



Examining the Influence of Hostel Accommodation on Learning Effectiveness of Female Students in Secondary Schools in Temeke Municipality, Dar es Salaam-Tanzania.

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Abstract: This study examined the influence of hostel accommodation on the learning effectiveness of female students in secondary schools within Temeke Municipality, Dar es Salaam. Specifically, it focused on how hostel living affects students' engagement in learning activities. The study adopted a qualitative research approach with an exploratory research design. Data were collected from 30 participants, including 20 female students residing in hostels, 4 heads of schools, 4 academic masters or mistresses, and 2 Ward Education Officers, using interviews, focus group discussions, and documentary review. Data were analyzed thematically through content analysis with the aid of NVivo software. Findings revealed that hostel accommodation significantly enhances students' concentration, engagement in academic activities, and self-discipline. Essential facilities such as study rooms, electricity, clean water, and supervised study periods were critical in supporting learning effectiveness, while challenges like overcrowding, inadequate food, and limited Internet connectivity hindered academic performance. The study concludes that hostel accommodation positively influences learning outcomes, but gaps in facilities and infrastructure limit its full potential. Recommendations include improving hostel infrastructure, providing modern learning resources, enhancing supervision and mentorship, and ensuring adequate nutrition to optimize learning effectiveness for female students

Keyword : Hostel accommodation, learning effectiveness, female students, secondary schools, Temeke Municipality, academic performance.

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INTRODUCTION

Education plays a fundamental role in shaping individuals and societies by fostering personal growth, economic development, and social transformation. It is widely acknowledged as a key driver of social mobility and national development, equipping individuals with the necessary skills to contribute meaningfully to their communities (UNESCO, 2023).

However, the effectiveness of education is heavily influenced by the learning environment, with factors such as school infrastructure, teacher quality, and student accommodation playing a crucial role in determining academic success (World Bank, 2022). Among these factors, hostel accommodation has emerged as a critical component, particularly for female students in secondary schools, who often face unique challenges that hinder their educational progress. Issues such as long commuting distances, security concerns, and socio-cultural expectations disproportionately affect female learners, limiting their ability to concentrate on their studies and perform well academically (Jayasundara, 2023). Ensuring access to well-equipped hostel facilities is, therefore, essential in providing a safe and structured environment that supports academic engagement and overall student well-being (Mbatha, 2024).

In many developed countries, hostel accommodations are designed to create an optimal learning environment, offering structured routines, access to academic resources, and a sense of community among students. Research in the United Kingdom and the United States highlights that students who reside in well-managed hostels benefit from reduced distractions, better time management, and enhanced academic engagement (Regmi et

al., 2024; Bladek, 2021). In these regions, governments and educational institutions have invested heavily in student accommodations, ensuring that learners have access to modern facilities such as study halls, high-speed internet, and mentorship programs that foster academic excellence (Freeman, 2023).

Similarly, in Malaysia and China, targeted government initiatives to improve hostel accommodations have led to significant improvements in students' academic success and well-being (Othman et al., 2021; Chatambalala, 2022). These international best practices underscore the importance of providing quality hostel facilities to enhance students' learning experiences.

In African countries, including Ghana, Nigeria, and Malawi, hostel accommodation has been recognized as an essential intervention to address gender disparities in education. Studies indicate that female students living in hostels are more likely to attend school regularly, achieve better academic outcomes, and experience fewer security threats compared to their peers who commute long distances (Nyarkoa, 2023; Fayiah & Khomera, 2024). The lack of hostel accommodations in many sub-Saharan African countries has been linked to high dropout rates, particularly among female students who face greater challenges in balancing academic responsibilities with domestic duties and societal expectations (Mensah et al., 2024).

In Tanzania, where many secondary schools lack sufficient hostel facilities, female students often encounter significant barriers, including exposure to harassment, long travel to come, and limited study hours (Iddy & Fussy, 2024). The absence of safe and adequate hostel

accommodations has been cited as a major contributor to poor academic performance, absenteeism, and early school withdrawal among female students (Chuwa, 2023).

Temeke Municipality, one of the most urbanized districts in Tanzania, faces similar challenges. Many secondary schools in the region lack hostel accommodations, forcing female students to rely on informal housing arrangements or travel long distances to school. These circumstances increase their vulnerability to security risks, reduce their study time, and negatively affect their overall academic performance. Furthermore, female students who lack proper hostel accommodation often encounter difficulties in maintaining discipline, adhering to study schedules, and accessing essential learning resources (Mkwela et al., 2023).

Whereas efforts have been made to improve hostel facilities through government and non-governmental initiatives, significant gaps remain in ensuring that these accommodations meet the needs of female students. Many hostels that do exist suffer from overcrowding, poor sanitation, and inadequate study spaces, further exacerbating the challenges faced by students (Komba & Kasanga, 2022). This study examined hostel accommodation's influence on female students' learning effectiveness in Temeke Municipality secondary schools, identifying key challenges and proposing policy recommendations to enhance educational outcomes.

Research Objectives

The study was guided by the following specific objectives:

1. To examine how hostel accommodation affects female

students' ability to focus and engage in learning activities in Temeke Municipality.

Literature Review

The study is grounded in Bandura's Social Learning Theory, which explains learning as a social process through which individuals acquire knowledge, values, and behaviors by observing and interacting with others within their environment (Bandura, 1977). In hostel settings, students live and learn in close proximity, creating continuous opportunities for observation, imitation, and reinforcement of academic behaviors. Positive practices such as disciplined study habits, collaborative learning, peer motivation, and help-seeking behavior are more easily transmitted among students sharing the same living space. The presence of senior students, peers, and supervisors further strengthens modeling and mentorship, contributing to improved academic engagement and performance. This theoretical positioning aligns with Bronfenbrenner's Ecological Systems Theory, which conceptualizes student development as the outcome of interactions within multiple, interrelated environmental systems, including the family, school, and wider community (Bronfenbrenner, 1979). From this perspective, hostel accommodation represents an important microsystem that directly shapes students' daily experiences. Structured supervision, organized study routines, social interaction, peer support, and access to learning resources within hostels play a significant role in influencing female students' academic participation, motivation, and overall learning outcomes.

Empirical literature strongly supports the relationship between hostel

accommodation and learning effectiveness among secondary school students. Studies indicate that hostel environments provide structure and consistency that enhance academic discipline and time management. Alotaibi and Alharbi (2019) found that students residing in hostels demonstrate better organization of study time and greater academic self-regulation compared to non-residents. Similarly, Liu et al. (2020) reported that shared living environments promote emotional stability, focus, and resilience, which are essential for effective learning. Smith and Brown (2021) emphasized that the availability and quality of hostel facilities, such as quiet study spaces, lighting, furniture, and access to learning materials, significantly influence students' academic outcomes. Conversely, poorly resourced hostels characterized by overcrowding, noise, and inadequate infrastructure negatively affect concentration and learning effectiveness, particularly in developing countries (Kumar & Singh, 2018).

African-based studies further demonstrate that, despite persistent resource limitations, well-managed hostel environments can positively influence students' academic engagement and achievement. Adedeji and Akinwale (2020), Olufemi et al. (2019), and Apeh (2021) observed that supportive hostel systems promote discipline, regular study patterns, and a sense of academic responsibility among students. In the Tanzanian context, hostels have been shown to reduce long travel distances, improve attendance, and provide structured spaces conducive to learning, particularly in urban settings such as Temeke Municipality (Mkumbo, 2019; Mwanga et al., 2021). These environments facilitate peer mentoring, group

discussions, and collaborative learning. However, challenges such as overcrowding, poor sanitation, limited security, and inadequate maintenance persist and can negatively affect students' health, safety, and academic performance (Komba & Kasanga, 2022; Mushi, 2020). Recent literature also suggests that incorporating life skills training, extracurricular activities, and psychosocial support within hostel systems contributes to holistic development and improved academic outcomes among female students (Chuwa & Hamisi, 2023).

Hostel accommodation also plays a critical role in shaping female students' involvement in academic activities by addressing challenges commonly faced in home environments. Studies indicate that many female students experience barriers to learning at home, including food insecurity, excessive domestic responsibilities, overcrowded housing, and limited parental academic support, all of which reduce concentration and participation in schoolwork (Lee, 2016; Kaizirege & Biswalo, 2021). Hostels help mitigate these constraints by providing stable daily routines, adequate meals, safe learning spaces, and supervision. Research by Smith and Johnson (2019) and Lee et al. (2020) found that clearly structured schedules with designated study hours and quiet time significantly improve students' time management, concentration, and consistency in academic engagement. In addition, guidance from hostel matrons, tutors, and peer mentors supports both academic progress and emotional well-being (Thompson & Harrison, 2021). Nevertheless, literature cautions that excessive rigidity and authoritarian supervision may restrict autonomy and self-directed learning,

potentially undermining intrinsic motivation (Nguyen & Park, 2023; Omondi, 2024). Kumar et al. (2020) argue that effective hostel management requires a balance between supervision and independence to encourage responsibility, confidence, and sustained engagement in learning. Overall, existing empirical evidence indicates that hostel accommodation, when adequately resourced and well managed, enhances female students' learning effectiveness and involvement by providing structured, supportive, and socially enriching environments that promote academic discipline, collaboration, and motivation.

METHODOLOGY

This study employed a qualitative research approach and an exploratory research design to examine how hostel accommodation affects the learning effectiveness of female students in secondary schools in Temeke Municipality. Data were collected through interviews, focus group discussions, and documentary reviews to capture detailed insights from 20 female students, 4 academic teachers, 4 heads of schools, and 2 Ward Education Officers. Temeke was selected due to its dense urban setting, diverse hostel conditions, and challenges that influence girls' education. Purposive sampling was used to select administrators and education officers, while students were chosen through stratified and random sampling to ensure varied perspectives. Data were analyzed using content analysis with the aid of NVivo software to identify emerging themes. Reliability was enhanced through consistent data collection tools, while validity was ensured through triangulation and expert review of instruments. Ethical procedures were

observed by obtaining permission from relevant authorities, securing informed consent, ensuring confidentiality, and using recordings strictly for academic purposes.

FINDINGS AND DISCUSSION

The Effect of Hostel Accommodation on Female Students' Learning

To answer the specific objective one the study involved WEO, heads of schools and academic masters. Their response is presented in quotes supported by discussion and implications.

The first visited WEO said that,

"There's a clear correlation between the quality of hostel facilities and students' grades. Female students living in well-managed hostels tend to perform better academically. The provision of study rooms, meals, and safe accommodation allows them to focus on learning without distractions. In contrast, students who stay at home often deal with household chores and commuting issues, which reduce study time. Therefore, proper hostel accommodation plays a critical role in enhancing students' engagement and concentration during school hours."

The WEO emphasises that high-quality hostel facilities provide an environment that directly supports academic achievement. By offering safe accommodation, meals, and dedicated study areas, hostels reduce external pressures and allow students to prioritise learning. This indicates that female students' capacity to focus is heavily influenced by their physical and social environment. In comparison, students who remain at home face competing responsibilities that limit their available study time and reduce their engagement in

school activities. The statement underscores that structured and supportive accommodation is a significant determinant of students' educational performance and overall learning experience.

The visited WEO's observation highlights the importance of hostel facilities in creating an environment conducive to concentration and learning engagement. Female students living in hostels benefit from a structured daily routine, peer support, and immediate access to academic resources, all of which contribute to better performance. The contrast with day scholars illustrates the negative impact of domestic responsibilities and commuting on learning focus. The findings align with previous research indicating that students in residential programs often demonstrate higher academic outcomes due to fewer distractions and more consistent study habits. The WEO's perspective reinforces the idea that investment in hostel infrastructure is not merely about providing shelter but about facilitating meaningful educational engagement and outcomes.

The statement implies that educational authorities and school management should prioritize the development and maintenance of high-quality hostel facilities as a means of improving female students' academic engagement and performance. Hostels must be designed as safe and supportive environments, equipped with adequate study areas, reliable power supply, and balanced meals to minimize distractions that often hinder students' focus. By ensuring that basic needs are met, schools create conditions where female students can concentrate fully on academic tasks

rather than worrying about food shortages, overcrowding, or infrastructural deficiencies. This perspective reflects broader research highlighting that learning environments directly influence student achievement and retention, particularly for girls who face additional barriers outside school (Nyarkoa, 2023; Fayiah & Khomera, 2024).

In addition to physical infrastructure, structured supervision and dedicated study schedules are critical in maximizing the effectiveness of hostel life. The presence of teachers and matrons during evening prep sessions not only helps to maintain discipline but also provides immediate academic and emotional support, reinforcing positive study habits and confidence (Johnson et al., 2020; Omotayo & Adenike, 2021). Furthermore, peer collaboration within hostels creates opportunities for cooperative learning, consistent with Bandura's Social Learning Theory, which emphasizes that students learn through observation, modeling, and interaction with peers (Bandura, 1977). These combined academic and social supports demonstrate that hostel improvements must extend beyond infrastructure to include structured routines and mentorship programs that nurture both discipline and motivation.

Ultimately, quality hostel accommodation can serve as a key strategy for promoting educational equity and improving learning outcomes for female students in Temeke Municipality. Investments in infrastructure, meals, digital access, supervision, and security will enable girls particularly those from remote or disadvantaged backgrounds to engage actively with the curriculum, collaborate with peers, and sustain higher

levels of academic performance. Such improvements also align with

Bronfenbrenner's Ecological Systems Theory, which stresses the importance of supportive microsystems in shaping development and achievement (Bronfenbrenner, 1979). Therefore, enhancing hostel environments is not simply an infrastructural intervention but a holistic educational strategy with direct implications for equity, retention, and long-term academic success for female learners (Regmi et al., 2024; Kimani & Mwangi, 2023).

The second WEO argued that,

"Hostel accommodation impacts female students more positively than staying at home. It provides a structured and secure environment that promotes consistent study habits. Students can dedicate uninterrupted hours to reading and completing assignments. In addition, being in a hostel encourages peer learning and collaborative study, which further enhances engagement. This demonstrates that access to quality accommodation is essential for improving female students' focus and participation in learning activities."

The WEO highlights that hostels offer a structured and secure environment that fosters disciplined study habits and concentration. Uninterrupted study time allows female students to focus on completing assignments and preparing for examinations without external pressures. Peer learning and collaborative study in the hostel further enhance engagement by creating opportunities for discussion, knowledge sharing, and problem solving. The statement reflects that female students' ability to engage in academic activities is deeply affected by their living

environment. Overall, it establishes the link between residential accommodation and improved focus, motivation, and learning outcomes.

The WEO's observation demonstrates the multifaceted benefits of hostel accommodation. Beyond physical facilities, hostels provide an environment that encourages peer interaction, accountability, and collaborative learning. These social and academic dynamics can enhance understanding and retention of knowledge, promoting active participation in school activities. By removing distractions associated with home life, students develop consistent routines that support concentration and academic engagement. The evidence supports the idea that hostels function as both a protective and enabling environment that contributes to students' overall learning capacity and achievement.

This quotation implies that schools should not view hostel accommodation merely as a housing solution but as an integral component of academic strategy. Investment in secure and well-structured hostels with opportunities for collaborative learning is likely to improve female students' focus and engagement. School administrators should implement structured study schedules, peer learning sessions, and supervision to maximize the benefits of residential education. Educational policies should allocate resources toward enhancing hostel conditions, recognizing their role in supporting consistent academic performance. Ensuring quality accommodation for female students can reduce disparities in learning opportunities and promote equitable educational outcomes.

The study also involved heads of schools. their response is based on the first specific objective presented in quotes, followed by discussion and implication.

Head of Schools A said that,

"Results and performance differ significantly between students who stay in hostels and those who stay at home. Hostel students demonstrate higher levels of concentration and tend to complete their assignments more consistently. The structured environment, including regulated study hours and supervision, allows them to prioritize academics. Students staying at home often face distractions, such as household responsibilities or long commutes, which affect learning outcomes. Therefore, staying in a hostel directly improves their ability to engage in educational activities and achieve better results."

The head of school emphasizes that hostel accommodation provides a structured setting that enhances female students' concentration and consistency in completing academic tasks. The regulated routines and supervision create an environment that fosters discipline and prioritization of schoolwork. In contrast, students at home encounter multiple distractions that reduce available study time and focus. The statement suggests that living in a hostel facilitates better engagement in educational activities and improves learning outcomes. Hostel accommodation emerges as a critical factor for supporting academic performance among female students in Temeke Municipality.

The observation highlights the impact of environment and routine on students' academic behavior. Hostels allow for extended study periods, reduce domestic interruptions, and provide

supervision that reinforces learning habits. Peer interactions and collaborative learning within hostels further contribute to improved academic engagement. Comparing hostel residents to day scholars underscores the challenges faced by students at home, such as household chores and travel time, which limit their ability to focus. The head's perspective confirms that residential schooling supports effective engagement in learning activities and can lead to higher academic achievement.

The quotation implies that school administrators and policymakers should prioritize hostel accommodation for female students, particularly those living far from school or in challenging domestic environments. Structured supervision, study schedules, and access to academic resources should be integral components of hostel management. Investment in residential facilities can enhance students' focus, motivation, and participation in learning activities. By providing a conducive environment, schools can reduce inequalities in academic engagement between hostel and non-hostel students. The policy emphasis should be on both the quality of infrastructure and the management of routines that foster learning.

Head of Schools B added that,

"Study rooms under supervision, electricity, and water make hostel facilities adequate for effective learning. Although the Internet is not yet available, these resources still provide students with a conducive environment to focus. Students can study for longer periods without interruptions from external household distractions. They also have access to guidance from teachers and matrons during study sessions. Such

structured support in hostels enhances both concentration and overall academic performance."

The head of school underscores that essential facilities, including electricity, water, and supervised study rooms, provide the foundational support required for effective learning. Even in the absence of Internet access, these facilities allow students to dedicate uninterrupted time to their studies. The presence of teachers and matrons adds a layer of academic guidance, ensuring that students receive help when needed. This highlights that hostel accommodation provides not only physical infrastructure but also structured support systems that enhance concentration. Consequently, students in hostels are better positioned to engage actively and effectively in academic activities.

This quotation emphasizes the interplay between infrastructure, supervision, and student engagement. Access to basic amenities removes barriers to sustained concentration, while supervision reinforces disciplined study habits. The combination of guidance, structured routines, and supportive facilities creates an environment that enhances learning outcomes. The observation aligns with research suggesting that controlled, resource-equipped environments improve academic focus and engagement. The head of school indicates that even limited resources, when paired with proper supervision, can significantly enhance female students' ability to concentrate and learn effectively.

The quotation implies that school authorities should ensure hostel facilities are adequately maintained and supervised. Investments in basic utilities, study rooms, and academic support personnel are

critical for promoting student focus. Even incremental improvements, such as supervised study sessions or provision of meals, can significantly enhance learning outcomes. Policymakers should consider the holistic needs of hostel students, combining infrastructure with human support to optimize academic engagement. Adequate facilities and supervision enable female students to maximize their learning potential and develop consistent study habits.

Head of Schools C commented that,

"Comfort in the hostel allows students more time to prepare for exams compared to those at home. The hostel environment reduces stress caused by travel and household chores. Students can organize group study sessions and engage in peer discussions, which strengthen their understanding of the curriculum. Supervised study hours ensure that they remain disciplined and focused. Overall, hostels provide a setting where female students can concentrate fully on learning, which is not possible for many day scholars."

The head of school highlights that comfort and reduced stress in hostels directly contribute to more effective study time. By removing the demands of travel and domestic responsibilities, female students can dedicate more hours to exam preparation and curriculum engagement. Group study and peer discussion opportunities provide additional reinforcement, allowing students to deepen their understanding through collaboration. Supervised routines ensure discipline and sustained focus, creating a highly conducive learning environment. Hostel accommodation, therefore, directly influences the ability of female students to

concentrate and engage in their studies consistently.

This quotation illustrates that hostel life provides both physical and social support systems that facilitate academic engagement. Comfort, safety, and peer interaction reduce anxiety and enhance motivation, which are essential for sustained learning. Supervised study periods encourage disciplined routines, further strengthening academic performance. The comparison with day scholars emphasizes the value of an environment where external stressors are minimized. The statement reinforces that hostels not only provide shelter but also serve as a strategic educational tool that maximizes learning opportunities and engagement.

The quotation implies that schools and policymakers should focus on creating hostel environments that balance comfort, safety, and structured study opportunities. Provision of spaces for peer collaboration, routine supervision, and minimal disruptions can enhance female students' focus and participation in learning activities. By addressing both physical comfort and social interaction, hostels can significantly improve engagement, motivation, and academic outcomes. The holistic support provided by hostels should be central to strategies aimed at promoting female students' learning in Temeke Municipality.

Head of Schools D had the following to say,

"Discipline is higher among hostel students compared to day scholars. Being in a supervised environment encourages punctuality, adherence to rules, and consistency in studying. This structure helps students develop strong learning habits

and maintain focus throughout the academic term. The combination of regulated schedules, meals, and quiet study spaces fosters a sense of responsibility. As a result, female students in hostels are more engaged and able to achieve better learning outcomes."

The head of school emphasizes that hostel accommodation fosters discipline, which is a key determinant of academic focus and engagement. The structured environment encourages students to adhere to schedules, follow rules, and develop regular study habits. Provision of meals and quiet study areas supports both physical and cognitive needs, reinforcing responsible behavior. This discipline translates into better time management, focus, and overall engagement in learning activities. Consequently, hostels are not just living spaces but environments that shape positive academic behavior and sustained attention to studies.

Discipline in hostels creates a culture of accountability, where students are guided to prioritize their academic responsibilities. Supervision by matrons and teachers, coupled with structured routines, instills habits that are critical for long-term academic success. The regulated environment contrasts with day scholars who often face competing demands at home, leading to fragmented study patterns. The emphasis on consistent routines, quiet study spaces, and provision of meals illustrates that physical, social, and behavioral supports are intertwined in promoting engagement. This observation aligns with the broader educational literature that links structured environments with improved academic performance.

The quotation implies that schools should implement structured, disciplined environments within hostels to promote learning engagement. Policies should ensure consistent supervision, study routines, and provision of essential facilities that reinforce academic habits. By creating disciplined and supportive hostel's environments, female students are more likely to focus on their studies and participate actively in school activities. Emphasizing both routine and responsibility in residential settings can lead to sustained improvements in learning outcomes. Hostel accommodation should therefore viewed as an integral component of strategies to enhance female students' academic performance in Temeke Municipality.

Furthermore, four academic masters from visited schools were interviewed and their responses were recorded in quotes supported with discussion and implications to the specific objective number two.

The first academic master said that,

"Students who stay in hostels can access study materials and books more easily than those who come from home. They have electricity during study hours and a quiet environment, which allows them to concentrate better. The hostel setting reduces interruptions from household chores or community responsibilities. Female students can dedicate more time to reading, preparing for exams, and completing assignments. This access to resources and a conducive environment significantly enhances their academic focus and engagement."

The Academic Master emphasizes that hostel accommodation provides female students with better access to

learning resources and a structured, distraction-free environment. Electricity and quiet study spaces enable uninterrupted study sessions, allowing students to focus on their academic responsibilities. The absence of household chores and external distractions means students can allocate more time to learning and preparation. The statement highlights that physical access to resources and a supportive environment are critical factors influencing academic engagement. Hostels, therefore, create the conditions necessary for sustained concentration and active participation in educational activities.

This observation underscores the importance of resource availability and environmental conditions for effective learning. Students living at home often face competing demands that reduce study time, while hostel residents benefit from dedicated spaces and structured routines. Access to books, electricity, and quiet areas supports continuous learning and allows students to engage more deeply with their curriculum. Peer interaction in hostels further promotes collaborative learning, enhancing understanding and retention. The Academic Master's perspective aligns with research showing that residential schooling fosters focus and engagement by minimizing distractions and providing necessary academic tools.

The quotation implies that school administrators and policymakers should prioritize the provision of adequate study facilities, resources, and electricity within hostels to support female students' learning. Structured study hours, access to books, and quiet environments are essential for maximizing concentration and engagement. Ensuring that hostel residents have uninterrupted access to academic

resources can improve learning outcomes and reduce disparities between hostel and day students. Investments in hostel infrastructure, combined with support for study routines, are likely to enhance female students' focus and academic performance significantly.

The second academic master added that,

"Being in the hostel allows female students to participate in group studies and discussions at any time. They can share knowledge, clarify doubts, and motivate each other to stay focused. This peer support system is not available to day scholars, who often study alone and face distractions at home. Hostel students also receive guidance from matrons and teachers, reinforcing good study habits and time management. The collaborative environment and supervision directly contribute to their ability to concentrate and engage in learning activities effectively."

The Academic Master highlights that hostel accommodation facilitates peer learning and collaborative study, which are critical for deepening understanding and maintaining academic focus. Students can access immediate feedback from peers and supervisors, reducing gaps in comprehension and increasing motivation. The guidance provided by matrons and teachers supports the development of effective study habits, discipline, and time management skills. In contrast, day scholars often lack these structured support mechanisms, limiting their ability to focus and engage consistently. The statement indicates that the social and supervisory aspects of hostel life play a central role in enhancing learning outcomes for female students.

This observation illustrates that hostel's environments provide both academic and social support that enhances engagement. Peer interaction fosters collaborative problem-solving and active participation, while supervision by teachers and matrons reinforces discipline and focus. The combination of social learning and structured guidance contributes to a culture of academic commitment and sustained concentration. By enabling continuous collaboration, hostels help female students develop confidence and skills that are difficult to achieve in home-based study environments. The Academic Master's perspective aligns with studies suggesting that social support networks within educational settings enhance learning engagement and academic performance.

The quotation implies that schools should actively encourage structured peer learning and supervision within hostel settings. Providing spaces for group discussions, study sessions, and teacher-guided interactions can enhance female students' engagement and focus. Educational authorities should consider incorporating mentorship and collaborative learning programs into hostel routines. By fostering both social and academic support networks, hostel accommodation can significantly improve learning outcomes and ensure that students remain motivated and concentrated on their studies. Effective utilization of peer and supervisory support is essential for maximizing the benefits of residential education.

The third academic master have the following to say,

"Hostel accommodation minimizes travel time and fatigue, allowing students to dedicate more energy to learning. Female students who live in hostels consistently attend study sessions, participate in academic programs, and complete assignments on time. The structured environment ensures they follow daily routines, including meal times, study periods, and rest. Distractions from home responsibilities reduced, which helps maintain concentration during learning activities. Consequently, hostel students demonstrate higher engagement and improved academic outcomes compared to their peers at home."

The Academic Master emphasizes that hostel accommodation reduces travel-related fatigue and domestic distractions, enabling female students to focus on academic tasks. Consistent attendance at study sessions and participation in programs demonstrate that structured routines foster discipline and effective time management. The removal of external responsibilities allows students to dedicate their full energy and attention to learning. This indicates that hostels play a critical role in supporting academic engagement, motivation, and productivity. Female students benefit from a holistic environment that aligns daily life with educational goals, improving their ability to participate meaningfully in school activities.

This quotation highlights the impact of time management, routine, and environmental factors on learning engagement. By living in hostels, students avoid long commutes and household chores that detract from study time, creating a favorable context for concentration and task completion. Structured routines, supervision, and

access to resources combine to enhance focus and academic performance. The observation supports research showing that residential schooling can improve students' academic outcomes by providing stability, consistency, and minimized distractions. Hostel life not only addresses logistical challenges but also nurtures habits that encourage sustained engagement in learning activities.

The quotation implies that, educational planners should prioritize hostel accommodation for female students, particularly those living far from school or with demanding home responsibilities. Ensuring that hostels provide structured routines, access to study resources, and supervision can maximize student engagement and academic focus. Policies should recognize that reducing fatigue and distractions through residential schooling directly contributes to improved learning outcomes. Schools should consider combining accommodation with well-organized schedules, adequate meals, and academic guidance to optimize students' ability to concentrate and participate in learning activities.

The last academic master added that,

"Students living in hostels report higher levels of concentration and academic confidence. They have consistent access to study materials, quiet spaces, and supervision, which fosters self-discipline and focus. The hostel environment allows for uninterrupted study periods and immediate feedback from teachers or peers. Students are able to set learning goals, monitor their progress, and collaborate effectively with others. As a result, female students in hostels are better able to engage with the

curriculum and achieve academic success compared to day scholars."

The Academic Master notes that hostel accommodation enhances concentration and self-confidence among female students. Access to resources, quiet study areas, and guidance fosters discipline, helping students manage their time effectively and set academic goals. The environment allows for uninterrupted study and active collaboration, promoting deeper engagement with the curriculum. Students living at home may lack these supportive structures, which can impede focus and academic confidence. The statement illustrates that hostels serve as an enabling environment that supports both the cognitive and motivational aspects of learning.

This observation highlights the multifaceted advantages of hostel living, including access to resources, structured study routines, and supervision. The combination of quiet spaces, peer collaboration, and guidance promotes consistent engagement and helps students take ownership of their learning. By fostering self-discipline and confidence, hostels empower female students to participate fully in academic activities and pursue higher achievement. The perspective aligns with broader research suggesting that residential schooling improves student outcomes by providing stability, structured routines, and academic support systems. Hostels, therefore, play a pivotal role in shaping learning engagement and performance.

The quotation implies that school administrators should focus on improving hostel conditions to maximize female students' concentration and engagement. Policies should ensure access to study

materials, supervised study periods, and collaborative learning opportunities within hostels. By creating an environment that supports self-discipline, goal setting, and academic confidence, schools can enhance female students' ability to engage actively with the curriculum. Investments in hostel facilities, routines, and supervision are essential for achieving equitable and effective learning outcomes in Temeke Municipality secondary schools.

Based on the insights from WEOs, heads of schools, and academic masters, it is evident that hostel accommodation significantly enhances female students' ability to focus and engage in learning activities in Temeke Municipality secondary schools. Similar to findings in other African contexts, hostel living provides students with a structured and distraction-free environment, where they have access to study rooms, electricity, and learning materials that are often unavailable or inconsistent for day scholars (Nyarkoa, 2023; Fayiah & Khomera, 2024). The hostel setting reduces interruptions from household chores, long commutes, and community responsibilities, allowing students to dedicate more time and energy to academic tasks (Regmi et al., 2024). Supervision by matrons and teachers, combined with opportunities for peer learning and group discussions, fosters self-discipline, goal-setting, and active engagement with the curriculum (Alotaibi & Alharbi, 2019; Johnson et al., 2020). Furthermore, hostel students benefit from consistent routines, mentorship, and immediate feedback, which enhance both concentration and academic confidence (Omotayo & Adenike, 2021; Kimani & Mwangi, 2023). These conditions collectively create a conducive environment for sustained study,

collaborative learning, and improved performance, highlighting that residential accommodation not only supports the acquisition of knowledge but also cultivates the motivation, focus, and engagement necessary for academic success among female students (Othman et al., 2021).

The findings of this study affirm that hostel accommodation significantly enhances female students' ability to focus and engage in learning, an observation strongly supported by existing theories and prior research. Bandura's Social Learning Theory emphasizes the role of observation, imitation, and modeling in shaping behavior (Bandura, 1977). Within hostels, female students interact with peers who demonstrate positive academic practices, thereby reinforcing study habits and concentration. Similarly, Bronfenbrenner's Ecological Systems Theory highlights the importance of supportive microsystems in influencing individual development (Bronfenbrenner, 1979). In this context, the hostel functions as a structured microsystem that nurtures academic performance. These theoretical insights resonate with studies in Tanzania and beyond, which show that residential schooling environments provide stability, discipline, and consistent engagement that directly improve students' learning outcomes (Nyarkoa, 2023; Fayiah & Khomera, 2024).

The Academic Master's statement that hostel accommodation fosters concentration and self-confidence among female students resonates with earlier findings from global studies. Alotaibi and Alharbi (2019) revealed that hostel living enhances students' time management, while Johnson et al. (2020) highlighted the role of peer collaboration in maintaining

focus and academic motivation. In Temeke, hostel students had access to quiet study spaces, electricity, and supportive supervision, which collectively empowered them to set academic goals and manage their time effectively. These conditions, as past research shows, cultivate both cognitive and motivational aspects of learning, helping female students overcome the domestic responsibilities and distractions often faced by day scholars (Regmi et al., 2024). This confirms that hostel environments strengthen self-discipline and academic confidence, which are crucial for sustained curriculum engagement.

The multifaceted advantages of hostel accommodation also align with international best practices. In countries like the UK, US, and Malaysia, residential schooling has been linked with reduced distractions, structured study routines, and improved engagement (Regmi et al., 2024; Othman et al., 2021). Similarly, African studies highlight that hostel living reduces absenteeism, enhances security, and supports consistent study habits among female learners (Nyarkoa, 2023; Fayiah & Khomera, 2024). The Temeke findings mirror these trends, showing that access to study resources, peer discussions, and uninterrupted study time contribute directly to higher academic performance. This reflects a global consensus that quality hostel facilities provide both academic and psychosocial benefits that strengthen learning effectiveness, especially for female students.

The report also underscores the policy implications of improving hostel conditions. As Omotayo and Adenike (2021) and Kimani and Mwangi (2023) argue, safe and resource-equipped hostels foster self-efficacy, persistence, and

confidence among students. The Temeke study confirms that supervised study hours, access to guidance from teachers, and collaborative learning opportunities empower female students to remain disciplined and academically engaged. School administrators and policymakers, therefore, should prioritize investments in hostel infrastructure, study materials, and structured routines as part of broader strategies to promote equity and academic success. This is particularly relevant in urban Tanzanian contexts, where long commutes and domestic responsibilities impede female learners' concentration and reduce time available for study.

Finally, the local findings provide strong evidence that hostel accommodation is not merely a housing solution but an integral educational strategy. Hostel residents in Temeke reported reduced stress, consistent attendance in study sessions, and improved concentration, compared to day scholars who faced challenges of commuting and household chores. The structured and supervised environment allowed for collaborative learning, mentorship, and immediate feedback, all of which improved focus and academic outcomes. These results reinforce both theoretical perspectives and past empirical studies, highlighting that hostel accommodation supports not only the acquisition of knowledge but also the motivation, discipline, and confidence required for female students to thrive academically (Othman et al., 2021; Fayiah & Khomera, 2024).

CONCLUSION AND RECOMMENDATIONS

The study concludes that hostel accommodation has a significant and

positive influence on female students' learning in secondary schools in Temeke Municipality. Evidence from Ward Education Officers, heads of schools, and academic masters consistently shows that hostels provide a structured, secure, and supportive environment that enhances concentration, discipline, and academic engagement. Female students living in hostels benefit from reduced domestic distractions, minimal travel fatigue, reliable access to basic facilities such as electricity and water, supervised study sessions, and opportunities for peer collaboration. These conditions allow students to devote more time and energy to their studies, complete assignments consistently, and prepare effectively for examinations. Supervision by teachers and matrons reinforces positive study habits, self-discipline, and academic confidence, while peer interaction promotes collaborative learning in line with Bandura's Social Learning Theory. From the perspective of Bronfenbrenner's Ecological Systems Theory, the hostel functions as a supportive microsystem that directly nurtures students' academic engagement and performance. Overall, the findings demonstrate that hostel accommodation is not merely a welfare provision but a strategic educational intervention that promotes equity, sustained engagement, and improved learning outcomes for female students, particularly those facing domestic and socioeconomic constraints.

Based on the findings, the study recommends that government authorities, education planners, and school management prioritize the development and improvement of hostel facilities for female students. Investment should focus on providing safe, comfortable, and well-

equipped hostels with adequate study rooms, reliable electricity and water supply, sanitation facilities, and regular meals to eliminate barriers to concentration. Schools should also strengthen structured supervision by ensuring the presence of trained matrons and teachers during study hours to guide learners academically and emotionally. Policies should encourage the integration of peer learning, mentorship programs, and clearly defined study schedules within hostel routines to maximize academic engagement. Additionally, gradual incorporation of ICT resources and Internet access should be considered to further enhance learning opportunities. Educational stakeholders are encouraged to view hostel accommodation as part of a holistic strategy for improving female students' academic performance, reducing inequalities between hostel residents and day scholars, and promoting retention and success in secondary education across Temeke Municipality.

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