

## **Time Use Comparison of Female and Male Teenagers in Tanzania**

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### **1. Introduction**

A study on phase-1 time use in Tanzania was carried out by the Department of Statistics between January and February 2005. The phase-2 study was conducted between March and August 2005. The questionnaire method was employed in collecting data for the phase-1 study and data for the phase-2 study was collected by the diary method. In both phases, youths including teenage girls and boys were among people from whom data was collected. This paper is concerned with analysing data on teenagers from the phase-1 study.

#### **1.1 Definitions**

Anyone aged between 13 and 19 years old is a teenager; the ages in this category are: **thirteen**, **fourteen**, **fifteen**, **sixteen**, **seventeen**, **eighteen** and **nineteen**. At times, people use the terms “youth” and “teenager” interchangeably but there is a difference between the two terms. According to the United Nations definition, a youth is anyone aged between 10 and 24 years. Hence teenagers are a subgroup of youths.

## 1.2 Literature review

Time use research started in 1913 and picked momentum in 1965. Currently, time use data is a major player in the world of Social Statistics (Harvey, 2004).

Fisher and Layte (2004) used the diary method to analyse time use of women and men on paid work, unpaid work, attending to personal needs and free time. The study was conducted in seven countries, namely: Canada, Denmark, Finland, Netherlands, Norway, UK and USA. The study found out that a higher percentage of women than men spent a longer time on unpaid labour and the situation reversed for paid labour. On the other hand, there was no significant difference between the time men and women spent on personal needs, the same was the case for free time. The study did not analyse time use by age hence it is not easy to know whether the pattern of time use was the same for the young, middle aged and the old people.

The diary method was also used by Katapa (2001) to find out how urban female heads of households spent their time. The research found out that the women spent a lot of time on economic activities and a little time on personal needs and leisure. Grouping them into age groups, it was found out that the old women spent much longer time than the young and middle aged ones on economic activities and hence they had very little time for leisure.

Mulligan et al (2005) mention several ways of collecting time use data by the diary method, among the various ways is the one of asking people to report on activities undertaken the previous day. They also state that one of the benefits of the diary method is that it accounts for an entire 24–hours period so that

random errors occurring in one time use category are cancelled out by random errors occurring in another category.

Kitterod and Lyngstad (2005) compared time use of housework by the diary and questionnaire methods. They found that gender-wise, the two methods provided almost identical results and the age-wise comparison showed differences between the two methods. For the younger age groups (16-34 years old for women and 16-44 years old for men), the questionnaire method provided higher estimates than the diary method. On the other hand, the diary method produced higher estimates than the questionnaire method for women aged 44 years and above and for men aged 55 years and above. There was no difference in estimates from the two methods for women aged 35 to 44 years old and for men aged 35 to 54 years old.

Teenagers are in a transforming stage from childhood to adulthood; as a result a lot of studies have been devoted to them. The studies include socialization (Katapa, 1999), marriage, fertility, communication and economic aspects ( Ntukula and Liljestrom, 2004; Rwebangira and Liljestrom, 1998 and Tumbo-Masabo and Liljestrom, 1994). Time use studies on female and male teenagers is an important aspect of studying socialization of the teenagers as well as finding out common and gender specific activities of the teenagers.

### **1.3 Objectives of the paper**

This paper had the objectives of finding out the main economic activities of teenagers by sex and rural-urban residence as well as to analyse the teenagers' time use.

### **1.3.1 Main economic activities of teenagers**

The activities under this objective were:

- To find out the primary economic activities of teenagers as reported by their heads of households;
- To disaggregate the above by rural-urban residence and sex.

### **1.3.2 Time use of teenagers**

- To analyse the time use of teenagers as reported by the teenagers themselves and hence deduce the teenagers' main activities;
- To disaggregate the above by rural-urban residence, sex and age group; the age groups being 13-14, 15-17 and 18-19 years old.

## **1.4 Justification**

Teenagers are a special category in a society. They are neither children nor adults; they are in a transition stage from childhood to adulthood. In transforming from childhood to adulthood, teenagers face problems.

Time use is one of the activities that can reveal teenagers' problems. Do they utilise time effectively? Once the problems are identified, the study can come up with policy recommendations on improving their status.

It is possible that the needs of rural teenagers are different from those of the urban ones hence we may find that time use of urban and rural teenagers are different because time use may be responding to the needs of the teenagers.

It is also possible that the needs of female teenagers are different from those of the male ones, if this is the case then it is possible that time use by gender will be meaningful.

## **2. Methodology**

The methodology is divided up into the following sections: study design, definitions, the questionnaire and data.

### **2.1 Study Design**

The country was divided into six zones, namely Eastern, Central, Western, Northern, Southern Highlands and Lake. Several regions in a country constituted a zone and Zanzibar was part of the Eastern zone.

A sample of rural households and another one of urban households was picked from every region in a zone.

It had been planned that in half of the rural and half of the urban households, data would be collected from the head of household and his/her spouse; in the case where the head of household was unmarried, then the oldest person of an opposite sex to that of the head of a household would be the second respondent.

It had been further planned that in the remaining households, there would be four respondents. The first and second respondents would be as stated above, the third and fourth respondents would be the oldest male and female youths respectively.

## **2.2 Questionnaire**

The questionnaire had four parts, the first one was the longest and it was supposed to be filled by the head of household, the second one was shorter than the first part and it was supposed to be filled by the spouse of the head of a household. The third and fourth parts were very brief; they were supposed to be filled by the oldest male and female youths in half of the households.

The questionnaire had twenty-one pages, the first part of the questionnaire was on pages one to twelve, the second part was on pages 13 to 20 and the third and fourth part occupied page 21.

### **2.2.1 First Part of the Questionnaire**

The first part of the questionnaire had an identification of the household and six sections. The first section collected the following information on every member of the household: age, sex, marital status, main and second economic activities, educational level and religion. During the planning stage, this section was designed so that it could get information on the above variables for households with up to sixteen members. It was the head of household who provided information on the above variables for each household member.

The second section of this part of the questionnaire was on the socio-economic characteristics of the household. The third up to sixth sections were directly concerned with activities of the head of household; they were specifically concerned with community participation, economic activities, time use and literacy of the head of household.

### **2.2.2 Second Part of the Questionnaire**

The third up to the sixth sections of the first part of the questionnaire were duplicated and presented as “the second apart of the questionnaire” and this time, the respondent was the spouse of the head of household. Thus the second part of the questionnaire was on community participation, economic activities, time use and literacy of the spouse of the head of household; the sections in this part of the questionnaire were.

### **2.2.3 Third and Fourth Parts of the Questionnaire**

Half of the households in the sample had the oldest female and the oldest male youth responding to parts three and four of the questionnaire. In a household, once a male youth filled part three of the questionnaire, then the female youth had to fill part four of the questionnaire, and vice versa. The two parts of the questionnaire were identical except for the serial number of the respondent in the household. The youths reported on activities they performed on the day before the survey day. Each youth reported on the beginning and ending of each activity he or she performed from the time of waking up until the time of going to bed for the night sleep.

## **2.3 Data**

Data needed to fulfill the objective of finding out main economic activities of teenagers (section 1.3.1) come from the first section of part one of the questionnaire.

Data needed to analyse the time use of teenagers come from the third and fourth parts of the questionnaire, description of these parts appeared in section 1.3.3. Finally, data in section 1.3.3 was linked to that of section 1.3.1 in order

to disaggregate the time use by rural-urban residence, sex and age groups of the teenagers.

### **3. Findings**

Findings from responses of heads of households appear in section 3.1 and similarly, findings from responses of teenagers are in section 3.2.

#### **Geographical Location of Households**

The survey collected data from 2,980 households; 60.4% of the households were urban and the remaining (39.6%) were rural.

#### **3.1 Findings on Teenagers from Responses of Heads of Households**

In addition to providing information on his/her time use, each head of household provided information on every member of the household on the following variables: age, sex, marital status, primary and secondary economic activities, educational level and religion.

##### **3.1.1 Socio-Demographic Characteristics of Teenagers**

#### **Distribution of Teenagers by Geographical Location**

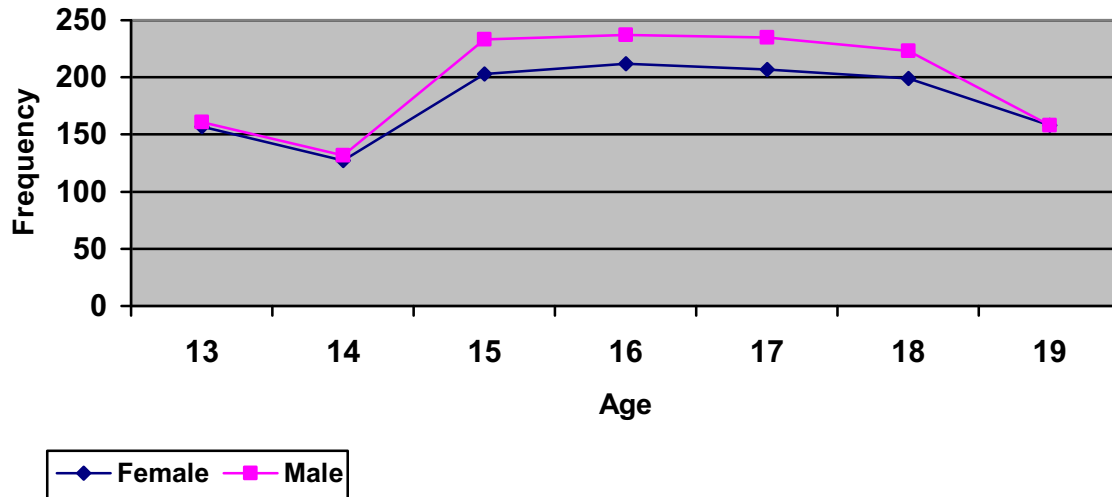
The sampled households had 2,675 teenagers; 60% of the teenagers were in urban households and the other 40% were in rural households.

#### **Distribution of Teenagers by Age and Sex**

The distribution of teenagers according to age and sex appears in Figure 1. The sample had more male teenagers (52.7%) than female teenagers (47.3%). The sex of two teenagers aged 16 and 19 years old is unknown.



**Figure 1: Distribution of Teenagers by Age and Sex**



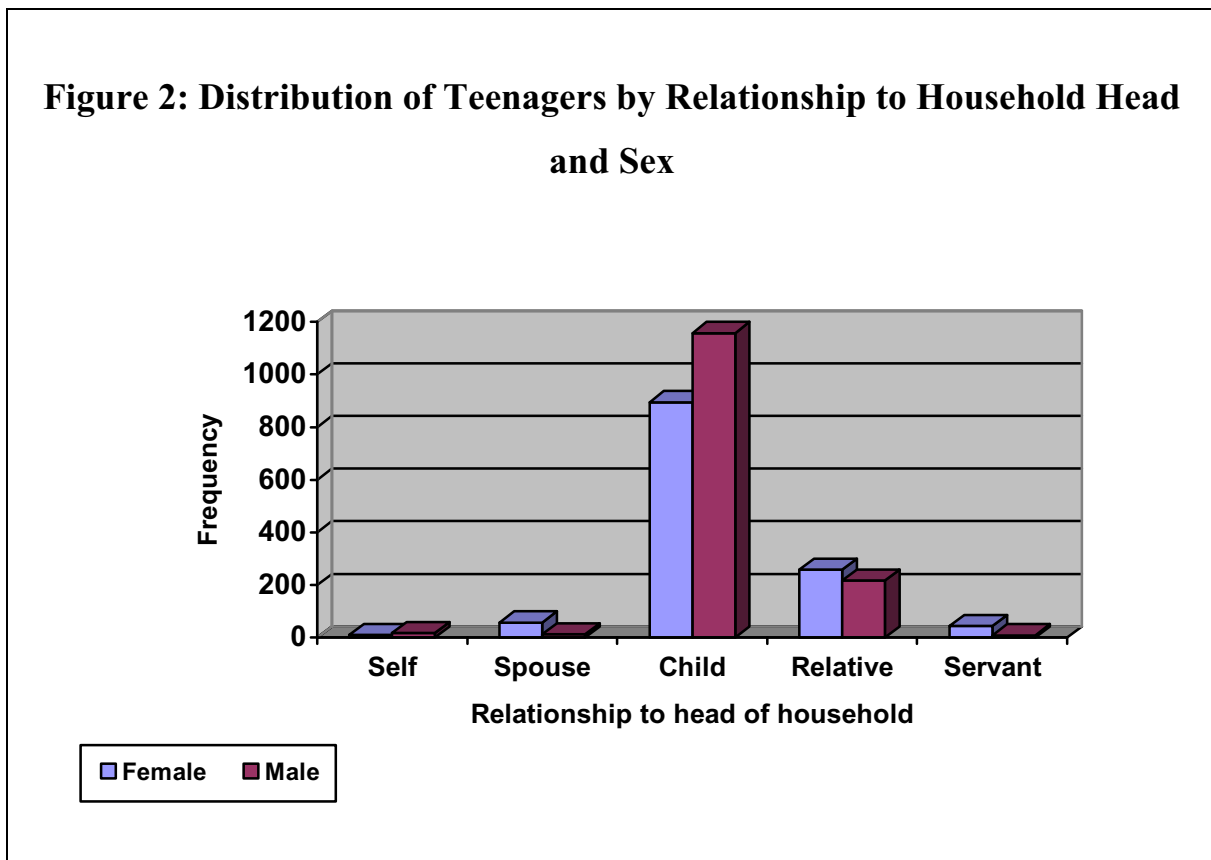
Teenagers aged 15 to 18 had higher percentages than those aged 13, 14 and 19. There were more male than female teenagers for each age, except ages 13 and 19. Details on the distribution of teenagers by age and sex appear in Table A1 in the appendix.

### **Distribution of Teenagers by Sex and Marital Status**

Information on marital status of the teenagers is available for only 14.7% of the teenagers; breaking down by sex, the information is available for 17.0% of the female and 12.7% of the male teenagers. Details on the distribution of teenagers by marital status and sex appear in Tables A2 and A3 in the appendix.

### **Distribution of Teenagers by Relationship to Head of Household**

Heads of households provided their relationships to all members of their households. The relationship of a teenager to his/her head of household appears in Figures 2 and 3.



Slightly over two thirds of the teenagers are children of heads of households. More male than female teenagers are children of heads of households.

Table A4 in the appendix shows the distribution of teenagers by relationship to head of household and sex; the category of children of heads of households

is made up of 44% daughters and 56% sons. It is possible that there are more male than female children of heads of households in the households because some daughters had already been married and hence they were no longer in those households. Interesting enough, the majority of the servants (44 out of 52) are girls; it is possible that they are house-girls.

**Figure 3: Distribution of Teenagers by Relationship to Household Head and Residence**

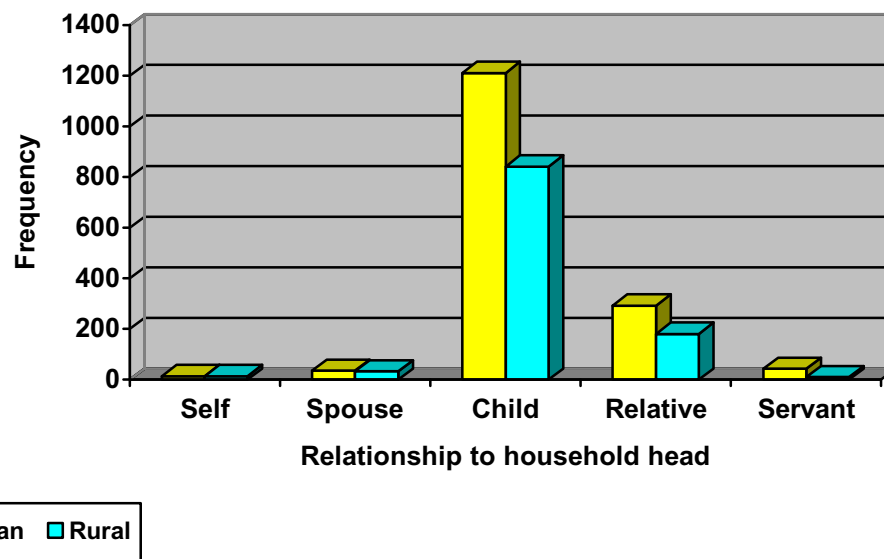


Table A5 in the appendix shows the distribution of teenagers by relationship to head of household and urban-rural residence. More urban than rural teenagers are children of heads of households. The possible explanation of this difference is that rural girls tend to marry earlier than their urban counterparts. Also a male youth in the rural has a tendency of acquiring land from his father, build a hat on that land and become independent by living in his own hat.

It is also noted that among the teenage servants, the majority of them are serving urban households; it is interesting to have a breakdown of the ages of the servants so that we can judge whether child labour is involved or not. This

breakdown appears in Table A6 in the appendix. More than a half of the servants are below 18 years old implying that there is child labour in Tanzania.

### **Distribution of Teenagers by Educational Levels**

The majority of the teenagers are either in primary schools or they have completed primary education, the next highest number is that of teenagers who are in secondary schools. There are more male than female teenagers in schools (53% vs 47% in primary schools and 52% vs 48 in secondary schools). The distribution of teenagers by sex and educational level appear in Table A7 in the appendix. More urban than rural teenagers are in school (56% vs 44% in primary schools and 73% vs 27% in secondary schools); details on the distribution of teenagers by residence and educational level are in Table A8 in the appendix.

The discrepancy in teenage school attendance or achievement is wider for residency (rural-urban) than for gender (male vs female). Female teenagers in rural areas are the most disadvantaged when it comes to secondary education.

### **3.1.2 Primary Economic Activities of Teenagers**

#### **Distribution of Teenagers by Primary Economic Activity and Sex**

The distribution of teenagers by economic activity and sex appears in Figure 4 and Table 1.

Three Quarters of the teenagers are students; more male than female teenagers are students (57% vs 43%). On the other hand, a higher percentage of girls

than boys are farmers (52% vs 48%) and also, more girls than boys are employed (59% vs 41%). Small numbers of female and male teenagers are engaged in cattle rearing.

**Table 1: Distribution of Teenagers by Primary Economic Activity and Sex**

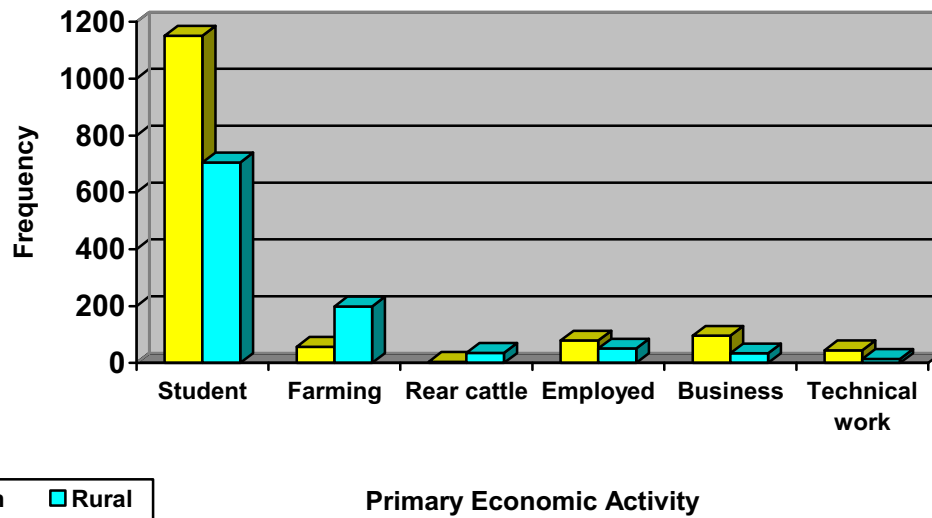
Primary economic activity	Number of teenagers		Percentage of Teenagers			Total	
	Female	Male	Female	Male	Total	Number	Percentage
Student	803	1,052	43.3	56.7	100	1,855	10.4
Farming	132	124	51.6	48.4	100	256	1.6
Cattle rearing	19	21	47.5	52.5	100	40	5.3
Employed	77	53	59.2	40.8	100	130	5.3
Business	66	65	50.4	49.6	100	131	2.4
Technical work	28	32	46.7	53.3	100	60	75.0
Total	1,125	1,347				2,472	100.0

Remark: Heads of households of 63 male and 138 female teenagers did not state the primary economic activities of the teenagers.

### **Distribution of Teenagers by Primary Economic and Activity Residence**

The distribution of teenagers according to economic activity and residence is presented in Figure 5 and Table 2.

**Figure 5: Distribution of Teenagers by Primary Economic Activity and Residence**



More than two thirds of the teenagers (70%) are students. Farming is the economic activity which has attracted more teenagers than other economic activity. Almost 10% of the teenagers are farmers, the majority of whom are in the rural. Equal numbers of teenagers are engaged in employment and business (5% for each activity). More of those employed and those in business are in the urban rather than the rural. Cattle rearing is a rural phenomena, 36 out of the 40 teenagers engaged in cattle rearing are in the rural.

**Table 2: Distribution of Teenagers by Primary Economic Activity and Residence**

Primary economic activity	Number of teenagers		Percentage of Teenagers			Total	
	Urban	Rural	Urban	Rural	Total	Number	Percentage
Student	1,151	705	62.0	38.0	100	1,856	69.5
Farming	57	199	22.3	77.7	100	256	9.6
Cattle rearing	4	36	10.0	90.0	100	40	1.5
Employed	79	51	60.7	39.3	100	130	4.9
Business	96	34	73.8	26.2	100	130	4.9
Technical work	45	14	76.3	23.7	100	59	2.2
Missing	160	39	80.4	19.6	100	199	7.5
Total	1,592	1,078				2,670	99.8

### 3.2 Findings from Responses of the Teenagers

Teenagers were among youths who reported on their time use the day prior to the survey day; 1,441 teenagers filled part three and 1,263 other teenagers filled part four of the questionnaire. Eleven teenagers did not state their sex; six of the eleven teenagers had filled part three and five others had filled part four of the questionnaire. Hence altogether, 2,704 teenagers filled the questionnaire and 2,693 out of the 2,704 (99.6%) teenagers stated their sex.

More male teenagers than female teenagers filled the two parts of the questionnaire; 1,357 male teenagers and 1,336 female teenagers (50.4% male



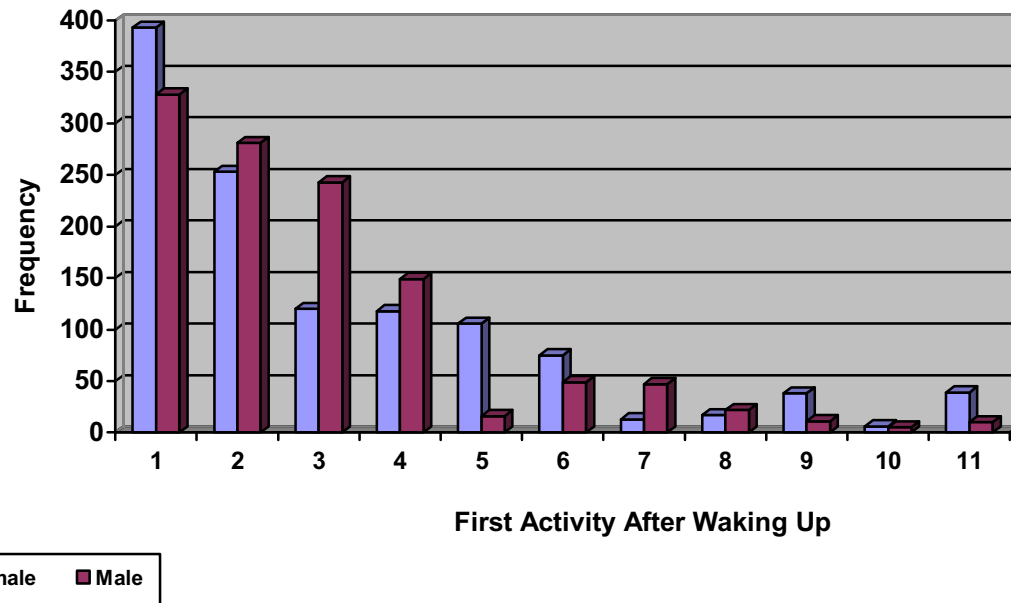
vs 49.6% female) filled the two parts of the questionnaire. Similarly, more urban than rural teenagers filled the two parts of the questionnaire; 1,589 urban and 1,113 rural teenagers (58.8% urban vs 41.2% rural) filled the two parts of the questionnaire.

Altogether, each teenager filled up to twelve activities. However, some of them filled the beginning and ending of each activity in English and some others filled in Kiswahili. The field enumerators recorded the figures in the questionnaire without indicating that what they filled was Kiswahili or English time; this confusion resulted into not being able to analyse durations of activities. For example 10:00 in Kiswahili means 4:00 pm or 4:00am in English whereas 4:00 in Kiswahili means 10:00 am or 10:00pm. Having noted this confusion, the paper will analyse the teenagers' activities and the sequence in which the activities take place.

### **3.2.1 Activities of Teenagers by Sex**

The first activity of a teenager (upon waking up) by sex is presented in Figure 6 and Tables 3.

**Figure 6: Distribution of Teenagers by First Activity after Waking up and Sex**



**Key to Activity Codes:** 1=Bath, 2=Brush teeth, 3=Prepare/drink tea, 4=Study/Private Study, 5=Wash dishes, 6=Draw water, 7=Go to farm, 8=Pray, 9=At home (nyumbani), 10=Cook/Eat food, 11=Other.

It is seen that the main activities of the teenagers soon after waking up, arranging them in order of highest frequencies were: having a bath, brushing teeth, preparing or drinking tea, studying, drawing water and washing dishes. A small number of teenagers went to farms, another small number had their morning prayers and some teenagers performed activities other than the mentioned ones.

**Table 3: Distribution of Teenagers by First Activity after Waking up and Sex**

First Activity After waking up	Number of teenagers		Total	
	Female	Male	Number	Percentage
Bath	393	328	721	30.8
Brush teeth	253	281	534	22.8
Prepare/drink tea	120	243	363	15.5
Study/Private	118	149	267	11.4
Study	106	16	122	5.2
Wash dishes	75	49	124	5.3
Draw water	13	47	60	2.6
Go to farm	17	22	40	1.7
Pray	38	11	49	2.1
At home	6	5	11	0.5
(nyumbani)	39	10	49	2.1
Cook/Eat food				
Other				
Total	1,179	1,161	2,340	100.0

What comes in mind is whether the female teenagers' priorities of what should be the first activity after waking up are the same as those of the male teenagers. In order to explore this, we rank the frequencies of the females and

those of the males and see if the rankings coincide. Ranking of the frequencies of the first activity after waking up appear in Table 4.

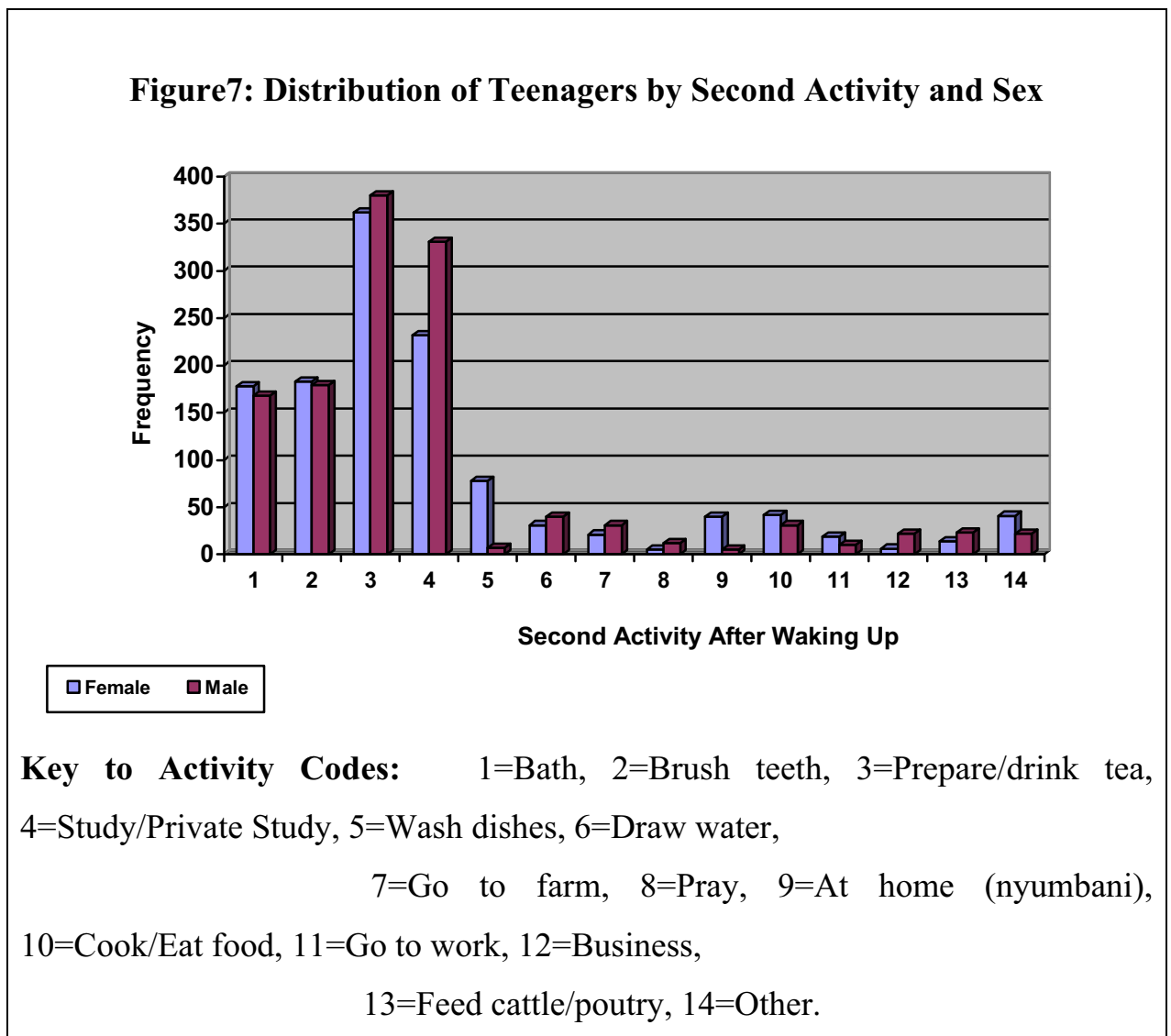
**Table 4: Ranking of Teenage Females' and Males' First Activity after Waking up**

First Activity After waking up	Female teenagers		Male teenagers	
	Frequency	Rank of activity	Frequency	Rank of activity
Bath	393	1	328	1
Brush teeth	253	2	281	2
Prepare/drink tea	120	3	243	3
Study/Private Study	118	4	149	4
Wash dishes	106	5	16	8
Draw water	75	6	49	5
Go to farm	13	10	47	6
Pray	17	9	22	7
At home (nyumbani)	38	8	11	9
Cook/Eat food	6	11	5	11
Other	39	7	10	10
Total	1,179		1,161	

The first up to the 4<sup>th</sup> ranks of both the female and male teenagers represent the same activities, namely: have a bath, brush teeth, prepare or drink tea and study. It is when we come to the 5<sup>th</sup> rank that we see a deviation, for the females, the fifth rank represent the activity “wash dishes”, that activity ranks eighth among the males. Another big difference is on the activity “go to

farm”, this occupies the 6<sup>th</sup> rank among the male teenagers but the 10<sup>th</sup> rank among the female ones. Thus we are seeing some sort of a gendered approach to the first activity after waking up, whereas washing dishes can be considered as mainly a woman’s activity, going to farm early in the morning is mainly a man’s job.

The second activities of teenagers after waking up are presented in Figure 7 and Table 5.



Activities with the highest frequencies are: prepare/drink tea, study/private study, brush teeth and bath, together they account for activities of 80% of the teenagers while the remaining 20% of the teenagers conduct the other thirteen activities.

**Table 5: Distribution of Teenagers by Second Activity after Waking Up and Sex**

Second Activity After waking up	Number of teenagers		Total	
	Female	Male	Number	Percentage
Prepare/drink tea	362	380	742	29.5
Study/Private Study	232	331	563	22.4
Brush teeth	183	179	362	14.4
Bath	178	168	346	13.8
Wash dishes	78	7	85	3.4
Cook/Eat food	42	31	73	2.9
Fetch water	31	40	71	2.8
Go to farm	21	31	52	2.1
Pray	5	12	17	0.1
At home (nyumbani)	40	5	45	1.8
Go to work	19	10	29	1.1
Business	6	22	28	1.1
Go for a walk	15	5	20	0.1
Wash clothes	8	3	11	0.0
Fetch firewood	6	2	8	0.0
Feed (or tend) cattle/poultry	14	23	37	1.4
Entertainment	12	12	24	0.1
<b>Total</b>	<b>1,252</b>	<b>1,261</b>	<b>2,513</b>	<b>97.1</b>

The activities: prepare/drink tea, study/private study, brush teeth and bath occupy the first, second, third and fourth ranks among activities performed by the female teenagers; the ranking is also the same for the male teenagers.

Washing dishes and staying at home can be viewed as women's activities since the frequencies of female teenagers performing those activities are much higher than those of the male teenagers. On the other hand, conducting business can be viewed as men's work.

The distribution of teenagers according to the third activity after waking up appears in Table 6. The highest frequency for both the female and male teenagers is studying, cook/eat food has the second highest frequency and is followed by prepare/drink tea; the three activities i.e. studying, cook/eat food and prepare/drink tea are performed by two thirds (67%) of the teenagers. The remaining third of the teenagers perform numerous other activities.

**Table 6: Distribution of Teenagers by Third Activity after Waking Up and Sex**

Third Activity After waking up	Number of teenagers		Total	
	Female	Male	Number	Percentage
Study/Private Study	348	384	732	29.1
Cook/Eat food	282	287	569	22.6
Prepare/drink tea	225	166	391	15.6
Rest	59	156	215	8.6
Bath	100	69	169	6.7
Go to farm	64	44	108	4.3
Wash dishes	64	5	69	2.7
At home (nyumbani)	20	31	51	2.0
Business	7	44	51	2.0
Feed (or tend) cattle/poultry	0	41	41	1.6
Total	1,252	1,261	2,513	99.9

The other activities included: brush teeth, go for a walk, go to work, wash clothes, pray and entertainment. Each of the activities in the “other” category had less 1.5% of the teenagers performing it.

The third activities also show that washing dishes is a woman’s job while conducting business is a man’s job.

The fourth activity after waking up appears to take place at around lunch hour because cook/eat food ranks top among the teenagers’ activities; it is followed by the activity “rest”. The distribution of teenagers according to the fourth activity after waking up is presented in Table 7.

**Table 7: Distribution of Teenagers by Fourth Activity after Waking Up and Sex**

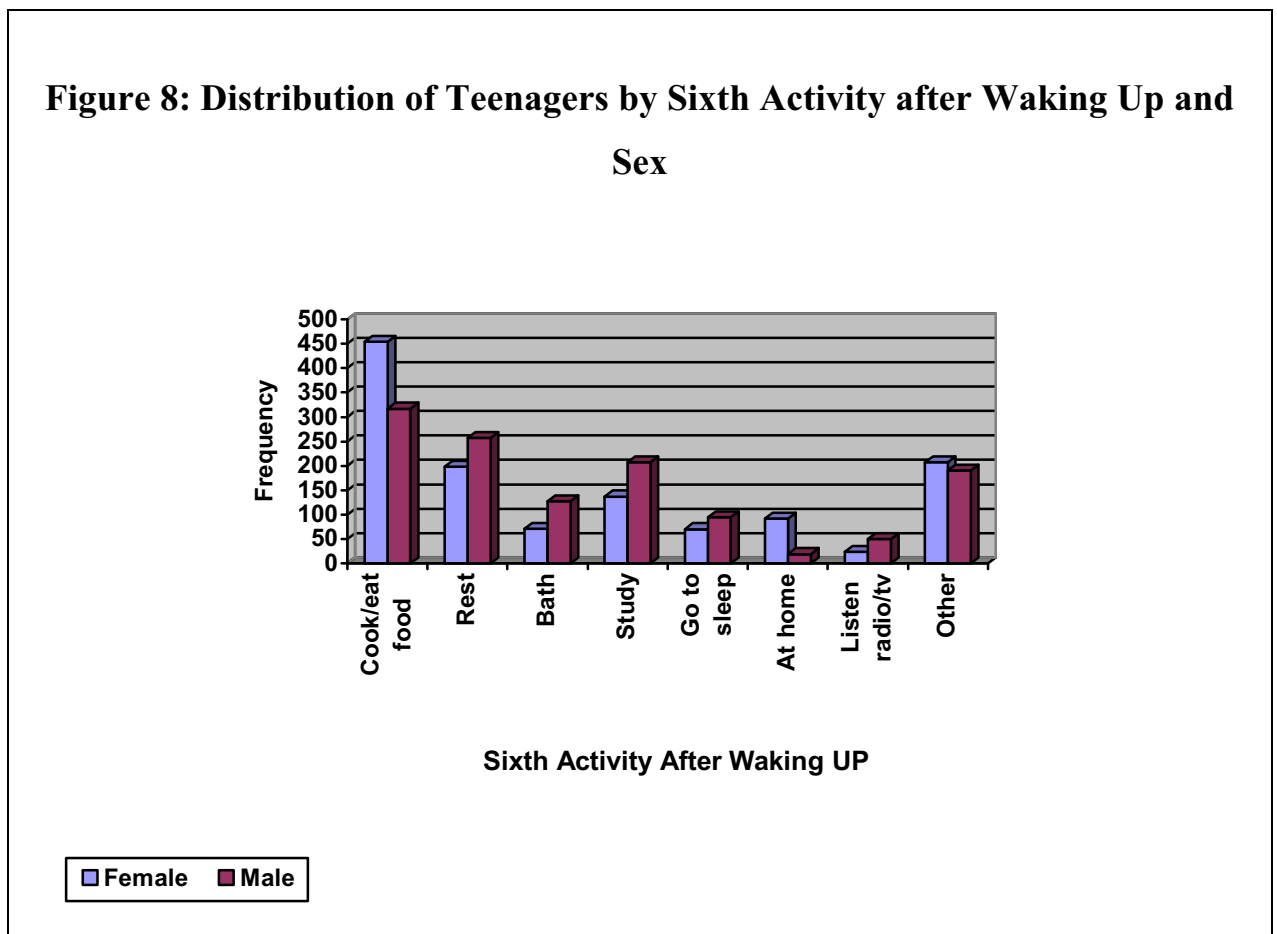
Fourth Activity After waking up	Number of teenagers		Total	
	Female	Male	Number	Percentage
Cook/Eat food	365	339	704	28.0
Rest	234	258	492	19.6
Study/Private Study	228	253	481	19.1
At home (nyumbani)	98	85	183	7.3
Prepare/drink tea	88	88	176	7.0
Go to farm	52	34	86	3.4
Bath	38	46	82	3.2
Wash dishes	65	11	76	3.0
Fetch water	33	40	73	2.9
Entertainment	8	55	63	2.5
Other	97	52	149	5.9
Total	1,252	1,261	2,513	101.9

In the fourth activity after waking up, we see that whereas washing dishes is a woman’s activity, entertainment appears to be a man’s activity.



The fifth activity after waking up after waking up after waking up has a very similar pattern to the fourth activity. The fifth activities performed by two thirds of the teenagers are: cook/eat food, rest and study. Details on the fifth activity after waking up appear in Table A11 in the appendix.

By the time it comes to sixth activity after waking up, a small number of teenagers (6.5%) start going to sleep; the main activities performed by the teenagers are: to cook/eat food and to rest. Activities performed by the teenagers as the sixth activity after waking up appear in Figure 8 and Tables 8.



More female than male teenagers are involved in cooking food and also more females than males stay at home. On the other hand, more male than female teenagers study, similarly more males than females listen to radio or watch TV.

**Table 8: Distribution of Teenagers by Sixth Activity after Waking Up and Sex**

Sixth Activity After waking up	Number of teenagers		Total	
	Female	Male	Number	Percentage
Cook/Eat food	454	317	771	30.7
Rest	198	257	455	18.1
Study/Private Study	137	207	344	13.7
Bath	71	127	198	7.9
Go to sleep	70	94	164	6.5
At home (nyumbani)	92	19	111	4.4
Listen to radio/tv	23	50	73	2.9
Other	207	190	397	15.8
Total	1,252	1,261	2,513	100.0

At the time of the seventh activity after waking up, more and more teenagers are going to sleep. The activity “going to sleep” occupies the third rank, while the first and second ranks are occupied by the activities “cook/eat food” and “rest”. Details of activities performed by the female and male teenagers as their seventh activity after waking up appear in Table A12 in the Appendix.

Cook/eat food occupies the first rank among the eighth activities of the teenagers after waking up; going to sleep occupies the second rank. Going to sleep occupies the first rank among activities performed as the ninth activity after waking up. It means that by this time it is already bedtime. The

distributions of the female and male teenagers according to their eighth and ninth activity after waking up appear in Tables A13 and A14 in the appendix.

About half of the teenagers stated that the tenth activity was having a bath and the other half stated that their activity was going to sleep. The eleventh and twelfth activity of almost all the teenagers was going to sleep.

To summarise, the main activities of the female and male teenagers from the time they wake up till the time they go to sleep are presented in Table 9.

**Table 9: Summary of Main Activities of Teenagers after Waking Up by Sex**

Order of Activity After waking up	Activity	Ranking of activity according to highest frequency among	
		Females	Males
1 <sup>st</sup> Activity	Bath	1	1
	Brush teeth	2	2
	Prepare/drink tea	3	3
	Study	4	4
	Wash Dishes	5	8
2 <sup>nd</sup> Activity	Prepare/drink tea	1	1
	Study	2	2
	Brush teeth	3	3
	Bath	4	4
	Wash Dishes	5	13
3 <sup>rd</sup> Activity	Study	1	1
	Cook/eat food	2	2
	Prepare/drink tea	3	3
	Bath	4	5
	Rest	7	4
4 <sup>th</sup> Activity	Cook/eat food	1	1
	Rest	2	2
	Study	3	3
	At home	4	5
	Prepare/drink tea	5	4
5 <sup>th</sup> Activity	Cook/eat food	1	1
	Rest	2	2
	Study	3	3
	Wash dishes	4	12
6 <sup>th</sup> Activity	Cook/eat food	1	1
	Rest	2	2
	Study	3	4
	Bath	4	3
7 <sup>th</sup> Activity	Cook/eat food	1	1
	Rest	2	2
	Go to sleep	3	3
	Study	4	4

8 <sup>th</sup> Activity	Cook/eat food	1	1
	Go to sleep	2	2
	Rest	3	4
	Study	4	3
9 <sup>th</sup> Activity	Go to sleep	1	1
	Cook/eat food	2	2
	Rest	3	3

The majority of the students' activity during the day is going to school to study or doing some private study. The activities "prepare/drink tea" and "cook/eat food" appear quite frequently among activities performed by teenagers during a day.

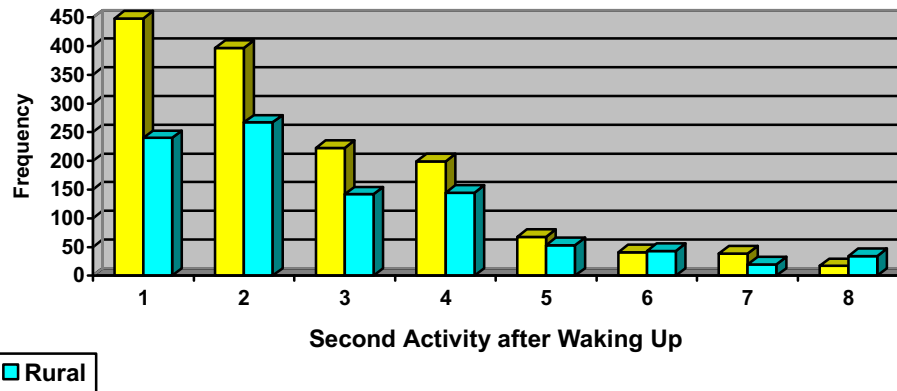
### 3.2.2 Activities of the Teenagers by Residence

From Table 9, it is clear that the first and second activities after waking up are very similar; they take place in the morning. Similarly, the fourth to the eighth activities are quite similar; they take place around noon and in the afternoon.

It is important to find out whether some activities are performed mainly by urban or by rural teenagers. In the analysis of the teenagers' activities according to rural-urban residence, the second and sixth activities were picked for the analysis. The second activity represents the morning activities and the sixth activity represents the afternoon/evening activities.

The distribution of teenagers according to the second activity after waking up and residence appears in Figure 9 and Table 10.

**Figure 9: Distribution of Teenagers by Second Activity after Waking up and Residence**



**Key to Activity Codes:** 1=Prepare/drink tea, 2=Study/Private Study, 3=Brush teeth, 4=Bath, 5=Draw water, 6=Wash dishes, 7=Cook/eat food, 8=Go to farm.

More urban than rural teenagers are performing the activities; except for washing dishes and going to farm.

It is seen that prepare/drink tea ranks top among activities of the urban teenagers and it ranks second among activities of the rural teenagers. On the other hand, study ranks top among activities of the rural teenagers and it ranks second among activities of the urban teenagers. Similarly the third and fourth ranks for urban teenagers are the fourth and third ranks of rural teenagers, the activities are “brush teeth” and “bath”. The fifth and sixth ranks are occupied by the same activities for both the urban and rural teenagers, the activities are “fetch water” and “wash dishes”.

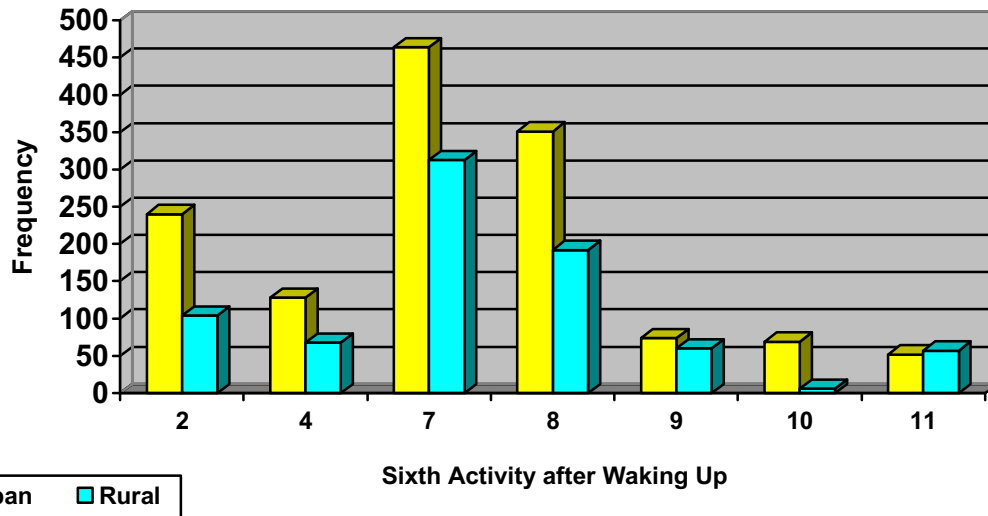
**Table 10: Distribution of Teenagers by Second Activity after Waking Up and Residence**

Second Activity	Urban Residence		Rural Residence	
	Number of teenagers	Rank	Number of teenagers	Rank
Prepare/drink tea	448	1	240	2
Study/Private Study	397	2	267	1
Brush teeth	223	3	142	4
Bath	199	4	145	3
Fetch water	68	5	53	5
Wash dishes	41	6	43	6
Cook/Eat food	39	7	20	8
Go to farm	17	8	34	7

The distribution of teenagers according to their sixth activity after waking up and residence appears in Figure 10 and Table 11.



**Figure 9: Distribution of Teenagers by Sixth Activity after Waking up and Residence**



**Key to Activity Codes:** 2=Study/Private Study, 4=Bath, 7=Cook/eat food, 9=Go to sleep, 10=Listen to radio/watch TV, 11=At home.

It can be concluded that listening to radio/watching TV is almost an urban phenomena. Rural teenagers hardly listen to radio/watch TV, this finding has implications of limiting channels of access to information by rural teenagers. For example, rural teenagers can hardly access through such media issues on HIV/AIDS awareness and campaigns against the pandemic.

**Table 11: Distribution of Teenagers by Sixth Activity after Waking Up and Residence**

Second Activity	Urban Residence		Rural Residence	
	Number of teenagers	Rank	Number of teenagers	Rank
Cook/Eat food	464	1	313	1
Rest	351	2	192	2
Study/Private Study	240	3	104	3
Bath	128	4	68	4
Go to sleep	74	5	60	5
Listen to radio/TV	69	6	6	7
At home (nyumbani)	52	7	57	6

More urban than rural teenagers are performing the above activities; except for staying at home which is performed by more rural than urban teenagers.

#### **4. Discussion and Conclusion**

##### **4.1 Discussion**

The first part of the analysis was concerned with socio-economic and demographic characteristics of teenagers in the surveyed households. We saw that slightly over three quarters (75.8%) of the teenagers were daughters and sons of the heads of households, and almost a fifth (18%) were relatives of the

heads of households. The majority of the teenagers (69.5%) were students, about 10% were farmers and a small number of the teenagers were married.

The second part of the analysis was concerned with analysing the teenagers' activities. The main activities of the teenagers' throughout the day were summarized in Table 10. It is not surprising that studying appears as a frequent activity during the day, since the majority of the teenagers were students. Most of the activities performed by the female youths are also performed by the male youths. The exceptions are on washing dishes, which appears to be mainly an activity being performed by the female teenagers; similarly, business and entertainment are activities mostly performed by the male teenagers.

When it comes to distribution of the teenagers' activities by residence, most of the activities performed by the urban teenagers are also performed by their rural colleagues. The exception is on listening to radio/watching TV; most rural teenagers do not have access to radios (leave alone a TV, which depends on electricity and currently, electricity in Tanzania is the privilege of urban residents).

## **4.2 Conclusion**

Teenage are a special category in any society, they are neither children nor adults. It is through knowing their daily activities that relevant interventions can take place. The interventions include finding innovative ways of reaching rural teenagers on important issues such as HIV/AIDS, since they do not have access to media.

Another important intervention is introducing issues of gender equality and equity to teenagers so that activities such as washing dishes, business and entertainment which appear to be performed by one sex only are equally performed/ enjoyed by both sexes.

### **4.3 Recommendations for future research**

Three quarters of the teenagers are students and hence their main activity is “going to school”. Hence their time use is different from that of other teenagers. It is recommended that an analysis on time use be conducted for out of school teenagers.

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### Appendix

Tables in this appendix are an important component of the social, economic and demographic characteristics of the teenagers.

**Table A1: Distribution of Teenagers by Age and Sex**

Age	Number of teenagers		Percentage of Teenagers			Total	
	Female	Male	Female	Male	Total	Number	Percentage
13	157	161	49.4	50.6	100	318	11.9
14	127	162	43.9	56.1	100	289	10.8
15	203	234	46.5	53.5	100	437	16.3
16	212	237	47.2	52.8	100	449	16.8
17	207	235	46.8	53.2	100	442	16.5
18	199	223	47.2	52.8	100	422	15.8
19	158	158	50.0	50.0	100	316	11.9
Total	1,263	1,410				2,673	100.0

Whereas heads of households volunteered information on age, sex, residence, educational level and economic activities on members of households; only a small percentage of them volunteered information on marital status of the teenage members of their households; the marital status of the teenagers appear in Table A2.

**Table A2: Distribution of Teenagers by Sex and Marital Status**

Marital Status	Number of teenagers		Total
	Female	Male	Number
Unmarried	131	164	295
Married	75	12	87
Divorced/separated	4	2	6
Widowed	5	1	6
Subtotal	215	179	394
Missing	1,048	1,231	2,279
Total	1,263	1,410	2,673

Despite the small response rate on marital status, it is clearly seen that more females than males get married during the teenage-hood years and also more females than males divorce/separate or are widowed while still teenagers.

**Table A3: Distribution of Ever-Married Teenagers by Age and Sex**

Age	Marital Status					
	Married		Divorced/separated		Widowed	
	Female	Male	Female	Male	Female	Male
13	1	1	0	0	0	0
14	3	0	0	0	0	0
15	0	0	1	1	2	0
16	4	1	0	0	0	0
17	7	1	0	0	0	0
18	33	5	2	1	3	1
19	27	4	1	0	0	0
Total	75	12	4	2	5	1

From Table A3, it is seen that the majority of the married teenagers were at least 18 years old, however it is not easy to know whether they married at that legal age or much earlier than that.

**Table A4: Distribution of Teenagers by Relationship to Household Head and Sex**

Relationship to household head	Number of teenagers		Percentage of Teenagers			Total	
	Female	Male	Female	Male	Total	Number	Percentage
Self	10	16	38.5	61.5	100	26	1.0
Spouse	57	11	83.8	16.2	100	68	2.5
Son/daughter	895	1,158	43.6	56.4	100	2,053	76.8
Relative	257	216	54.3	45.7	100	473	17.7
Servant	44	8	84.6	15.4	100	52	1.9
Total	1,263	1,409				2,672	99.9

**Table A5: Distribution of Teenagers by Relationship to Household Head and Residence**



Relationship to household head	Number of teenagers		Percentage of Teenagers			Total	
	Urban	Rural	Urban	Rural	Total	Number	Percentage
Self	13	13	50.0	50.0	100	26	1.0
Spouse	35	33	51.5	48.5	100	68	2.5
Son/daughter	1,212	842	59.0	41.0	100	2,054	76.8
Relative	292	181	61.7	38.3	100	473	17.7
Servant	43	9	82.7	17.3	100	52	1.9
Total	1,595	1,078				2,673	99.9

**Table A6: Distribution of Teenage servants by Age and Sex**

Age	Number
13	0
14	1
15	6
16	13
17	10
18	14
19	8
Total	52

**Table A7: Distribution of Teenagers by Sex and Educational Level**

Educational level	Number of teenagers		Percentage of Teenagers			Total	
	Female	Male	Female	Male	Total	Number	Percentage
None	46	40	53.5	46.5	100	86	3.2
Adult literacy	6	9				15	0.6
Primary up to std 4	73	116	38.6	61.4	100	189	7.1
Primary up to std 7/8	807	906	47.1	52.9	100	1,713	64.2
Secondary 'O' level	306	335	47.7	52.3	100	641	24.0
Secondary 'O' + Course	13	1				14	0.5
Secondary 'A' & above	9	3				12	0.4

**Table A8: Distribution of Teenagers by Residence and Educational Level**

Educational level	Number of teenagers		Percentage of teenagers			Total	
	Urban	Rural	Urban	Rural	Total	Number	Percentage
None	39	47	45.3	54.7	100	86	3.2
Adult literacy	8	7	53.3	46.7	100	15	0.6
Primary up to std 4	94	93	50.3	49.7	100	187	7.0
Primary up to std 7/8	966	754	56.2	43.8	100	1,720	64.3
Secondary 'O' level	469	171	73.3	26.7	100	640	23.9
Secondary 'O' + Course	9	5	64.3	35.7	100	14	0.5
Secondary 'A' & above	11	1	91.7	8.3	100	1	0.42
<b>Total</b>	<b>1,592</b>	<b>1,078</b>				<b>2,675</b>	<b>99.9</b>

**Table A9: Responses of Teenagers on First Activity after Waking UP**

First Activity	Number of teenagers		Total
	Female	Male	Number
Wake up*	868	866	1,734
Bath	163	184	347
Brush teeth	96	124	220
Wash dishes	59	11	72
Fetch water	32	31	63
Go to farm	7	22	29
Pray	14	12	26
Private Study	13	11	24
At home (nyumbani)	8	8	16
<b>Total</b>	<b>1,260</b>	<b>1,269</b>	<b>2,529</b>

\* It was wrong for someone to record waking up as an activity since activities were supposed to commence upon waking up. What was reported as a second activity by the teenagers who had reported “waking up” as the first activity appear in Table A10; the table excludes those who reported both the first and second activity as “waking up”.

**Table A10: Activity after Waking Up for Teenagers who reported “Waking up” as First Activity**

Activity After waking up	Number of teenagers		Total
	Female	Male	Number
Bath	230	144	374
Brush teeth	157	157	314
Wash dishes	47	5	52
Fetch water	43	18	61
Go to farm	6	25	31
Pray	4	10	14
Study/Private	105	138	243
Study	30	3	33
At home	120	243	363
(nyumbani)	6	5	11
Prepare/drink tea	39	10	49
Cook/Eat food			
Other			
Total	787	758	1,545

What is presented in Table 3 (in the text) is the true first activity of each teenager in the sample; i.e. Table 3 presents the first activity of a teenager after waking up.

**Table A11: Distribution of Teenagers by Fifth Activity after Waking Up and Sex**

Fifth Activity	Number of teenagers		Total	
	Female	Male	Number	Percentage
Cook/Eat food	387	310	697	27.7
Rest	236	308	544	21.6
Study/Private Study	241	251	492	19.6
At home (nyumbani)	54	67	121	4.8
Wash dishes	80	5	85	3.4
Wash clothes	61	10	71	2.8
Entertainment	15	53	68	2.7
Fetch water	34	29	63	2.5
Go to farm	31	28	59	2.3
Go for a walk	5	48	53	2.1
Listen to radio/tv	19	30	49	1.9
Other	89	222	311	12.4
<b>Total</b>	<b>1,252</b>	<b>1,261</b>	<b>2,513</b>	<b>103.8</b>

**Table A12: Distribution of Teenagers by Seventh Activity after Waking Up and Sex**

Seventh Activity	Number of teenagers		Total	
	Female	Male	Number	Percentage
Cook/Eat food	473	309	782	31.1
Rest	148	196	344	13.7
Go to sleep	144	173	317	12.6
Study/Private Study	142	128	270	10.7
Bath	43	99	142	5.7
Listen to radio/tv	7	39	46	1.8
Other	295	317	612	24.4
<b>Total</b>	<b>1,252</b>	<b>1,261</b>	<b>2,513</b>	<b>100.0</b>

**Table A13: Distribution of Teenagers by Eighth Activity after Waking Up and Sex**

Eighth Activity	Number of teenagers		Total	
	Female	Male	Number	Percentage
Cook/Eat food	295	247	542	21.6
Go to sleep	214	217	431	17.2
Rest	149	115	264	10.5
Study/Private Study	115	117	232	9.2
Bath	52	57	109	4.3
Listen to radio/tv	9	57	66	2.6
Other	418	394	812	32.2
Total	1,252	1,261	2,513	97.7

**Table A14: Distribution of Teenagers by Ninth Activity after Waking Up and Sex**

Ninth Activity	Number of teenagers		Total	
	Female	Male	Number	Percentage
Go to sleep	224	217	441	17.3
Cook/Eat food	223	181	404	16.1
Rest	120	100	220	8.8
Study/Private Study	43	85	128	5.1
Other	642	701	1,343	53.4
Total	1,252	1,261	2,513	100.0