FOR TEACHERS.....	52
APPENDIX D.....	53
INTERVIEW SCHEDULE FOR PUPILS.....	54
APPENDIX E.....	55
INTERVIEW SCHEDULE FOR PARENTS.....	56
APPENDIX F.....	57
INTERVIEW SCHEDULE FOR SCHOOL DROP OUTS.....	58
APPENDIX G.....	59
DOCUMENTS ANALYSIS GUIDES.....	60

CHAPTER ONE: THE RESEARCH PROBLEM

1.1 INTRODUCTION

The study aims to find the factors that impede the advancement of female students from grade seven to advanced level in Binga district. While significant ground has been covered in terms of increasing girls' access to education, there is evident reduction of their numbers beyond primary education. Therefore, this chapter outlines the background of the study, the statement, the primary and sub-research questions and the assumptions. It also includes the justification, delimitation and limitations of the study. The key terms are also defined before the summary of the chapter.

1.2. BACKGROUND OF STUDY

There are fewer female students as one goes up the educational ladder, in spite of the fact that in the district there are various initiatives that are focused on girls' education. The Campaign for Female Education (CAMFED) is one such initiative that pays school fees, gives uniforms, stationary and sanitary wear to the students under its support. In addition, CAMFED also meets the costs of centre and examination fees for all subjects at both ordinary and advanced levels for these female students.

There is also Basic Education Assistance Module (BEAM), a scheme that assists vulnerable boys and girls. In addition to these interventions the government's prohibition of expulsion of fees owing students are all factors that have significantly contributed to increasing access to education for female students. Where parents owe or are struggling with payment of fees

there is provision for them to arrange payment plans, all this part of the efforts to secure students' access to education.

However, in spite of all the foregoing opportunities, retention of girls in school after attaining primary education remains fraught with challenges, hence this study.

1.3. STATEMENT OF THE PROBLEM

Fewer girls make it to advanced level in Binga district. The study therefore, investigated contributing factors to the girl children's failure to advance to upper levels. My point of departure was that enabling access to education for girls is not enough, more is needed to be done to ensure that beyond the payment of fees and provision of uniforms, there are key changes that had to be taken in order for them to advance to higher levels of education.

1.4.0 PRIMARY RESEARCH QUESTION

What are the factors causing fewer female students in Binga district to proceed from grade seven to advanced level?

1.4.1. Sub- Research Questions

1.4.1.1 What are the socio-cultural factors affecting girl child's advancement in education?

1.4.1.2 What are the economic factors causing the drop out of the girl child?

1.4.1.3 What is the academic performance of girls in the district?

1.4.1.4 What measures/recommendations can be adopted to encourage girls advance to higher levels of education in the district?

1.5 ASSUMPTIONS

The researcher believed the following assumptions which directed this research;

1.5.1 The education officials would cooperate and avail the documents with necessary information.

1.5.2 The respondents would be honest and fruitful in their submissions.

1.5.3 More people would be willing to participate in the research

1.5.4 What female students encounter in Binga is more or less than what other female students encounter elsewhere.

1.6. JUSTIFICATION

There are some schools offering advanced level of secondary education where there are no or less than five girls in their enrolments. According to Mutale (2015) there is no girl in the past decade at Tyunga secondary school coming from Sizemba area who has managed to proceed to advanced level after a single sitting of public examinations. Such scenario raised concern on what would be the causes? Hence, this research assisted in unearthing the factors hindering the progress of the girl child in education in Binga district.

There are significant numbers of young mothers who are of school-going age in Binga communities. Young ladies who would have been at school then but are now married and some are single parents. Moyo (2014) quoted one headman saying, "It is normal for a 14-year-old girl to be married and drop out of school." (p. 10). A fourteen-year-old girl is a school-going age. In some cases, such girls would not have chosen to be that far but they

would have been unfortunate to find themselves in such circumstances beyond their control. This study therefore provided girls with information of the importance of their education.

Furthermore, Moyo (2014) elaborates that “Girls who marry early are often forced to drop out of school, limiting their prospects. Giving birth before their bodies are fully developed can also lead to long-term medical conditions such as fistula ... This is caused by prolonged obstructed labour leaving a woman unable to control excretory system. Marrying young also makes girls more vulnerable to domestic abuse.” (p. 12). It was also the aim of this study to show the gap of inadequate educational and health issues concerning the girl child. There is serious need of paying special attention to the present and future life of the girls in schools.

As there is a significant gap between the enrolment of boys and girls in secondary schools there is need to address the challenge before it becomes the culture of the district. Begu (2011) stresses the right to education as a universal right for all the people regardless of the gender difference. Furthermore, Subrahmania (2007) states that educating the female child is inextricably linked with investment in other forms gender equality and wellbeing. The study also assisted parents to realise the need to educate the girl child in as much as they do to the boy child. There is need for this community to comply with time. Although there are challenges causing school drop outs there should be no significant trend by sex.

The study was also helpful to school administrators; teachers, parents and stakeholders in assisting learners and try to reduce drop outs in schools. One secondary school in a certain ward in the district experienced dropouts of up to more than fifty children in a single school term in 2014 (Mutale, 2015). Losing fifty students in one term sends louder message that something needs to be done urgently.

1.7 DELIMITATIONS

The research was carried out in two secondary schools. It drew its attention to students, teachers and parents in two schools. The researcher focused on the factors causing fewer girls in the advanced levels of education in secondary schools in district.

1.8 LIMITATIONS

There are a number of limitations which were faced by the researcher during the study in one way or the other as outlined below.

1.8.1 Time

Time was a constraint in this type of research where the researcher had limited time to fulfil the stipulated educational duties. The researcher who is employed as a teacher tried to use very limited time to carry out the research. Two schools were used to represent the population as means of managing time. Travelling throughout the district required more time that would have overlapped the stipulated period to complete the course.

1.8.2 Social Desirability

The outcome of this research study depended on the responses of the participants. Social desirability is one of the limitations which sometimes prevail during the research. Sometimes participants gave answers which were socially desirable not exactly what is on the ground, the research outcome solemnly depended on the generated information.

1.8.3 Expenses

A lot of money was needed for this research study. The researcher needed to travel from work place to Binga to access internet facilities during the research study time. He also

needed to travel to Midlands State University to meet with the supervisor frequently. The production of the project also needed a lot of money. All these were the expenses that limited the researcher. Therefore, the researcher tried to minimise the above expenses by emailing the work to the supervisor, phone the supervisor and abided with the supervisor's advice.

1.8.4. Bureaucracy

The researcher's freedom of probing for information was in one way or the other hindered by bureaucracy in offices falling under the Ministry of Primary and Secondary Education. It required the researcher more advance appointment and positive responses to acquire some information. Failure to access some information limited the pace of the production of the research project. Therefore, the researcher made advanced appointments before the actual day of research activities.

1.8.5 Official Secrecy Act

Some of the respondents were civil servants who are bound by the Official Secrecy Act which prohibits one from divulging into certain confidential information. The act therefore might have hindered the researcher from getting some vital information which would have affected the validity and reliability of the findings of the research. However, the researcher explained to the respondents that the information given was to be treated with utmost confidentiality, and that the research is purely for academic purposes, would mitigate the problem (Maina, 2012). In this case the researcher tried to be professional and conducted the research within the confines of the law of research.

1.9 DEFINITION OF KEY TERMS

For the purposes of this study, the some key terms or phrases have been defined and are used consistently throughout the study. The words and phrases under this section shall be taken to denote the following meaning unless otherwise stated in the text.

1.9.1 Drop outs

Mawere's definition of drop outs (as cited in Chinyoka 2014) are "those pupils who leave school before the final year of the educational cycle in which they are enrolled, which could be primary, ordinary or advanced level, or even college or university levels" (p.12). Drop outs are therefore children who stop going to school for different types of reasons like failure to pay fees, buy stationery and being not interested to continue with education.

1.9.2 Advanced Level

Advanced level is the fifth and sixth forms in secondary education which is only offered to learners who would have passed five subjects in ordinary level. Three of the five passed subjects must have combination of sciences, arts or commercials subjects.

1.9.3 Secondary School

According to the 1996 Zimbabwe Education Act, school means any institution, other than a correspondence college recognised by the Ministry of Education, which provides post-primary school education (The Education Act 1996). In this study the secondary school is the learning institution offering formal education to boys and girls from forms one to six after primary education.

1.9.4. School Administrators

The school administrators are the heads of schools, both males and females.

1.9.5 Learners

The learners are the school going children whose teachers deliberately plan and organise actions to induce learning through experience and training (Dembo 1994). The term was used to formal students in secondary schools from form one to six

1.9.6 District

A district is a number of both primary and secondary schools under the leadership of the District Education Officer (DEO).

1.10 Chapter Summary

The background of the study was explained that there are fewer female students in upper levels of secondary schools in Binga district. The chapter highlighted that although there are several measures taken to keep girls in schools there is significant gap between boys and girls in upper levels of secondary education. The research and sub-research questions were relevantly tailored to investigate the factors causing the reduction of girls in secondary schools. Although there are number of schools offering advanced level enrolment of girls in forms five and six is still less than it expected. In some cases there are no or very few girls. The research focused on the factors causing fewer girls in advanced levels in the district. A number of limitations like time and expenses were encountered during the study of this project. The schools where researches carried out are along the road to Binga centre. Therefore, I had to combine going out on school related work with research studies to minimize time taken and less expenses as possible. In the next chapter, the researcher is going to make a review of the related literature on how girls' education is affected.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter reviews related literature covering the socio- cultural, economic and school level factors that hinder the girl child's advancement in education.

2.2 THE SOCIO-CULTURAL FACTORS

Holycamp's (2009) study as cited in Shahidul and Karim (2015) indicates that in rural areas girl children dropout escalates as their parents put less value to the education of the girl child at secondary levels. This is supported by FAWE (2013) who explains that, "... there are disparities in education in all levels except primary level, where girls and boys seem to be at par in terms of enrolment. Despite that enrolment in primary school has remained stable; enrolment in secondary is falling, especially for girls" (p. 10). Such differences are also reflected as prevailing in schools in Binga district. Girls tend to dropout as the communities expect adolescence girls to get married even if they are still at school (Mandizvidza, 2002).

FAWE (2013) sights that educating a son is seen as a family investment in its future, educating a girl is seen as a waste of family resources. Culturally boys are perceived to be the families' breadwinners and through which families' names are carried. Boys are therefore given the first opportunity when it comes to allocating family resources to education.

Dakwa, Chiome and Chabaya (2014) highlight that some parents prefer to have their girl children marry early so that they could benefit financially through the payment of a bride price. There is a relationship between cultural practices and poverty. Kurebwa and Mabhandanda

(2015) support that poverty related issues militate against children's education especially the girls. Cultural factors commonly affect the girl child especially those in rural areas who end up marrying at tender ages. Girls are culturally viewed as less important than boys as they will be married and leave the family. Under such circumstances early marriages tend to be a solution of the burden of educational expenses to some parents. Such parents prefer to struggle in support of the boy child's education which they believe would latter benefit the family. Girls are regarded as would have acquired enough education as they would be able read and write.

There are gender disparities in education reflected in different societies. Traditional beliefs and practices neglect the girl child of her education is what creates these gender disparities in education (Mawere, 2012). Some families still believe in traditional practices where girls are forced to marry men even older than their own fathers. Mawere (2012) further explains that customary marriage is potentially polygamous and permits some negative practices that have the effect of discriminating against women. Some girls fall victims of polygamous customary marriages. They are compelled to join large families as fifth or sixth wife and so on.

Holmes (2003) in Kurebwa and Mabhandu (2015) expresses that, girls are more culturally affected than boys in their education due to early pregnancies. Shahidul and Karim (2015) support that; teenage pregnancy is a significant cause of school drop outs for girls. Report by Mandizvidza (2002) show that, "...girls are dropping out of school due to teenage pregnancies. For example, five girls dropped out of school at one secondary school in Binga in 2001 and three girls from another secondary school in Mutorashanga in the same year. All of the dropouts were due to teenage pregnancies." (p. 37-38). Socially and culturally girls cannot continue coming to school when they fall pregnant yet boys might continue leaving their spouses at home. Girls remain at home until they deliver and nurse the babies as they grow up. Although circular minute P. 35 of Ministry of Education states that in case a student

falling pregnant, she will be allowed to take three months' maternity leave so that she will go and deliver and will be allowed back in the same grade or form she was before she took leave to deliver her child. However, after getting pregnant while at school girls continue dropping out. It is socio-culturally embarrassing for the pregnant young woman, let alone the one who was once a pupil to continue coming to school, let alone the same school after delivery. On the other hand, it seems culturally acceptable for the boys responsible for the pregnancies to continue going to school.

UNESCO (2011) outlines that social pressure on girls during their puberty and the developments of adolescent sexuality stage disturb them. The adolescent stage is usually the secondary going age. At this stage World Bank (2005), stresses that at adolescent years, parents may become less able to influence their children's behaviour and increasingly lose touch with school. Subrahmnia (2007) calls it the stage when girls face battles to continue with schooling or drop out. Mutale (2015) clarifies that child abuse issues are a common challenge in rural areas especially among girl children. It is at this stage that some school going girls get impregnated resulting to them dropping out of school.

Kurebwa and Mabhandanda (2015) stress that social issues play havoc in children's schooling. Dakwa, Chiome and Chabaya (2014) illustrate that, "... girls tend to drop out of school in order to look after their sick parents or because they had to head families after the death of their parents." (p. 236). For some girls, the death of parents means that no-one is left to pay their school fees which then force them to drop out of school. Even if they decide to look for employment theirs is household work where they are required to be available the whole day. Therefore, girls are forced by the situation to drop out of school after the death of parents in order to work and earn a living. Sometimes such girls end up seeking employment as house girls or in fishing camps in Sinamsanga and Mujere. The fishing camps where prostitution is

rampant. Girls are almost always victims of social evils like prostitution which result to unplanned pregnancies, sexual transmitted infections (STIs) and even HIV infection.

Some girls might drop out of school because they suffer from HIV and AIDS related illnesses. The majority of children infected and affected by HIV are of school-going age as Kembo (2010) cited in Shahidual and Karim (2015) sight that nearly 72% of children affected by AIDS in one of the high density communities in Zimbabwe were not in school. Muparamoto and Chigwenya (2009) lament that, some children and youth engage in social evils of high-risk sexual behaviour, such as premarital sex, unprotected sex, and sexual relationships between young girls and older male partners. At the end such characters get infected with HIV. As they fall ill they are negatively labelled as prostitutes. Such negative labels of discrimination from their peers force them to drop out of school.

Kakuru (2003) and Kasente (2003) quoted in Karabo' and Natal (2013) pointed out that school dropouts have also been attributed to early marriages, motivated by the desire to improve the socio-economic standing of poor households through bride price. Some societies still believe that educating a girl child is wasting time. Girls are encouraged to marry even though being at school going age. Dakwa, Chiome and Chabaya (2014) point out that some parents prefer to have their girl children married early so that they could benefit financially through payment of lobola, the bride price. Such practices result to some girls dropping out of school before they complete their secondary education. It is concluded that they would have acquired enough education as they would be able to read and write.

Early marriages and unplanned pregnancies are prominent challenges in schools in Binga district (Mutale, 2015). Karabo and Natal (2013) sight the girls who fall pregnant while at school or give birth at school drop out of schooling. This practice has resulted to girls getting

married at their early ages. As long as they get pregnant or give birth they no longer come to school.

Manacorda (2012) quoted in Shahidul and Karim (2015) also argues that girls are at a greater risk of absenteeism, repetition and dropout, and have lower educational achievement than boys in secondary schools. Girls are given more household work than boys. There is a tendency of assigning the girl child to remain back home cooking for the other young children during the absence of the mother. Girls are therefore in most cases absent from school due to household assignments. Such frequent absenteeism result to poor educational achievement which in turn demoralises the girl child.

2.2 ECONOMIC FACTORS

The economic factors have caused some children dropping out of schools as illustrated by UNESCO (2011) who expresses that children from less privileged homes are far likely to drop out as they are faced with education costs. There are several educational costs which demand cash as children pursue their schooling. UNESCO (2011) further explain that parents rarely plan in advance to withdraw their children from school but in most cases is because of poverty- related factors. Mutale (2015) elaborates that “Failure to pay school fees remains a challenge among children in rural areas. Research revealed lack of employment opportunities in Tyunga and Luunga wards resulting from lack of industries in the areas that can employ people to raise money to pay school fees and levies” (p. 34). Some parents fail to provide their children with the required resources like school fees, exercise books, pens to mention but a few which demoralises some scholars to opt to drop out.

Furthermore, girls with poor school performance are sometimes those who are from challenging low economic status and such girls are vulnerable (Shahidul & Karim, 2015). In most cases their parents can't afford to buy them uniforms, exercise books and even pens. In

winter they won't have jerseys let alone they would be walking barefooted. These children face challenges towards their learning as they will feel out of place. Such feelings sometimes affect their academic performances. Instead some girls fail to continue with schooling but opt to change to what they would anticipate as better options. In most cases they end up engaging in juvenile delinquency early marriages due to unplanned pregnancies. Shohel and Howes (2008) support the idea that children affected by childhood poverty likely drop out from school.

Odaga and Heneveld (1995) cited in Karabo' and Natal (2013) stress that there is the perception that educating a girl child is a waste of money due to the likelihood of pregnancy and early marriage. This school of thought bases its arguments on unfortunate incidents where school going girls get impregnated. Some parents or guardians then view that educating the girls is wasting money. Hence, such parents conclude that it is better to continue sending the boys than girls to school. The boys are believed to have potential to pass their studies. The belief is that if they have passed they would remain with the family, get employed and plough back the money used during their education.

Chinyoka (2014) outlines that, "...due to poverty children are forced to drop-out of school and look for employment for the survival of their families. Children are forced to work by their parents or guardians so that they can earn a living. The majority of the students coming from poor families are forced by conditions in their respective families to sacrificially fend for their families in the expense of their future. As older children, they have to go to work in order to supply the family with much-needed basic needs." (p. 297). Some children end up left with no option other than withdrawing from school to get employed.

2.3 PARENTS' ATTITUDE TOWARDS THE GIRL CHILD'S EDUCATION

Lack of appreciation of education, generally common among parents with little or no education; seem to perpetuate a cycle of prejudice against educating the girls within impoverished families (Holmes, 2003). As Shahidul and Karim (2015) indicate that, girls overall attain less education and tend to dropout earlier as compared to boys hence there is need for families to equally value the education of both sexes. In most circumstances girls are likely to leave school when the family is faced with school fees crises. Parents prefer that boys stay in school when faced with difficulties means to finance their children's education (Dakwa, Chiome, & Chabaya, 2014). Boys are almost always favoured by parents to remain in schools while girls are forced to drop out.

Failure to support the girl children's education by some parents in some cases might cause some girls' lack of interest in pursuing their education. Sometimes such cases are influenced by parents' backgrounds. Mulkeen (2008) points out that some parents in rural areas are less educated themselves and therefore they have less ability to provide support for their children's education. In such situations where parents are less educated, children especially girls are discouraged or not motivated to pursue their education. Children are left to decide their destiny.

Furthermore, Dakwa, Chiome and Chabaya (2014) highlight parents' negative attitudes which result towards children's drop out of schools. The attitude of parents towards education determines the destiny of the child. If parents have negative attitudes towards the education of their children, they end up lacking support their children. Children are resultantly left to find their own means of acquiring their educational needs, which for the girls in most cases become a challenging task. Faced with such circumstances girls sometimes are left with no

other option than dropping out of school. Kurebwa and Mabhandanda (2015) stress that school requirements such as exercises books and pens make learning too difficult for some children.

2.4 SCHOOL LEVEL FACTORS

Shahidul and Karim (2015) note that, girls are viewed in some instances by their teachers as less intelligent than boys thus resulting in the tendency of favouring boys in terms of academic performance and achievements. World Bank (2008) clarifies that gender-insensitive teaching methodology has led to lower participation of girls as they may be ignored or discouraged by their teachers. Kabesiime (2007) in Seka (2012) noted that the teacher's attitude towards girls in the classroom was crucial for retention of girls in school. Shahidul and Karim (2015) further explain that some teachers' attitude and their teaching practices have foremost negative impact in sustaining girls in schools. In some instances, during lessons teachers openly pass negative comments to girls which end up discouraging them in their educational pursuit. Girls are even discouraged to attempt subjects considered as difficult such as physical science, chemistry, mathematics let alone further or pure mathematics. Under such situations, girls are sometimes left with no option except that of just being at school, with no will and zeal for the best. The only possible option would be dropping out of school. In other words, girls are pushed out of school by the attitude of their teachers.

FAWE (2013) argues that data on pupil show a wider gender gap in performance as the levels of education progresses. Girls tend to have higher pass rates than boys at lower levels of primary levels whilst boys have higher rates of passes at the upper levels (Munn, 2009). The girls' decline in performance at higher levels contributes to them being fewer at higher levels

of education. This decline imposes many questions of what are then the causes of such results.

Furthermore, poor academic performance of student in Nigeria has been linked to poor teachers' performance in terms of accomplishing task, negative attitude to work and poor teaching habits (Ofoegbu, 2004). Likewise, Mutale (2015) further laments that in most primary schools around Binga district there is concentration of untrained or less trained members of staff. According to this school thought this compromises the quality of education that the children receive in the rural areas in the district. The primary schools must be foundation of upper levels in education. If one fails to pass right from lower levels there are chances of facing difficulties up the ladder.

Ananga (2011) cited in Seka (2012), "observed that some teachers socialize girls towards a feminine ideal. Girls are praised for being neat, quiet, and calm, whereas boys are encouraged to think independently, be active and speak up." (p. 30). Girls are viewed as capable of doing petty things. Even if they lowly perform in their academic work their teachers don't even bother themselves.

There are several factors that contribute to poor academic performance and high school dropouts among students in schools in Zimbabwe (Chinyoka, 2014). The conditions in some schools lead children losing interest in education. Dakwa, Chiome and Chabaya (2015) posit that the school environment characterised by very large classes, uncommitted teachers and large pupil-book ratio leading to unpleasant learning conditions facilitating drop outs. There are some schools which even don't have enough classrooms. Pupils learn crowded in few available classrooms. These few classrooms have no benches and desks at all. Pupils write right from the rough floors. These rough and dirty floors are not conducive for learning especially for the girl child. The other serious issue in some schools is large pupil-book ratio.

In some cases, the ratio is ten pupils or more sharing one text book. Although there are more of trained teachers countrywide, some of these trained teachers are attracted to the urban set up where they can get better standards and meet more opportunities than in rural areas (Mutale, 2015). Some trained teachers in rural areas therefore become uncommitted to their work as they don't like the conditions they are working at. Smith (2003) quoted in Seka (2012) states that in some schools' teachers do not prepare lessons, have no schemes of work, and leave pupils' assignments unmarked. All these practices are fertile grounds for pupils' drop outs.

The physical environment of schools has been identified as a source of low performance absenteeism let alone the drop out among girls (World Bank, 2008). Infrastructure critically facilitates positive or negative in teaching and learning environment. Standard infrastructure creates positive learning environment for learners. Mal (2005) clearly states that rural areas frequently lack the social services, non-profit and philanthropic infrastructure which schools in well developed areas rely on to supplement education services. Some of the areas in the district still have infrastructural crisis which cause teaching and learning difficulties in the schools. Some schools are underdeveloped with only one classroom block or with no structure except the grass thatched shades. In some schools, pupils still write with their books on the floors as there are less or no benches at all. Infrastructure has serious negative impact to the learners' results.

For one to advanced level in secondary education there is need for her to have passed at ordinary level. Best results are determined by the availability of resources. Elofson (2012) cited Colobugh (2000) stresses that the availability of resources such as texts books, desks and instructional media result to poor results. Some children write kneeling down there are no benches and table. Such learning conditions affect the outcome of good results. Quite a number of schools in the district don't have science laboratories to demonstrate scientific

experiments. Some learners are visual learners whereas the instructional media would be unavailable at the school hence poor results will be achieved.

2.5 CHAPTER SUMMARY

The chapter reviewed established related literature looking at the socio-cultural factors which in most cases disturb girls' education. Girls are usually disadvantaged when it comes to choice options of sending who between the boy and girl child to school. It has been indicated that some societies are still reluctant to appreciate some measures that facilitate to keep the girl child in school even after getting impregnated. Economic factors have been also explored and highlighted as hindrance to educational advancement of the girl child. The schools also contribute as pushing out factors to some learners. A number of contributing factors are bred in schools such as poor infrastructure, lack of resources and teachers' attitudes towards girls

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter highlights the research design, the population and sample, sampling techniques, research instruments, data generation procedures, data analysis and ethical considerations.

3.2 RESEARCH DESIGN

Rukuni (2004) defines the research design as a plan or structure of an investigation. Mouton (2005), further describes a research design as a plan or a blue print of how the researcher intends to conduct the research. The research design is the glue which holds together the major elements of the research project (Kombo & Tromp, 2013). For the purpose of this study, a qualitative research design was used to obtain empirical evidence of the research study. It provided the answers to the questions of the study.

3.3 THE QUALITATIVE RESEARCH DESIGN

A qualitative research is a subjective systematic approach used to describe the life experiences and give these experiences the meaning (Tichapondwa, 2013). Its goals are to gain insight, explore richness and complexity inherent in the phenomenon. The researcher has used interpretivist paradigm to embrace many social perspectives (Burton & Bartlett, 2009). Interpretivist paradigm is an inquiry process which seeks to understand social and human problems. Thomas (2009) clarifies that the main point of interpretivist paradigm is about interpreting the people' thinking, their ideas about the world and how the construct their own

world. The data was generated by interacting with respondents who positively assisted the researcher with their ideas and thinking about the circumstances around them-the failure of most girls to complete secondary education.

3.4 THE POPULATION AND SAMPLE

Mugenda and Mugenda (2003) define population as an entire group of individuals, events or objects having a common observable characteristic. The population of this study comprised of the school heads, the teachers, the secondary schools pupils and parents in Binga district. There are thirty-nine secondary schools in the district which constitute the population. In this research the sample was used to generate data. Creswell (2014) defines a sample as a subgroup of the target population that the researcher plans to study for the purpose of making generalizations about the target population. Therefore, the researcher selected the subgroup that represented the entire population to come up with the research findings. The sample was of two schools in the district. For the purpose of this study the researcher selected respondents from the sampled schools; two heads, six teachers and eight students from a population of two schools in the district. Also a sample of four parents and four young ladies who dropped out of school was selected in the same manner from the local communities.

3.5 SAMPLING TECHNIQUES

The researcher used the purposive sampling technique. In the purposive sampling technique the researcher purposely targeted the groups which were believed to be reliable for the study being carried out (Zina 2005). Kombo and Tromp (2013) state that sampling is the technique of selecting a suitable or representative part of the population for the purpose of determining

characteristics of the whole population, the researcher used a small sub group of the population to study as a sample of the large population.

3.6 RESEARCH INSTRUMENTS

The research instruments are used to collect the necessary information (Mugenda & Mugenda, 2003). Furthermore, Cohen, Manion and Morrison (2007) elaborate that research instruments as tools used to generate the data needed to establish the state of the problem under study. The data generating instruments which were used in this project are the interviews and document analysis.

3.6.1 The Interview Schedule

The researcher carried out semi-structured interviews with respondents which allowed room of pursuing the responses in detail. During the interviews the researcher had an opportunity of one on one conversation with the respondents comprising of the advanced level students, teachers, parents and also the dropouts especially the female ones. Maina (2012) outlines, that interviewing is a technique that is primarily used to gain an understanding of the underlying reasons, behaviours or attitudes of peoples.

Interviews make it possible to explore in greater detailed and in depth of topics which do not lend themselves to the questionnaire approach (Mallick, Kanka, Verma, Gajendra & Neasham, 2005). The researcher was able to generate useful information as he came face to face with the respondents. The interaction between the interviewees and the interviewer created conducive room for clarity of some issues which might not had been clear if there wasn't such opportunity. It also provided participants with chances of fully expressing themselves.

Furthermore, the researcher tape-recorded the interview proceedings. According to Wellington and Marcin (2007) tape-recoding can be used together with interviewing to improve accuracy and quality of data. Hence during the interviews the researcher asked for permission to record the interview deliberations. The researcher was granted permission by all the participants. Hence, the researcher had the privilege of taking notes as well as recording the proceedings for thirty to sixty minutes.

3.6.2 Documents Analysis

The researcher further generated data from documents such as attendance registers and mark schedules. Thomas (2009), notes that the researcher has to find the right documents to generate data which is entirely different from that was generated from people. The researcher therefore, had to find post and current enrolment registers and records of pass rate to get informed information. The school heads provided the researcher with attendance registers and records of pass rate to acquire suitable information.

3.7 DATA GENERATION PROCEDURES

The researcher followed the research procedures of seeking permission to carry out the research study. Kombo and Komp (2011) states that the researcher requires a research permit before embarking on the study. Bartlett and Burton (2009) clarify that the researcher has to seek consent from those in authority to carry out the research in their institutions. The researcher therefore obtained a letter of introduction from the Faculty of Education at the Midlands State University after the supervisor was satisfied with the project proposal. This letter worked as a cover note to the Ministry of Primary and Secondary Education seeking permission to carry out the study in schools. Copies of letters from the Midlands State University and Ministry of Primary and Secondary Education were used to seek permission to carry out research in the schools in Binga district. These letters were also used to invite

respondents such as teacher, pupils, parents and drop outs to participate in the research. The researcher assured respondents that all the information attained will be used for study purposes only. As a result the study was carried out with the participants' consent. The cover letters are attached in the appendix pages.

3.8 DATA ANALYSIS

According to Blaikie (2005) once the data have been generated it is possible to take step by step analysing it in an attempt to answer all the research questions. Data analysis is the process of looking at and summarising data with the intent to extract useful information and develop conclusions (Maina, 2012). The thematic data analysis method was used in this research study. In thematic analysis the researcher peruses the generated data and identifies information relevant to the research questions (Kombo & Komp, 2013). The generated information was therefore interpreted in themes or topics which best suited the research questions. The tables, bar graphs, histograms and pie charts were used to reflect the generated information by the researcher. Also data from the interviews served the purpose of interpreting information in narrative form. The next section considers the ethics that were upheld in the study.

3.9 ETHICAL CONSIDERATIONS

The researcher followed research ethics during the study. As Johnson and Christensen (2012) state that research ethics is a set of principles to guide and assist researchers in conducting ethical studies. The researcher was careful to follow the ethical principles of carrying out a research project. In other words, there are the rights and wrongs which guided researchers

during the research study. The following research ethics such as informed consent, confidentiality and privacy, anonymity and protection from harm were strictly observed by the researcher.

3.9.1 Informed Consent

In whatever programme people participant it is important for both sides involved to be well informed about an activity they are involved. Bogden and Biklen (2007) state that the official guideline of ethics in research is people get the informed consent. Johnson and Christensen (2012) clarify informed consent as respondents' agreeing to participate in a study after being informed of its purposes, procedures and benefits. The researcher explained to the participants such that willingly made their informed decisions. In turn the researcher respected the participants' decisions.

3.9.2 Confidentiality and Privacy

This project was carried out from schools where the researcher interacted with participants withholding their privacy and confidentiality. Runch (2012) stresses that confidentiality and privacy is showing how the information will be safeguarded as well as protecting the identification of participants and their institutions. Protection of participants and their institution is a delicate issue. Therefore, the researcher upheld the participants' confidential and privacy rights. Even the tape recording products were safely kept and used only for the research purposes.

3.9.3 Anonymity

Participants' real names are not identified in this project. Cohen, Manion and Morrison, (2011) outline that the essence of anonymity is that the information provided by respondent relate to their identity neither should their contributions be attached to their identity. To

safely protect the identification of the respondents' real identities the researcher used pseudo names, gender and job titles in this research.

3.9.4 Deception

The project is for academic purposes. The researcher fully explained to the participants the purpose of the real study. The participants were promised that the generated information was not to be used for other purposes other than the intended academic purpose.

3.9.5 Protection from harm

As the research participants were school pupils, ministry of education employees, the school drop outs and parents, the researcher tried at all cost to protect all participants from any harm. Protecting participants from any harm is a cornerstone of ethical conduct in a research study (Litchman, 2010). The information that I gathered from the participants was used only for the production of this project in order to protect the participants from any harm.

3.10 CHAPTER SUMMARY

The chapter looked into the methodology which the researcher used. The qualitative research design was used to obtain empirical evidence which provided answers for the research study. The chapter also dwelt on the purposive sampling technique which was employed to deal with population of the study. The research instruments in the form of semi-structured interviews are also explained in the chapter. Data generation procedures are clearly explained as well.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

Chapter three discussed the semi-structured interview and document analysis guides as approaches used to generate data for this study. Therefore, in this chapter, data generated is presented, analysed, interpreted and discussed. The biographic data of the respondents was presented first in order to provide the reader with adequate information on the respondents. The biographic data added more light to the analysis and interpretation of research findings.

4.2 BIOGRAPHIC DATA

The study comprised of twenty-four (24) participants from two schools as shown by table 4.1.

The two schools shall be identified and used as school X and Y throughout this chapter.

Table 4.1 below gives a summarized profile of the participants classified under four categories which are gender, age, experience and qualifications.

Table 4.1: Biographic data of participants

Category	Students	Teachers	School heads	Parents	School dropouts
Gender	8 females (100%)	3 females (50%) 3 males (50%)	2 males (100%)	3 females (75%) 1 male (25%)	4 females (100%)
Age	3 females 18 yrs 2 females 19 yrs 3 females 21 yrs	1 female 25 yrs 2 females 27 yrs 2 males 30 yrs 1 male 35 yrs	1 male 36 yrs 1 male 39 yrs	1 female 28 yrs 2 females 30 yrs 1 male 40 yrs	1 females 17 yrs 2 females 19 yrs 1 female 22 yrs
Experience		3 females 4 years teaching 'O' and A Levels 1 male 2 yrs teaching 'O' Level 2 males 5 yrs teaching 'O' and 'A' Levels	1 male 2 yrs as acting head 1 male 3 yrs as substantive head		
Qualification		3 females and 1 male Diploma in Education holders	2 males BED holders		

The information given on the Table 4.1 above shows the twenty-four participants were interviewed. Most of the respondents were females with only six male teachers and parents. The gender imbalance in favour of female participants resulted to unbiased research outcome since the study was on factors causing fewer female students in advanced level. The age of both pupils and drop outs participants interviewed was within the same age group, that is of seventeen to twenty-two years, all these girls would have been still at school.

The five teachers out of six (83.3%) are experienced; one male teacher (16.7%) is inexperienced as he has two years teaching “O” levels because the Ministry of Education regulations state that an experienced teacher is one who has three (3) years and above teaching experience. The experience the teachers can be used to guide the students. One school head (50%) was experienced and the other (50 %) inexperienced in their respective appointments. The experience of the experienced heads could be used to supervise teachers and giving advice to parents on issues relating to children.

4.3 THE SOCIO-CULTURAL FACTORS

The interviews revealed that the common socio-cultural factors considered as disturbing girls’ education are early marriage and unplanned pregnancies, poverty and religion.

4.3.1 Early Marriage and unplanned pregnancies

During the interviews all students (100%) revealed that early marriage is the most common factor that disturbs girls from pursuing their secondary education. For example one student outlined that, *“There are different views between our parents and grandparents. Some of our grandparents discourage the education of the girl child while some parents encourage us to go to school. They want to see us getting married”* The early marriage problem was also raised by both school heads (100%). One school head explained girls as sacrificial lambs

when he said, *“The education of the girl child is sacrificed at the expense of that of the boy child. The girl child is usually disadvantaged by the practice of early marriages. We experience a number of school drop outs especially in the female category due to unplanned pregnancies”* All six teachers (100%) also supported that early marriages disturb girls’ education. Furthermore, three parents (75%) showed serious concern on the way girls are married in their communities. For example one parent regretfully expressed that girls get married at tender ages. She said *“Girls are getting into marriages at their early ages. After getting married they no longer go to school as compared to the boys, after they marry they continue going to school”* As a mother she felt that girls should be given equal opportunities of pursuing with education as their counterparts, the boys. In spite of the outcry from other parents, some feel comfortable with the prevailing social-cultural practices which put girls at risk. One parent (25%) responded, *“We value our culture that is our heritage right from the time of ancestors. To us these children being girls we feel that generally they should look after the families their mothers are away. It is wasting time to keep girls in school when she is old enough to get married”* Three of the four drop outs (75%) supported that early marriages disturb girls’ progress with education to the sixth form. The early marriage factor was also further expressed by young ladies who dropped out of school two years ago. For example young lady said, *“When a teenage girl decides to marry most parents appreciate even though she is young as they are high expectation of receiving luselo.”* Luselo is a Tonga word for the pride price. One school dropout (25%) disagreed with the fact that early marriages disturb girls as not all school drop outs are victims of early marriage.

From the data presented there is clear indication that early marriages are rampant in the communities under study. The respondents were concerned with the way girls are being married in their communities disturbing their education. This is what Dakwa, Chiome and Chabaya (2014) pointed out that some parents prefer to have their girl children married early

so that they could benefit financially through payment of *lobola*, the bride price. Moreso, Kakuru (2003) and Kasente (2003) quoted in Karabo' and Natal (2013) stress out that some school dropouts have also been attributed to early marriages, motivated by the desire to improve the socio-economic standing of poor households through bride price. However, *lobola* is still lowly charged among these communities. It is usually of eight goats which if changed into monetary form is less than three hundred dollars (\$300) since goat prices are around twenty to thirty dollars (\$20-\$30).

It also seems that some parents are not seeing no problem in girls getting married before reaching for six. They are not even concerned with their education but only keeping the values of their culture. The practice reflects Begu's conclusion that it seems there is the fear that girls in their teens will be too old to find marriage partners thus they are encouraged to marry at tender ages (Begu, 2014). Hence, Shahidul and Karim (2015) were right to suggest that teenage pregnancy is a significant cause of girls' school drop outs.

There are a number of girls who drop out of school leaving even the culprit boys, those who would have impregnated them continuing with schooling. There is also unfair treatment of girls in these communities as most of those who impregnate school children freely go unpunished. Interviews revealed that some girls dropped out of school before the age of eighteen but the culprits were not brought to book.

4.3.2 Poverty

Poverty is the other factor affecting the girls' education. Students were divided on the issue of poverty. Fifty percent (50%) that is four out of eight students agreed that poverty affect education of girls while the four disagreed (50%) saying they are no learners who are not permitted to attend lessons for failing to pay fees. Among the student one outlined "*Although we are sometimes sent back home to go collect fees no one has been denied entry if he or she*

comes back empty handed. There are some students who even complete form four without full fees paid.” All six teachers (100%) also agreed with students that poverty is hindrance to girl’s education in their communities. Both school heads (100%) suggested that poverty hinders most children’s education in the district. One school head said *“There are some parents in this community who are poor. They rely on agriculture which they harvest little suitable for consumption only. The parents are finding it difficult to cater for the education of both girls and boys as a result the girls find themselves being affected.”* However, the other head (50%) not all parents are poor, some have livestock that can be sold to assist in the education of fees payment. Three of four parents (75%) stressed the hardship they face in paying school fees. One parent authenticated the above challenge saying *“There are no economic activities except activities of fishing and brewing beer which have proved fruitless. Fishing has proved unproductive especially this year where there is no water in the nearby rivers like Sengwa which flows into the Zambezi River.”* Parents brew beer for sale in order for them to get money. One woman lamented that selling beer has also proved unprofitable too. The sales might reach five to ten dollars only. Due to failure to get adequate money learners in schools are frequently returned home to collect fees. Three of the four drop outs (75%) agreed that poverty cause hindrance to girls’ education while one drop out (25%) disagreed saying that some girls dropped out because of some other things like pregnancies.

There is clear indication that as most of the parents depend on substance farming which in turn is currently non-productive they are therefore struggling to pay the school fees for their children. Lewis (2008) explains that limited economic resources are highly related to the dropout rate and thus the family income becomes an at-risk factor. However, it is also outlined that some other drop outs are facilitated by other factors. Some drop outs are those whose education is sponsored by donors

4.4.3 Religion

Religion was also sighted as the factor contributing to the drop out of girls from school. Two of the eight girls (25%) revealed that religion has negative impact on girls' education. One girl sorrowful explained *"Some church members like of Johane Marange marry young girls. There are some three of our class mate who were married, one while we were in form two and the other two the following year"* She expressed serious concern on the ages their friends were married. The other six of the eight students (75%) never said anything on religion. All six teachers (100%) and the two heads said nothing on religion. On the other hand, all parents (100%) are supporting that some religious teaching and practices disturb girls' education. One parent painfully stressed that some apostolic churches teach doctrines that limit the girls' knowledge of the world around them. She said *"In some religions, like the apostolic faith churches they do not want girls to be educated such that these girls are groomed for marriages. In some instances some of the doctrines won't be fair to the girls; they would limit their knowledge restricting them to end at primary level of education"* The other parent further expressed that, *"Some of the Apostolic churches hold pungwes with school going girls."* Pungwes are all-night gatherings where congregants spend the whole night worshipping. One school dropout (25%) agreed that some religious activities have negative effects on girl child's education. The other three drop outs (75%) disagreed saying it depends on who goes church to obtain what.

From the data presented it indicates that some religious teachings and practices affect the education of the girl child. Girls in such churches are falsely indoctrinated with the importance of being a woman who fulfils God's expectation of multiplying births. Girls are encouraged to get married to men chosen by the spirit of which in most cases the so called spirit appointed men would be far older than the girls, men of the ages of their fathers even

older than their parents. It seems that children have no problem with religious activities since raised religion as a contributing factor.

It was also noted that some religious groups' practices are causing serious negative impact on the girl child's future due to some gatherings conducted. Young people, both girls and boys spend all-night worshipping. Parents are not sure and comfortable with what transpire during these *pungwe* gatherings

Also the impact of these *pungwes* is realised as some girls seldom absent themselves from school. From the attendance registers it is revealed that the trend of girls' absent was commonly on Thursdays. The registers only indicate the symbol "a" without any explanation. Teachers could not identify the cause of such pattern of absenteeism since they failed to realise religion one causing factor.

4.4 THE ECONOMIC FACTORS

On the economic factors affecting girls respondents outlined two; the lack of financial support and insufficient stationary to facilitate learning.

4.4.1 Lack of financial support

Lack of financial support negatively affects the learning of children. According to seven students (87.5%) some girls fall prey of misfortunes to the love of money. Money as a commodity that they feel they don't have, some girls end up engaging into social evil activities. *"Lack of money is affecting us as girls, for example if we don't have money to come to school we end up engaging into prostitution which will result in unplanned pregnancies, HIV infection and so on."* All six teachers (100%) agreed that lack of financial support affect girls. Both school heads (100%) also supported that there lack of financial

support prevent girls' education. One school head said *"Some of our students are lured into love affairs by businessmen and the uniformed government workers."* Such love affairs drag these girls to misfortunes, they end up being impregnated or infected with STIs and, or with HIV/AIDS. Two parents (50%), mothers only were concerned with how resources are shared among children in the families. One woman outlined that *"Resources are not fairly distributed, boys are often given the first preference when it comes to education, that is boys are usually given chances to progress with education and girls are prepared for marriage"* The other one also said *"The value of the girl child's education is not valued in this community. Last year two of children from one family were to sit for form four public examinations. The parents managed to get examination fees for the boy only."* It was indicated that the girl child didn't write up to date. The two male parents (50%) said nothing on lack of financial support. All the young ladies who dropped out

From the data presented there is indication that girls need parental love. Parents should try by all means to get at least the basics needs for their children. Children especially girls are easily dragged into social evils by evil men and boys. This is same scenario which was lamented by Muparamoto and Chigwenya (2009) that, some children and youth engage in social evils of high-risk sexual behaviour, such as premarital sex, unprotected sex, and sexual relationships between young girls and older male partners. It is also noted that resources are unfairly distributed. Holycamp's (2009) study as cited in Shahidul and Karim (2015) indicates that in rural areas girl children dropout escalates as their parents put less value to the education of the girl child at secondary levels. Parents sometimes favour boys than girls in challenging economic times. After going through such incidents mentioned above girls sometime end up losing interest in education and engage into prostitution. They drop out of school. In most cases these unfortunate girls would be faced with difficult life situations. Some would be left being helpless single parents with difficulties of making ends meet.

4.4.2 Lack of stationary

Five out of eight students (62.5%) claimed that there are some cases where learners could not get uniforms, stationary like exercise books, pens and other learning materials to facilitate their learning. This was also mentioned by school dropout interviewees. One girl said, *“My friend decided to drop out of school because she had few exercise books. Almost every day every subject teacher had to demand to her exercise books. She hardly wrote school work. Her uniform was old and torn at the back.”* The other three students (37.5%) disagreed saying not pupils have all books, some continue with few books until they finish. Five of six teachers (83.3%) agreed and said a large number of girl students don’t write the school work. However, one teacher (16.7%) disagreed that girls fail to do school work because of lack stationary but laziness. The two heads agreed that lack of stationary cause effect on girls’ education. All four parents (100%) agreed that lack of stationary sometimes hinder progress of girls. The school drop outs (100%) were in agreement with negative effects on girls’ education when they don’t have enough stationary.

The data presented indicate that lack of stationary and having no uniforms have effects to some learners opting to stay back home. As girls they feel it is embarrassing going to school with a torn uniform, without stationary like exercise books, pens and other things that facilitate learning. I noted with concern that neither school heads nor teachers ever mentioned attempts they ever took to assist these girls besides punishing them. Lack of stationary is pulling out factor. This is what Lewis (2008) outlined, “They felt that teachers did not support them because the teachers did not accept them as they were and consequently made little or no attempts to work with them...” (p. 26). There are some experiences children go through that might seem secondary but having negative impact on their days at school. In some cases as I see it some school drop outs were not given special attention by parents,

guardians or even their teachers. No one dared to find out their plight. They felt neglected by both their parents and teachers.

4.5 GIRLS ACADEMIC PERFORMANCE

Girls' academic performance was given in different views by respondents. Five of eight students (62.5%) revealed that girls are performing below average. One girl further explained that girls do a lot of duties at home while boys would be studying at school. The other three students (37.5%) disagreed that girls are performing below average. Teachers identified two stages where girls academically performed differently. All teachers (100%) said at ZJC girls except slow learners would be excelling in their school work. One teacher said *"In most cases at form three onwards girls start performing below average."* Another female teacher stressed that *"Generally at ZJC girls perform better but whenever they reach "O" Level that is forms 3 and four their performance drop. I think that it is because at this stage they start to get involved in love affairs."* Both school heads (100%) had same sentiments that girls start performing below average at ordinary level stage. However, school heads suggested that there some house hold tasks given to girls that disturb them. One head explicitly said *"Girls perform better at the lower levels but their performance deteriorates as they go to upper levels. It might be due to the demands that are at home; girls do the house chores like cooking, washing and so on. One cannot study while washing or cooking."* All four parents agreed that girls perform below standard. One parent said *"I don't know what happens with these girls. They will be doing well at lower levels like grades three, four, five...form one, two but things change as they are in forms three, four...."* The man continued giving an example of his own girl child who was doing so well at lower levels but gradually underperformed as she advanced with her education. Furthermore, one parent explained that, *"Girls do well at*

lower levels but as they grow up they don't perform well. May be it is because they are disturbed by doing various activities before going to school or at school and after. Again in our area some of these girls are disturbed by some men or boys. Instead of concentrating with their school work at times they are approached by either men or boys at tender age proposing love to them" It was alleged that quite a number of girls dropping out of school would be impregnated or married. Some therefore feel that the love affair business disturb girls' education.

The school attendance registers and mark list schedules also provided useful information on academic performance of girls. In one school forty-five percent while twenty in the other school girls are frequently absent from school. The same names of those who rarely come to school were also reflected in the list of under performers. Some common responses were that some girls have no interest in schooling, some are always sent away to collect school fees and others are not keen to do their school work. Verifying with the work give to students there was indication that 28% of girls do the given homework and corrections. The girls sometimes don't do corrections even they have done with the teachers. In most cases they would be tired to do the homework. Some students travel long distances to and fro school daily, they reach home late and tired that they fail to do schoolwork. Generally there are several reasons surrounding poor academic performance of girls.

From the presented data there is indication that there are number of factors affecting girls from proceeding to form six of secondary education. At home girls are given a lot of work to do. Some of these school girls might be affected by the burden they are assigned to do almost every day. One needs to fully concentrate on her studies to succeed. Girls tend to have higher pass rates than boys at lower levels of primary levels whilst boys have higher rates of passes at the upper levels (Munn, 2009). It was also revealed that girls do well at lower levels and drop down to below average at ordinary levels resulting to them failing to complete

secondary education. It has been suggested that some girls engage into love affairs, travel long distances to and fro school thus disturbing their education.

4.6 CHAPTER SUMMARY

It was noted that all teachers were qualified and almost all had experience in teaching at secondary schools. A number of factors like; early marriages and unplanned pregnancies, poverty causing lack of financial support, lack of stationary, religion and below average performance of girls have influenced girls drop outs. Girls sometimes lack adequate time as they are almost always occupied by household chores after school. The other problem concluded as disturbing girls' education was engaging into love affairs at tender ages. In the next chapter, the research summary, conclusion and recommendations will be made.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter five summarizes the research study and draw conclusions from the data generated.

Finally, the recommendations are given at the end of the chapter.

5.2 SUMMARY OF THE STUDY

The background of the study was based on the factors affecting the education of female students in Binga district. It was noted that fewer female students are going up the ladder of education in spite of all various initiatives that are focused on girls' education in the district. The primary research question was: What are the factors causing fewer female students in Binga district to proceed from grade seven to advanced level and four sub-research questions were used during data generation? I had a number of assumptions which were fulfilled during data generation like the maximum corporation and assistance I got from all officials and respondents. Time and expenses are examples of some of the limitations which I encountered during the study. The key terms like drop outs, district and secondary school were defined to give better understanding as they were used throughout the study.

The outstanding authors in this study are Dakwa, Chiome, and Chabaya (2014) and Shahidul and Karim (2015). Dakwa, Chiome and Chabaya (2014) highlighted that some parents prefer to have their girl children marry early so that they could benefit financially through the payment of a bride price. The authors also found out that parents have negative attitude towards girls' education. The other school of thought outstanding in this study is Shahidul and Karim (2015) who indicated how girls overally attain less education and tend to dropout

earlier as compared to boys hence there is need for families to equally value the education of both sexes. The two studies reflected the same factors transpiring in the area that was under study.

The qualitative research design grounded in the interpretivist paradigm was used to understand people's ideas and thinking about the circumstances around girls' failure to complete secondary education. The research instruments used were semi-structured interview and documents analysis guides which consisted of pupils' attendance registers and mark schedules. The documents that were analysed consisted of pupils' attendance registers and mark schedules lists. The sample of twenty-four participants was interviewed.

5.3 CONCLUSIONS

From the research findings, the researcher concluded that:

5.3.1 The socio-cultural factors such as early marriages and unplanned pregnancies, poverty, religion and low performance of girls have influenced girls to drop out of school. Girls sometimes lack adequate time to study due to household chores.

5.3.2 There are less economic activities in Binga and this result in parents failing to financially support their school children. Most families rely on substance farming which is less- productive to cater for both family consumption and fees. Therefore, parents in most cases fail to pay expected full fees every term. Sometimes school children fail to get stationary. Girls sometimes attend school without exercise books, pens and other learning materials. The financial problems cause parents to neglect girls' education and favour sending boys to continue their secondary education.

5.3.3 The study discovered that girls are under performing as they proceed to the upper levels of secondary education. Girls start performing below average mostly at ordinary level. The change in performance is usually realised when they reach form three. It is concluded that some of these girls fail to do both school work let alone the home work and corrections, hence drop out of school.

5.4 RECOMMENDATIONS

The following recommendations were made:

5.4.1 Parents should fully support the education of the girls as they do to their sons.

5.4.2 Teachers should intensify counselling and career guidance sessions in schools to equip girls with the knowledge of importance of girls' education.

5.4.3 The Ministry of Primary and Secondary Education and girl child rights groups make strategic joint force campaigns against violation of girl child's rights.

5.4.4 Parents and school authorities must report cases of child abuse to reduce school drop outs.

5.4.5 Further research study should be carried out nationally in rural secondary schools to confirm other factors affecting girls' enrolment in advanced level to enable generalisations to be made.

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APPENDIX A

LETTER FOR PERMISSION



MIDLANDS STATE UNIVERSITY

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Zimbabwe

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FACULTY OF EDUCATION DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES

31 August 2016

Ministry Of Primary and Secondary Education

P.O Box 8022

CAUSEWAY

REF: SPECIAL PERMIT TO CONDUCT RESEARCH IN THE MINISTRY

The Faculty of Education's Department of Educational Foundations, Management and Curriculum Studies at Midlands State University is seeking your permission to allow Mr. Mrs. / Ms. MAPOSA OBERT a Bachelor of Education / PGDE/ Masters in..... degree student in the department , to conduct his/~~her~~ research in your ministry. The research will be conducted in BUSA District/ Province.

May I have this opportunity to thank you for the cooperation you have always given this department in this respect.

Thank you

MIDLANDS STATE UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF APPLIED EDUCATION
02 SEP 2016
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(Chairperson) Department of Educational Foundations, Management and Curriculum Studies

THE HEAD
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- 6 OCT 2016
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APPENDIX B

INTERVIEW SCHEDULE FOR HEADS OF SCHOOLS

INTERVIEW SCHEDULE FOR HEADS OF SCHOOLS

1. What are the socio-cultural factors do you think are affecting girls from advancing in education?
2. Which are the economic factors causing girls to drop out of school?
3. What is the academic performance of girls in your school?
4. What do you suggest could be done encourage girls to advance to the sixth form of secondary education?

APPENDIX C

INTERVIEW SCHEDULE FOR TEACHERS

INTERVIEW SCHEDULE FOR TEACHERS

1. What socio-cultural factors do you conclude as affecting girls from getting to form six in their secondary education?
2. What could you suggest as economic factors contributing to girls dropping out of school?
3. What is generally the academic performance of girls in all classes that you teaching?
4. What do you recommend as measures to assist girls reach and complete form six?

APPENDIX D

INTERVIEW SCHEDULE FOR PUPILS

INTERVIEW SCHEDULE FOR PUPILS

1. What are the socio-cultural factors do you think affect some girls from continuing with education in your school?
2. Suggest and explain the economic factors hindering girls from pursuing their secondary education.
3. What can you say about academic performance between girls and girls in your class?
4. What do you think should be done to keep girls in school until they finish form six?

APPENDIX E

INTERVIEW SCHEDULE FOR PARENTS

INTERVIEW SCHEDULE FOR PARENTS

1. What socio-cultural practices do you think disturb girls in their education?
2. In which way do economic factors affect girls from reaching form six?
3. What is your comment on the academic performance of girls?
4. What do you suggest as solution to the problem of having few girls completing secondary education?

APPENDIX F

INTERVIEW SCHEDULE FOR SCHOOL DROP OUTS.

INTERVIEW SCHEDULE FOR SCHOOL DROP OUTS.

1. What are the socio-cultural practices which disturbed your education?
2. What economic challenges you faced during your days in school?
3. How many subjects you passed and failed in the public examination you wrote before you left you?
4. To help some girls still in school what do you suggest should be done by parents in your community and teachers in schools?

APPENDIX G

DOCUMENT ANALYSIS SCHEDULE

DOCUMENT ANALYSIS SCHEDULE

DATE.....

SCHOOL.....

1 CLASS ATTENDANCE REGISTERS

a) Attendance of girls

.....
.....

b) Reasons for absenteeism in the registers

.....
.....

2 RECORD BOOKS

a) Performance of girls

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.....

b) Teachers' comments

.....
.....
.....

3 STUDENTS' EXERCISE BOOKS

a) Work given to students

.....

.....

.....

b) Work being done

.....

.....

.....

c) Do girls do corrections?

.....

.....

d) Are girls doing given homework?

.....

.....

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e) Any comments

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.....

4 RESOURCES

a) What is the text book ratio?

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.....

b) How many girls were allocated textbooks?

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.....

c) Other reasons

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.....
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