

**DETERMINANTS OF POOR ACADEMIC PERFORMANCE
IN COMMUNITY SECONDARY SCHOOLS IN TANZANIA: A CASE
STUDY OF KINONDONI MUNICIPALITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT FOR THE
REQUIREMENTS OF THE DEGREE OF MASTER OF EDUCATION IN
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance
The Open University of Tanzania, a dissertation entitled “*Determinants of Poor
Academic Performance in Community Secondary Schools in Tanzania: A Case
Study of Kinondoni Municipality*” submitted by **Sifuni Wilson** in partial fulfilment
of the requirements for a Degree Masters of Education in Administration, Planning
and Policy Studies (MED APPS).

.....
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Date

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DECLARATION

I, **Sifuni Wilson** declare that this dissertation is my own work and that it has not been submitted and will not be presented to any other university.

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Signature

.....

Date

DEDICATION

This Dissertation is dedicated to my parents and my family for their prayers and encouragement to me to pursue the Masters of Education programme.

ACKNOWLEDGEMENT

The completion of this dissertation has been possible through the help of many people but the responsibility of this work lies with me alone.

Hence I am greatly indebted to many people for their kindness, material and moral support which have contributed to the successful completion of this study. I express much gratitude to my supervisor, Dr.B.S. Komunte whose guidance and support made this study possible. I am indebted to Dr .Komba for his assistance in editing my dissertation so as to make it in a straight and meaningful language.

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ABSTRACT

The purpose of this study was to assess the determinants of poor academic performance in community secondary schools in Tanzania. Four research objectives were addressed namely; the analysis of the methods used by teachers to impart knowledge and skills in community secondary schools; the influence of school factors on students' academic performance; investigation of the challenges facing the students ; and finally to find out the extent to which these challenges affect students' academic performance. A descriptive survey design was used for data collection and analysis. The population for study involved students, teachers, and headmasters/headmistress in community secondary schools in Kinondoni Municipality, parents, school inspectors and District Education Officer.71 respondents were purposively selected while questionnaire and interview methods were used for collecting data. Qualitative data analysis method (QDA) was used for analysing the data collected. The findings revealed that the choice and use of some methods of teaching had a negative impact on the teaching and learning. Community schools are face with challenges such as the lack of fencing, the use of a double shift system and the lack of science teachers as well as the lack of teaching and learning resources. In addition, the access to internet, students and teachers rates of classroom attendance and overcrowded in the classroom affect negatively student academic performance. It was recommended that schools should fence to improve security, and avoid unnecessary interferences. The government must ensure that resources are available.

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LIST OF ABBREVIATIONS

ACSE	Advanced Certificate of Secondary Education
CBOs	Community Based Organizations
CSEE	Certificate of Secondary Education Examination
DAS	District Administrative Secretary
DEO	District Education Officer
EFA	Education for All
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
MDGs	Millennium Development Goals
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examinations Council of Tanzania Examinations Board
NGOs	Non-Governmental Organizations
NSGRP	National Strategy for Growth and Reduction of Poverty
PEDP	Primary Education Development Programme
QDA	Qualitative Data Analysis
RAS	Regional Administrative Secretary
SEDP	Secondary Education Development Programme
TPRs	Teacher-Pupil Ratios
TQM	Total Quality Management Theory
UDSM	University of Dar es Salaam
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education

URT United Republic of Tanzania

US United States

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

Education is one of the most important aspects of human resource development. In this light it is imperative that every child should have the opportunity to achieve his or her academic potential(HakiElimu,2008).Despite the efforts done by Tanzania government to achieve the goals of providing education for all school age children, low performance of students in secondary schools have been a “symptom” reflecting the larger number of unqualified graduates. It is essential that this symptom be scientifically analyzed to discover its underlying cause in order to suggest deliberate actions that should be taken to solve this problem (Pediatr, 2005). This study intended to examine the factors influencing poor academic performance in community secondary schools in Tanzania. Chapter one therefore, introduces the background to the problem, the statement of the problem, the objectives of the study and the research questions to guide the study. In addition, the chapter describes the limitations and delimitations of the study.

1.2 Background to the Problem

The development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources (Akanle, 2007). For that reason formal education remains the vehicle for social-economic development and social mobilization in any society. Evidence tends to suggest that overall performance of secondary education students has remained poor (Mosh,

2000; Malekela, 2000). This low quality in secondary education is explained by the number of factors that are related to secondary school leavers who lack useful knowledge and skills for life in the community; hence the rising number of the jobless in urban areas, criminals, and drug addicts and prostitutes (Kiwia, 2009). One wonders whether the problem of students' low performance in secondary schools is centred on the quality and quantity of knowledge delivered in these schools or poor techniques, methods in teaching and learning process or ineffective management of human resource, materials resource or both.

It is an inevitable fact that the quality of education is the central theme in our education systems. According to Westera, (2001) the quality of education is increasingly judged by focusing on students' performance, what students actually learn, and how well they learn it. A number of studies have been conducted with the purpose of understanding how quality in education is achieved. Grauwe and Varghese (2000) focus on the textbook as the key factor for improving quality in education rather than on teacher competence; but in some of the literature teacher competence is singled out as the key factor (Shulman, 1986, Medley and Shannon, 1994, and Westera, 2001,).

To achieve a high quality of education in the era of *Education for All* it is not an easy task. In order to give access to education to the whole population, the state needs to build and develop many schools, supply a large number of teachers, and provide the necessary educational resources. A high proportion of teachers at secondary school level have no professional teaching qualifications and many of them have not been educated beyond secondary school level.

However, post independence gains in access to education could not be sustained during the 1980s due to the economic crisis leading to low levels of academic achievement, declining enrolment and attendance rates for primary school pupils, declining literacy among adults, and poor skills provision. However, the Education Sector Development Programme (ESDP, 1997) and the two sub-sector programmes, the Primary Education Development Programme (PEDP) and Secondary Education Development Programme (SEDP) were an expression of commitment to meet Education for All (EFA) targets and the Millennium Development Goals (MDGs). Education is guided by the Tanzania's Development Vision 2025, which identified the need to have a well educated and learned society, which emanated from the National Strategy for Growth and Reduction of Poverty (NSGRP). This puts poverty reduction high on the country's development agenda and aims at quality education (Woods, 2007).

One of the most notable features of the education system in Tanzania during the last 20 years has been the very rapid expansion in secondary school and university enrolments. The expansion of the sub sector has resulted in increased rates of enrolment which have occurred due to a number of reasons. First, it was generally assumed that the knowledge and skills acquired through secondary and university education which is essential for social and economic development would also make graduates employable. Second, it was assumed that these graduates would be hired by both the formal public and private sectors, or would become self-employed in non-governmental and/or informal sectors. Some could also secure employment outside the country. All these possibilities take time, for while some graduates may

quickly secure employment, others may spend years before they are successful. Much depends on the state of the labour market, recruitment policies, the relevance of their skills, the possibility of on-the-job training, and so on. However, despite the dramatic increase in enrolment in secondary schools enrolments in Tanzania very few studies have been done to assess the quality outcomes among these secondary schools (Mpeirwe, 2003).

1.2.1 Academic Performance in Tanzanian Secondary Schools

The secondary school sub-system in Tanzania has two levels, Forms 1-4 leading to a Certificate of Secondary Education Examination (CSEE) and Forms 5 and 6 leading to the Advanced Certificate of Secondary Education (ACSE). Secondary schools have four types of ownership: government, community, private and seminaries (URT, 1995). From 2005, private schools which admitted disabled students could receive public funds for provision of construction or modification of classrooms. Both the CSEE and the ACSE are highly competitive, as they are used to select students for the next level of education, that is, for entrance to form 5 and entrance to university and other institutions of higher education which award degrees and advanced diplomas.

Teachers for secondary education are currently being trained through five routes; (i) the ordinary diploma programme offered in public and private colleges; (ii) university degree programmes, some of which are concurrent degree programmes which combine subject content and professional preparation; (iii) the postgraduate diploma in education, for graduates with a general degree who want to join the teaching profession; (iv) short-term training of ex-form VI leavers with good passes

in A-level subjects, before licensing them to teach in lower forms (I&II) in secondary schools and (v) a two-year diploma programme comprised of 50% content and 50% professional training, a pilot tested in 2005-2006 (MoEVT, 2005).

It is a global concern for governments amongst others, to promote the performance of secondary school education. According to Odubaker (2004) academic performance is the quality and quantity of knowledge, skills, techniques, positive attitude, behaviour and philosophy that students acquire. The ability to achieve is evaluated by marks and grades obtained in a test or examination, at the end of a topic, term, year or education cycle. Performance of secondary schools in Tanzania has been declining as shown by the National Examinations Council of Tanzania Examinations Board (NECTA) form four results on the Table 1.1.

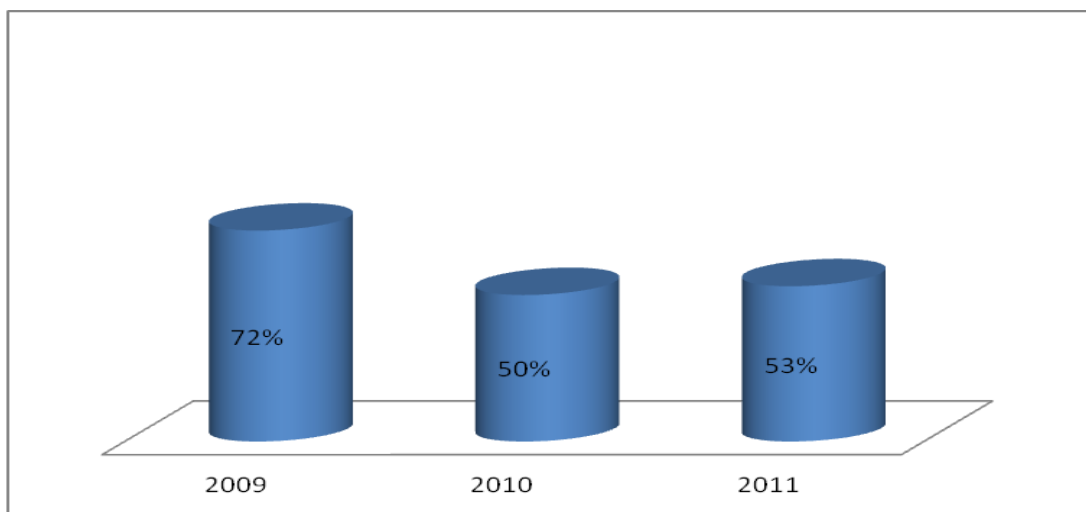


Figure 1.1: Tanzania Form iv Pass Rates 2009 – 2011

Source: NECTA, 2012

The 2011 results are still approximately 20% drop from the 2009 pass rate of 72.51%. Just looking at the numbers on the attached Excel graph, there is no

significant performance improvement graphically speaking. Failure rate stabilization is the correct term to use in this year's characterization of the Form IV results. The results provided by NECTA did not provide a meaningful disaggregation of the 53.37 pass rate for this year.

Table 1.1: General Quality of Performance of Candidates-CSEE, 2009-2011

Year	Sex	Division 1-3	Division 1-4	Division 0
2011	FEMALE	10,385(5.45%)	90,885(48.25%)	97,480(57.75%)
	MALE	23,494(9.97%)	134,241(57.51%)	99,199(42.49%)
	TOTAL	33,869(7.94%)	225,126(53.37%)	196,679(46.63%)
2010	FEMALE	12,693(6.12%)	92,401(44.57%)	114,919(55.43%)
	MALE	28,114(12.10%)	130,684(56.25%)	101,649(43.75%)
	TOTAL	40,807(9.28%)	223,085(50.74%)	216,559(49.26%)
2009	FEMALE	13,817(8.70%)	99,740(62.81%)	59,065(37.19%)
	MALE	28,973(16.88%)	123,060(71.69%)	48,586(28.31%)
	TOTAL	42,790(12.95%)	222,800(67.42%)	107,651(32.58%)

Source: URT, 2012

Division I – IV pass rate for all candidates in 2011 (53.37%) decreased by (14.05%) compared to (67.24%) in 2009 .The overall pass rate for boys (57.51%) is higher by 9.26% than that of girls (48.25%) for the year 2011. The overall quality of passes, (Division I – III), has dropped by 1.34% from 9.28% in 2010 to 7.94% in 2011 (URT, 2012). This shows that the performance for both private and public candidates suggests that the academic performance of secondary school students has been on the decrease.

The expansion of secondary education sector in Tanzania was partly the result of the recommendation from the 1980-1982 Presidential Commission on Education (URT, 1984). In response, the government of Tanzania launched the Secondary Education Development Programme (SEDP) in 2004 attempting to expand Secondary Education (URT 1984,). The objectives of SEDP were to improve the quality and access to education. In order to improve quality there were various projects such as building classrooms and teachers' houses, training of teachers and the buying of teaching (Instruction) and learning materials.

In spite of such emphases no seriousness was taken on the training of teachers due to presence of short courses that do not provide enough teaching experience. Since the government aimed at expanding the access to education, a large number of students were enrolled to pursue secondary education. As a result teachers failed to accommodate them and consequently poor services were given due to the poor experience of teachers and poor attitude towards that kind of education. Until recently, Tanzania has witnessed a poor performance in secondary education for example in the year 2010 alone, about 80% scored division four and zeros (NECTA,

2011). Learners who perform poorly may raise more social and economic problems especially if the situation is not properly investigated and handled.

The establishment of the Secondary Education Development Programme (SEDP) reforms was geared to promote the quality and relevance of secondary education including student, academic achievement (URT, 2010). The government efforts managed to increase the number of secondary schools and its consequent enrolment in secondary schools. Unfortunately, these efforts have not shown any improvement in students' academic performance in their final form four examinations. For example, according to URT (2012) students academic performance in divisions one to four dropped from 67.42% in 2009 to 57.51% in 2011 equivalent to a difference of 9.91%. In addition, the rates of students who failed have increased from 32.58% in 2009 to 46.63% in 2011.

The persistence of poor secondary school academic performance can simply predict that no single factor can sufficiently determine the academic achievement of secondary schools in the Tanzanian context. This observation tallies with what (Sumra & Rajani 2008) say that the recent rapid expansion of secondary education through SEDP has inevitably affected the quality of secondary education. This study, therefore, intends to examine the determining factors for academic performance in community secondary schools in Tanzania.

1.2.2 The Status of Secondary School Academic Performance in Kinondoni, Dar es Salaam

According to Municipal SEDP Report (2012) the Dar es Salaam region has 135

Government owned schools and 183 non-governments owned schools. In Government owned Schools there is a total of 132,275 Students; being 69,367 boys and 62,908 Girls. In non-Government owned schools are 58,368 Students; being 28,883 are boys and 29,485 girls. The number of students has been increasing steadily since the implementation of Secondary Education Development Programme started. While the number of Students in government - Ordinary Secondary Schools in Dar es salaam region increased from 120,185 in 2010 to 128,860 (2012). In Kinondoni municipal the number of students rose from 35,300(2010) to 41,777(2012) (Municipal SEDP Report, 2012)

However, the increase in the enrolment does not go hand by hand with the student's academic performance. The report shows that the CSEE performance in Kinondoni was getting worse a year after another. In 2011 a total number of 35109 secondary school students registered for CSEE examinations only 34064 sat for the named examinations as shown in Table 1 as per gender and school ownership category.

Table 1.2: CSEE Examination Performances in Kinondoni Municipality - 2011

Category of Schools	Registered			Sat			Passed		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Govern	3427	2814	6241	3296	2725	6021 (96.5%)	1563	1211	2774 (46.1%)
Non-Govern	3459	3477	6936	3369	3406	6775 (97.5%)	2258	2118	4376 (64.6%)
Total	6886	6291	13177	6665	6131	12796 (97.1%)	3821	3329	7150 (55.9%)

Source: Municipal SEDP Report (2012)

The data in table 1 indicate that students' academic performance in Kinondoni was comparatively low for the 2011 academic year. Less than half of the students in government schools 2774 (46%) passed their final examinations compared to 4376(64.6%) of the students in non-government schools. The report however could not provide obvious factors that have affected the students' academic performance in government schools. This suggests that students' academic performance is serious problem in government schools to demand immediate attention and solutions altogether. Countrywide, the poor academic performance of students in secondary schools have resulted into recent public criticisms over the curriculum irrelevance and lack of necessary resources for teaching and learning in these schools (Haki elimu, 2011). It is our collective responsibility to rescue the educational crisis in Tanzania by conducting scientific studies to identify determinant factors if we need to put in place genuine measures.

1.3 Statement of the Problem

The result of low quality secondary school leavers who lack useful skills for life in their community is the rising number of the jobless, criminals, drugs addicts, and prostitutes (Omari, 1995). The society is expected to be transformed by quality education economically, socially, politically and morally under good management. However, it is not clear whether the problem of low students' performance in community secondary schools is centred on the quality and quantity of knowledge delivered in these schools as well as poor methods in the teaching and learning processes or ineffective management of human resource and materials resource or both.

Research findings from previous studies indicate that there has been poor students' performance in community secondary schools in Tanzania, This may be associated with many factors including the problems of quality and quantity of knowledge delivered in these schools, quality teachers, lack of effective and quality management (Omari, 1995; Mosha, 2000). If the issue of poor students' performance in community secondary schools is not treated with the seriousness it deserves, poor quality of secondary education will still influence the quality of higher education and life beyond this level.

In the long run this will make it difficult for Tanzania to cope up with global changes of information and technological explosion. There is an information gap on the factors influencing the low performance of students' in public schools, with particular reference to community secondary schools. The present study filled the gap of knowledge on the factors influencing the low performance of students in Kinondoni Municipality community secondary schools which was lacking in most studies.

1.4 The Purpose of the Study

The study intended to examine the determinants of poor academic performance in community secondary schools in Tanzania.

1.5 Specific Objectives of the Study

The study is specifically intended to:

- i. assess the methods, and techniques, used by teachers to impart knowledge and skills in the overcrowded classrooms of community secondary schools,

- ii. examine the influence of school factors on students' academic performance in community secondary schools,
- iii. investigate the challenges facing students in community secondary schools,
- iv. investigate the extent to which these challenges affect students' academic performance in community secondary schools.

1.6 Research Questions

- i. What are the methods, and techniques, used by teachers to impart knowledge and skills in overcrowded classrooms?
- ii. What kind of school factors affect students' academic performance?
- iii. What are the challenges faced by students in community secondary schools
- iv. To What extent do these challenges affect the students' academic performance?

1.7 Significance of the Study

The concept of improving students' academic performance in public secondary schools is a cornerstone ambition of Tanzania government. Following this fact this study which is on the factors influencing academic performance of students in community secondary schools is significant for the following reasons:-

- i. It illuminates the methods, and teaching learning strategies which can help teachers in overcrowded classrooms to impart knowledge in order to ensure quality secondary education.
- ii. It enlightens government officials, policy makers, teachers and parents on ways to alleviate the problem of low students' performance in community

secondary schools.

- iii. It will be used for further research on related aspects that might not be adequately treated in this study.
- iv. This study would provide recommendation to policy makers on the best way to deal with the problem of academic performance in Tanzanian community secondary schools.
- v. It will also provide new knowledge for teaching and learning especially in the overcrowded classroom in the community secondary school.

1.8 Limitations of the Study

Performance on academic achievement can be determined by many factors including factors such as Socio-economic based factors and School-based factors. However, this study was based on the Socio-economic factors which are not assumed to be alike for all government secondary schools and all private secondary schools in Tanzania but the study was only concerned with government secondary schools factors only. Some official documents especially examination results for students' records may not easily and readily be given to the researcher for reasons related to "confidentiality" there for I succeeded to get the data from Kinondoni Municipality only for each school but country wise it was only general performance. Finally, the study involved only one district in public institutions, thus, the findings from such a small sample may not be generalizable to all secondary schools in Tanzania.

1.9 Delimitation of the Study

It is important to outline the delimitation of this study. The study was on the determinants of poor academic performance in community secondary schools in

Tanzania. Due to limited time the study did not address the question of the determinants of poor academic performance in private secondary schools. The sample of the study involved only 5 secondary teachers where as each headmaster was interviewed, 38 students, 14 parents, 3 school inspectors, and 1 District Educational Officers.

The study involves the whole country but Kinondoni Municipality was taken as a case study. The reason of selecting such sample is due to the nature of the study itself. Data for this study was collected through interviews, observation and questionnaire. Questionnaire was used to collect data from students, teachers and parents while interviews used to the District Education Officer (DEO), school inspectors and headmasters/headmistress. The reason of using interviews was the nature of respondents and to get the chance of discussion

1.10 Definition of key Terms

1.10.1 Academic Performance

Academic performance is how well someone does during their academics, refers to both behaviours and results, and adjusting organizational behaviours and actions of work to achieve results or outcomes (Armstrong 2006). In my study academic performance means a qualification ranges from division one to four. Division four considered as poor performance.

1.10.2 Community Secondary School

A community secondary school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and

social services, youth and community development and community engagement leads to improved students learning, stronger families and healthier communities.

In the Tanzanian context day community secondary schools are schools built and managed by partnership between the local community and the government. In this partnership, the two parties have clear responsibilities and roles to play. For example, the government is responsible for recruiting teachers and management resources while local communities are responsible for the construction of physical infrastructures. In my study community secondary school means ward secondary schools.

1.11 The Organization of the Study

This proposal for study will be organized into three chapters. The first chapter introduces the background to the problem and the general chapter arrangements. Chapter one gives an outline of the study, describing the aim and contents of each of the components in this proposal. The aim of Chapter one is to provide background information about secondary education and its system in Tanzania, which will contextualise the data analyses and interpretation of data presented later in the dissertation. Chapter two comprises the review of related literature to the current research topic. The purpose of Chapter 2 is to give an overview of the literature review on the concept related to secondary school academic performance in both international and local contexts. The chapter also outlines the conceptual framework and empirical studies on students' academic performance primary and secondary schools.

Chapter three deals with research methodology for data collection and analysis procedures. Chapter 3 goes on to describe the crucial design and methodological issues involved in data collection and analysis. Summaries are presented as a preliminary step in the background information for further analysis. The components involved in chapter three are the research design and methods; area of study; population and sample; methods for data collection; data analysis methods; validation of research instruments and reliability and validity of the instruments. Chapter four represent research finding, analysis and discussion where as chapter five describe the summary of the study conclusion and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1. Introduction

This chapter presents the theoretical perspective which indicates the thinking on the knowledge generation about the objectives addressed in the previous chapter. Moreover, the insight on what has already been done on the factors influencing students academic performance in public schools is being discussed by pinpointing the strength and weaknesses. The Conceptual framework that was a guide to the study is also presented in order to indicate the interrelationship of the variables under the study, from which the research, objectives and questions have been derived.

2.2 Theoretical Framework

There is a paradigm shift in the way people view and value the education process. Instead of seeing students as vessels into which knowledge is poured, there is a situation of making students as “customers” of the education process, participating and cooperating in their own learning. According to Horine, (1992) more and more educators are embracing the principles and tools of the total quality management theory and the invitational theory as viable alternatives to traditional outdated educational practice.

2.2.1 Total Quality Management Theory (TQM)

Total Quality Management is a leadership approach that conceptualizes organizations and the roles of their employees in new ways (Deming, 1986). The total quality management process is more of a philosophy than a blue print for action. It rejects

the concepts of competition production, ranking performance evaluations, and hierarchical structures that put the management against workers. Instead TQM promotes cooperation and a team approach that encourages employee input a foundation of customer satisfaction and cautions the use of statistical techniques. In this model statistics simply provide data for decision making in order to promote quality as well as employees' satisfaction. For this reason Tribus (1987) a colleague of Deming provided a compelling argument for applying TQM principles in school-settings. In his words he states that quality in education is what makes learning a pleasure and a joy (Lockwood, 1999).

Tribus (1987) pointed out that while some measure of student performance may increase as a result of threats and competition, these negative approaches will not produce a healthy attachment to learning. Furthermore, Tribus (1987) noted that it takes a quality experiences to create an independent learner (Lockwood, 1992). Independent learners in turn become motivated to study fast, seek quality for themselves and this process also creates increased self esteem and confidence. Deming (1986) listed 14 points for effective application of TQM in business. Lockwood (1992) modified these original 14 points to form a framework for the application of TQM principles in schools.

The following list is a facsimile of these 14 points for Quality schools namely; aim at creating the best quality students who will take up meaningful positions in society; have managers who become leaders for change; provide learning experience to create quality performance; minimize the total cost of education by working to improve the relationship with students' resource and quality of students coming into the system;

consistently strive to improve the service provided to students; institute leadership rather than boss management; create an environment that is free from coercion and fear; encourage team teaching and by so doing eliminate the barriers between teachers or departments; change the focus of education from quantity to quality and by so doing remove barriers that deprive students, teachers and school administrator of their pride in workmanship; and involve everyone in transforming the school into quality environment.

2.2.2. Invitational Theory

Another approach to educational process that has emerged in the current literature is the Invitational Theory. Briefly the Invitational Theory advocates for personal and professional practices that transform and energize the people, places, programmes, processes and policies involved in education. Its goal is to establish environments that intentionally invite people to realize their full potentials. Invitational education is the specific application of this theory of practice in school settings. Many authors contend that the invitational approach encourage empowerment, growth and development by invitations, which are defined as the process of extending positive message to oneself and others (Ponder, 2006).

As such it rejects the psychoanalytic belief that behaviour is the result of unconscious forces, as well as the traditional behaviourist view that behaviour is caused by stimulus response, reinforcement and reward. Invitational approaches operate according to four fundamental assumptions common to helping relationship as well as the beliefs of perceptual psychology and the self concept theory, trust, respect, optimism and intention (Ponder, 2006). These four characteristics provide a

consistent “stance” by which people create and maintain environments that encourage the optimal development and empowered individuals.

This study argues that Invitational and TQM theories, aims at promoting quality schools for quality education. Both theories focus on a holistic approach that deals with everything and everyone in context of both classroom practices and school management, and the roles of all the various individuals involved in the education process from parents to school administrators. Both theories deal not only with classroom practices but also with a broader issue of providing quality education. Each of the theories also values the essential roles of all who are involved in the education process namely; students input, teacher collaboration, and parental involvement all these are highly valued (Lockwood, 1997).

Questions concerning the relationship between teaching learning environment and quality education therefore become important in incorporating the total quality management theory and the invitational theory. The theories discussed above have shaped the way quality education concepts have merged. These theories are adhered by those who are responsible for providing quality education for improving students’ performance, who tends to influence the quality of education in schools. What we can see in all is that there is pressure to improve the quality of schools. Therefore the theories provide important elements to measure towards understanding the factors that influence students’ performance as well as the quality of education delivered in those schools.

2.3 Conceptualization of the Term Academic Performance

According to Armstrong (2006) performance refers to both behaviours and results, and adjusting organizational behaviours and actions of work to achieve results or outcomes. Behaviours are outcomes in their own right and reaction to the product of mental and physical effort applied to tasks. In the school environment therefore, performance should not only be defined in terms of test scores, examination results, students' ability to socially apply what is learnt, and the rate at which students move on to higher institutions of learning, but should consider the achievements of the school in other areas like equipping the learners with the requisite skills for survival.

School performance in the Tanzania context mainly entails; teaching consistently with diligence, honesty and regularity orchestrated by increased good results from students; setting adequate written and practical exercises, ensuring effective marking, evaluating all exercises promptly and carefully and observing academic regulations and instructions (Tanzania Teaching Service Commission Regulations, 1996). The feeling by many people, including the researcher, is that this is a shallow understanding of school performance. The researcher view is that performance of any school should not be considered from the academic output only, but should also focus on other education outcomes.

Contextually, in Tanzania today, there is a desire to ensure that the best school head masters lead secondary schools, because of the rapid growth in secondary school education orchestrated by the successful implementation of the SEDP programme, which has grown tremendously since its inception in 1997.

The introduction of SEDP led to increased enrolment in government aided primary schools from 2.9 million in 1996 to 6.8 million in 2001, up to 7.3 million in 2006 (MoEVT, 2007). In addition since the government adopted a policy to liberalize education services late in the 1990s, many private secondary schools have mushroomed. Most of such schools are run on commercially bases for profit.

In addition, the MoEVT is frequently conducting workshops for heads of schools and deputy heads of schools on leadership in order to help improve their leadership skills. Nevertheless, most of the schools' performance is still wanting. In some secondary schools there is increasing low academic performance. The low academic performance in secondary schools may be attributed partly to poor leadership at the school level. Since state of morale and welfare of teachers is low many of them are at present forced to work instead of working willingly (Namirembe, 2005). Namirembe (2005) argues that many secondary schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but also as a result of poor leadership.

Moreover, Bakare (1994) described poor academic performance as any performance that falls below a desired standard. The criteria of excellence can be from 40 to 100 depending on the subjective yard stick of the evaluator or assessor. Fore-example a 70% performance of senior secondary students can be considered good performance while in junior secondary students such performance can be considered a very good performance. However a cursory look at the performance and the individual examined and the standard of the examination he or she revealed that the

performance is a very poor one. On the other hand, students' performance of 37% in any subject can be said to be a poor performance when in actual fact the performance is by all standards a very good one. This shows that the concept of poor academic performance is very relative and this depends on a number of intervening variables.

According to Thomac and Marshall (1979) performance described as an action of a person or group when given a learning task. In education, performance is often presented as synonymous with achievement or attainment in carrying out of a task, assignment or a course. Hawes and Hawes (1982) defined achievement as a successful accomplishment or performance in a particular subject, area, and course usually by reasons of skill, hard work inter typically realized in various types of grades and marks. Academic performance in education can be seen as synonymous with a scholastic performance, or a scholastic achievement or attainment. According to Derek (1981), academic attainment is a measured ability and achievement level of a learner in a school subject or particular skills. Thus academic performance has to do with a learner's scholastic ability and attainment, as regards his school work. This is often measured through tests, examinations and assignments.

2.4 The Concept of Community Secondary School

Many of the schools during colonial period were started and run by communities and churches. With the coming of independence, these schools were taken over by the government and became the basis of the public school system. The community schools therefore have a long history in parts of Africa. The "echoes spontaneous in Chad are among the best known, and are quite old. Many other models, that we will call community schools in this review have NGO's religious organizations, or even

governments as partners” There are some indicators which show that certain schools are community schools. Community participation can be seen, however, as the defining aspect of community schools. The term however covers a wide range of activities. Project initiators use a range of modes to involve communities. For example from simply telling or giving information to empowering and emboldening communities to support the innovation or encourage them to take their own initiatives in support of the programme (Barwett 1995, cited in Rugh and Bussert, 1998).

Community schools include also a high level of local participation that specifies community roles more clearly. The community has significance responsibilities in creating, constructing, financing and managing the school; recruiting and paying teachers, and procuring school materials (Tietjen, 1999). They differ from government schools in their funding, sources, governance, management structure, organization and often the curricula. In Zambia, a community school is a community – based, owned, and managed, learning institution that meets the basic needs of students who for a number of reasons can be locally or externally initiated. A community school targets orphans, underprivileged children and girls.

In the Tanzanian context day community secondary schools are schools built and managed by partnership between the local community and the government. In this partnership, the two parties have clear responsibilities and roles to play. For example, the government is responsible for recruiting teachers and management resources while local communities are responsible for the construction of physical infrastructures.

2.5 The Conceptual Framework of the Study

A conceptual framework is a graphic narrative form of the main composition of the study. It simplifies the research proposal preparation task as it gives the general focus of the study. The conceptual framework can be also defined as an abstract indication of how the basic concept and constructs that are expected to interact on the actual settings and experiences that form the foundation of research (Athuman 2010). The study on the determining factors for academic performance in community secondary schools in Tanzania needs a model that focuses on the essential concepts on which data collection and analysis will be based.

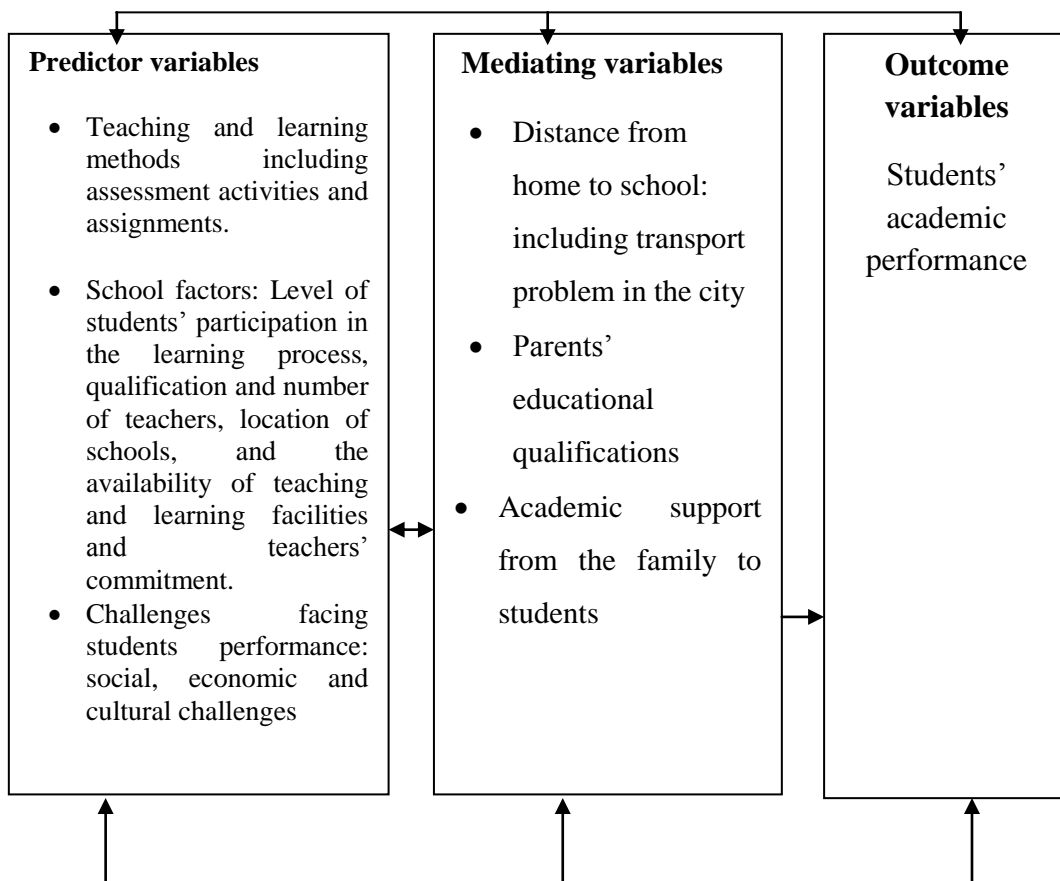


Figure 2.1: The Conceptual Framework

Source: Adapted from Mosha and Omari (1987)

The issue of high or low academic performance is a multi-factor phenomenon. In this study, the characteristic model was chosen to explain the phenomena of a multi-factor study for an academic performance. The conceptual framework for this study involves three conceptual variables which are predictor variables, mediating variables and outcome variables.

The components of the conceptual framework of the study are shown in figure 2.1. Figure 2.1 presents three types of important variables that powerfully combine to create the teaching learning environment in schools. The model presented in Figure 2.1 comprises three types of variables which guided this study on assessing the factors that influence the teaching learning environment in community secondary schools and the extent to which these factors have contributed to students' low academic performance.

The three variables as shown in Figure 2.1 are predictor variables, mediating variables, and outcome variables. The predictor variables are comprised of teaching and learning methods which include the assessment activities and assignments given to students in the process of learning. Other variables include school factors and challenges influencing students' academic performance in secondary schools. It is assumed that these predictor variables may indirectly influence the outcomes through mediating variables. It is also assumed that the level of students' participation in the learning process as well as the teachers and students' commitment for better results, assessment activities and assignments such as homework activities given to students can influence the students' academic achievement in schools. Finally, predictor

variables include the challenges faced by students and teachers in terms of economic, social and academic environment.

The mediating variables comprise those factors which can influence the students' academic achievement through the forces of predictor variables. In this study mediating variables included the distance from home to school, parents' educational status and family academic support given to students. Mediating variables are very important for improving students' performance in community secondary schools. Mediating variables are believed to have an important force towards facilitating the forces from the predictor variables for impacting on students' academic performance in community secondary schools.

2.6 Empirical Studies

Some of the factors influencing students' academic performance are external to the school. This is supported by the findings revealed in a study by Murpuly and Mayers (2008) about external factors contributing to academic performance. The authors noted that urban school settings, minority student populations, low socio-economic status of students and lack of readiness for school on the part of students were contributing factors to students' failure in many schools. A similar study by Marches and Martin (2002) in Spain, revealed that other factors are internal to the school and can be influenced, changed and realigned more directly. These include different dimensions poor quality of teachers as well as poor classroom instruction, inadequate teaching knowledge and skills, limited teaching experience, teachers assigned to teach subjects for which they are not trained, high turnover of teachers and low

teaching morale. This review also identifies ineffective leadership and inadequate resources are common causes of school failure.

According to Nsubuga (2008) effective school performance requires visionary leadership. From the head of school interview responses, many of them did not have clear articulated vision and mission statements. Nsubuga (2008) further argues that one of the core functions of a headmaster or a headmistress is to provide direction to their subordinates. Their greatest leadership responsibility is that of formulating and articulating the vision of the school. This implies that it is through shared vision and mission that heads of schools will be able to offer a sense of direction to their staff. All the staff should be able to have a shared understanding on where the school should be in the foreseeable future. However, in Tanzania there is an information gap on the role of management for a quality education provision. This requires a comprehensive research to bridge such a gap.

2.6.1 Home Background Factors

According to Castejorn & Perez, (1998) the level of education of one's parent is an important factor for determining pupils' academic welfare at school. Personal, family and academic factors affecting achievement in secondary schools indicate that among the family factors those which have the greatest influence are the educational levels of parents. Castejorn & Perez, (1998) further argues that the learner's perception of family support directly affects performance while the mother's level of education does so indirectly. The evidence indicates that those learners whose parents are not adequately literate are disadvantaged in their academic performance,

because parents are required to assist their children with their assignments and projects that are supposed to be done at home.

Another study by Marches and Martin (2002) on social class in Spain revealed that one's results and expectations for the future are better if one belongs to a higher social ladder. A similar study conducted in America by Adell, (2002) equally indicates a high correlation between low school achievement and socio-economic background where most of the researched families are classified in the lower economic brackets, with the highest poverty and unemployment rates. According to Adell (2002) education failure is legitimized by inherent inferiority, where there is a high literacy rate, poor hygiene, and lack of middle class child rearing practices, especially among parents. All these are viewed as a manifestation of poverty.

This is supported by Saiduddin (2003) who noted that marital status of parents can also provide an explanation of how it can affect a pupil's academic welfare. Academic performance of learners at high schools has been linked to low socio-economic background of learners. The marital status of being either single, married, divorced, widow; the parents' social class in terms of their income categories of lower, middle or upper income – class all impact on self-concept and the learning process of learners. A stigma is often attached to separation and divorce, affecting the learner's academic performance negatively (Adell, 2002).

According to Saiduddin (2003), home environment of parents through death, divorce, separation or substance abuse is very unpredictable which includes domestic quarrels by parents result in low performance due to lack of parents support. A comparative

research on students' academic performance in Africa and America by (Saiduddin 2003) revealed that factors influencing academic performance in Africa are poverty, cultural differences, unstable homes, drug abuse and teenage pregnancy. On the other hand, the findings revealed that American learners are exposed to a similar negative environment at home as learners in Africa including Tanzania, also come from poor family backgrounds. This is supported by Adell,(2002) who noted that the exposure of the youth to negative role models from an early age contributes not only to poor performance but also the learners dropping out. Learners from unstable families are emotionally disturbed and therefore tend to under-perform (Adell, 2002).

In South Africa a similar study by Ajala & Iyola, (1988) revealed that there are differences in student's academic performance in different types of families like nuclear or monogamous, compound or polygamous and traditional or extended families. The findings also indicated that children from nuclear families perform better in school than children from compound or polygamous families (Ajala & Iyola, 1988). The authors noted the reasons behind these differences as follows. The children have more time for their study, children from a polygamous or an extended family tended to be deviant due to lack of adequate supervision and care. The polygamous families also exert a lot of pressure or influence on the child. If it happens that a lot of such influence is bad then this will adversely affect the child.

According to Asikhia (2010), the larger the family, the less the attention and devotion of each child by the parents and the more the difficulties encountered by the parents in meeting the needs of the children both emotionally and physically.

2.6.2 School Factors

School factors have been reported by several authors in influencing students' academic performance. For example a study by Isangedigh (1998) in Nigeria revealed that a school location and physical building are important factors for a successful academic achievement. This implies that where the school is located determines to a large extent the patronage such a school will enjoy. Similarly, the entire unattractive physical structure of the school building could be demotivating learners to achieve academically. This is what Isangedigh (1998) refers to as learner's environment. According to him an uncondusive learning environment promotes poor academic performance.

Secondly, the quality of teaching Staff in the school also counts. According to Adeyomo (2005) no profession in Nigeria has suffered a more reversal of fortune than teaching. This has affected the commitment expected by teachers. It then implies that the quality of service rendered by an unmotivated teacher could affect the academic achievement of the learners. Such a situation could also happen in Tanzania. For this reason the researcher in the present study intends to examine the level of the teacher commitment and its impact on the students' academic performance.

Thirdly, Osokoye (1996) noted that the teacher's Method of Teaching used in the process of teaching and learning influence students' academic performance. The means or strategies employed by teachers in an attempt to impart knowledge to the learners are referred to as teaching methodology. Osokoye (1996) sees teaching methods as the strategy or plan that outlines the approach that teachers intend to take

in order to achieve the desired objectives. It involves the way teachers organize and use the proper techniques of the subject matter, the teaching tools and teaching materials to meet the teaching objectives. Osokoye (1996) noted that most untrained teachers point fingers on students rather than to themselves when the students are unable to carry out the expected behaviour at the end of the lesson or fail in examinations. For that reason teachers should plan well in advance and choose appropriate teaching materials and appropriate teaching methods make an intensive research on the topic to be taught and plan how to get the objectives for the lesson.

In addition, the factors related to classroom Management were reported by Asikhia (2010). According to Askhia, the classroom is that space bounded by walls and roof, in which a teacher houses his or her students for the purpose of giving them instructions. In other words, it is a shelter for both teachers and learners meant for educational activities. Asikhia, (2010) further argues that management on the other hand, can be seen as the process of designing and maintaining any setting in which people work in groups for the purpose of accomplishing pre-determined goals.

The idea of any setting equally indicates that management is applicable to all establishments which do not exonerate educational setting. A well prepared instructional material determines the amount of learning that can be placed in a learning setting. Good quality materials can motivate interest, maintain concentration and make learning more meaningful. This implies that the need for the use of instructional materials to teaching a subject in the modern age cannot be over emphasized. The traditional method of talk and chalk approach can no longer improve the performance of students in secondary schools academically (Asikhia,

2010). However there is no clear evidence on the magnitude of such problems in the Tanzanian context.

2.7 Education, Development and Poverty Alleviation

Education is one of the most important aspects of human resource development. Every child should have the opportunity to achieve his or her academic potential. It is generally noticed that at least 20% of the children in a classroom get poor marks. Poor performance should be seen as a “symptom” reflecting a larger underlying a problem in children. This symptom does only not result in the child having a low self-esteem, but can also cause significant stress to the parents. It is essential that this symptom be scientifically analyzed to discover its underlying causes and find some of such the appropriate remedy (Pediater, 2005). There are many reasons for children to underperform at school. Such reasons include medical problems, below average intelligence, specific learning disabilities, attention deficit, hyperactivity disorder, emotional problems, poor socio-cultural, home environment, psychiatric disorder, or even environmental causes.

In some cases, schools are at the heart of the problem due to poor teaching, weak leadership, and low expectation just a few. The consequences of growing up poor affect millions of young people worldwide (Berliner, 2006). Poverty remains a global, social, and economic issue, and the educational reform agenda in many countries reflects renewed interests in addressing the relationship between poverty and under achievement. The gap in achievement between children from low-income families and their more affluent peers persists, and in the majority of cases, it can actually increase throughout the schooling period. Although social disadvantage is

met as an excuse for poor achievement in academic terms, it certainly is a powerful explanatory factor. It remains the case that many failing schools are located in high-poverty contexts (Thomson, 2004).

A substantial corpus of international research into the relationship between poverty and education demonstrates that while the general attainment levels of poor children have improved over time, the gap between the majority of children from low income families and their more affluent peers has widened (Knapp, 2001; Thomson & Harris, 2004). Children attending high-poverty schools are not likely to achieve as well as their peers in more favourable school contexts.

Educational outcomes in deprived areas are worse than those in non deprived areas whether they are measured in terms of qualification, attendance, exclusions, or retention rates. Inner-city areas, in particular are associated with low educational outcomes. Socio – economic status or family background typically explains more than half the variation between schools in pupils' achievement, and how fairly income in children years makes a significant difference to subsequent educational outcomes. Chudgar and Luschei (2009) provide new support of this well-known finding in their recent analysis of international achievement tests across twenty five countries.

To the recognition that achieving sustainable school turn around requires an in-depth understanding of the factors that powerfully combine to create school failure in the first place. Some of these factors are external to the school. In their recent synthesis of evidence about external factors contributing to school failure, Murphy and

Mayers, (2008) highlight urban school settings, minority student, populations, low socio-economic status of students and lack of readiness for school on the part of students in many failing schools. Other factors are internal to the school and can be influenced, changed and realigned more directly. For example, the most common internal factors Murphy and Mayers identified in their review of primarily U.S. research are different dimensions of poor teacher quality such as poor classroom instruction, inadequate teacher knowledge and skills, limited teacher experience, teachers assigned to subjects for which they are not trained, high teacher turn over, and low teacher morale. This review also identifies ineffective leadership and inadequate resources as common causes of school failure.

2.8 Academic Performance in Dar es Salaam

Few studies have been conducted in Dar es Salaam to describe the academic issues in secondary schools. Changwa (2009) did a study to assess the contribution of the SEDP in education sector in Kinondoni district. A survey identified that the SEDP has contributed much in Education sector in Kinondoni district, as it has increased the number of students' join secondary schools from 963 students in 2006 to 5552 in 2009.

The study identified several challenges facing the implementation of SEDP. It was found that schools had insufficient laboratories for science practical and computer studies which are very important for science subjects especially physics, chemistry and Biology. For this reason, SEDP cannot realize or achieve some of its strategy because among of them was to improve the performance in science subjects. Inadequate classrooms, inadequate chairs and desks for students forced many schools

to adopt double shift schooling system.

Despite the increasing in number, most of them faced with the challenges such as no enough teachers especially in Mathematics and science subjects. 40% of the respondents said they lack science teachers, 20% lack mathematics teachers where 40% said they have a deficit in all subjects. Because of the problem of teachers, and the difficulties to find them, different alternatives has been used to solve the problem, 60% do hire part time teachers, 40% convince the few teachers they have to more periods that means big load. Some stakeholders showed their doubt whether schools could give students and teachers ample time for teaching and learning. These findings imply that SEDP did a lot to improve quantity than quality of secondary education provided in Kinondoni district.. Unfortunately, the study could not provide the whole picture on how this affected students' academic performance in their final examinations results.

2.8 Chapter Summary

Several factors are involved in influencing student academic performance and teacher competence, such as the students' background, the condition of the school, the parents' education, and the availability of textbooks to support the learning. However, the most important variable, as shown by some researchers, is the quality of teacher training. Despite these efforts some problems have remained, such as poorly trained teachers, the limited availability of materials, and a weak budget framework that does not comprehensively cover the needs of education in the country. The high incidence of repetition and dropout indicates the low achievement in primary schools, as identified by Reimers (1997).

In Tanzania several educational policies and acts have been established for the purpose of increasing access to secondary education (Chediell, Sekwao & Kirumba 2000). These include the Philosophy of Education for Self-Reliance (1967); the Presidential Commission on Education (URT, 1984); education and training policy (1995) and its consequent programmes of Secondary Education Development Programme (SEDP). However, there were those emphases but no serious efforts were taken on teacher training due to the presence of short courses that do not provide enough experience.

Since the aim of the government was to expand access to education, a large number of students were enrolled to secondary schools. Until recently, the records on students' poor academic performance have continued in Tanzania. In 2010 for example, about 80% scored division four and zero (NECTA, 2011). It is crucial to undertake a serious study in order to examine the determinants factors which cause this poor academic performance in Tanzanian secondary schools. This study was based only on government community secondary schools. Therefore other studies may look for private secondary schools on the determinants of poor academic performance in secondary schools.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The aim of this study was to investigate factors that contribute towards the poor academic performance of form four students in community secondary schools in Tanzania. Chapter three presents the research methodology, research design, area of study, target population, sampling method, purposive sampling method, research sample, data collection procedures, data collection instrument, pilot study, interviews, observations, ethical considerations and limitation of the study.

3.2 Research Approach

There are two types of research approach namely qualitative and quantities approach. This study will base on qualitative approach because it keeps on changing there it will help to reveal the reality of the study.

Qualitative research is a type of primary research in which the researcher collects first-hand information obtained directly from participants (Miles and Huberman, 1994). Qualitative research differs from quantitative research in the sense that it typically operates within the setting where people create and maintain their social world (Neumann, 2000). Qualitative research is idiographic in nature, aiming to understand the meaning that individual form four learners, form four teachers, head of schools (head master and headmistress), parents attach to their day-to-day life. The paradigm uses an inductive form of reasoning rather than a deductive one, thus developing concepts, insights and understanding from patterns in the data (Devos,

2001).

It is a meaningful way of collecting human experiences, qualitative research approach keeps on changing as new data and additional sources become available (Miles and Huberman, 1994). The study embarked upon this kind of research with the aim of producing a detailed picture or a profile in words from the participants. In this case four students, teachers, headmasters and headmistress, as well as parents were involved in the study. The rationale behind the choice of qualitative research is centred on its strength. Qualitative study is flexible and emphasizes people to live experiences and their perceptions, assumptions, prejudgments and pre-supposition are discovered and connected to the social world around them (Neumann, 2000). The qualitative approach assisted the researcher to get in depth information on the persistence poor academic performance of secondary school students.

3.3 Research Design

Research design is a basic plan that guides a researcher in collecting, analyzing and interpreting observed facts (Devos, 2001). This study used a descriptive design approach due to its suitability in social research that can be done in the subjects' natural setting. This design was preferred because of its strength in interpreting conditions, practices, beliefs, views, perceptions and effects that exist in the real world (Silverman, 2001). In addition, the design suits both qualitative and quantitative approaches. In the use of descriptive design, the researcher gathered information on the factors which determine academic performance of community

secondary school students in Tanzania. A large sample involving the parents, secondary school teachers and students and education officials were included.

3.4 Geographical Study Area

This study was carried out in Kinondoni Municipality which has an adequate number of day community secondary schools. In addition, Kinondoni Municipality was chosen because of the presence of different socio-economic status of its dwellers and different status of academic performance in most of her schools to possibly provide adequate data or information for the study.

3.5 Population and Sample

3.5.1 Target Population

A target population is generally a large collection of individuals or objects that is the main focus of the scientific needs. However, due to the large sizes of populations, researchers often do not test every individual in the population because, it is too expensive and time consuming (Franked and Wallen 2000). Targeted population is the entire group of individuals or objects to which researchers are interested while accessible population is the population that researchers can apply their conclusion (Franked and Wallen 2000). The target population for this study included day community secondary school students and their parents, secondary school teachers, heads of schools, school inspectors and district education officer.

3.5.2 Sample

A sample is simply a subset of the population for which generalization will be made. The concept of sample arises from the inability of the researchers to test all the

individuals in a given population. The sample should be representative of the population from which it will be drawn and it must have a correct and reasonable number to allow statistical analysis. The main function of the sample is to allow the researchers to get data easily from the population so that the results of their study can be used to derive conclusions that will apply to the entire population (Creswell, 1994). For the purpose of this study the sample included four day community secondary schools, 20 secondary school teachers, 40 secondary school students and their parents, 3 school inspectors and one district education officer. The sample size for this study comprised 84 respondents from four different community secondary schools.

Table 3.1: Sample Size for the Study

Respondents Category	Expected sample size	Available sample
Secondary school teachers	20	15
Secondary school Students	40	38
Parents	20	14
School inspectors	03	03
District education officer	01	01
Total	84	71 (84.5%)

Source: Own Survey 2013.

3.5.3 Sampling Procedure

Sampling is the act, process or technique of selecting a suitable sample or a representative part of the population for the purpose of determining the parameter or characteristic of the whole population (Kombo and Tromp, 2006). The sampling techniques in this study included purposive sampling technique due to the nature of

research. Since it is difficult for any study to cover the whole population one has to select the representative of the total population. For this study purposive sampling techniques were used to obtain the respondents.

3.5.3.1 Purposive Sampling

According to Punch (2002) purposive sampling enables the researcher to sample on the basis of his/her judgment as the most important kind of non-probabilistic sampling to identify the primary participants. Generally, the sample selection is based on the purpose of the research. In this study the purposive sampling technique was used in order to get primary respondents according to their roles and ability to enable the researcher to obtain relevant data on why students perform poorly in their studies. Informants that were purposively identified included headmasters, the chief school inspector, and the DEO. The selection of schools was based on the schools which perform poorly academically.

3.5.3.2 Convenient Sampling

Convenient sampling is often a preferred option to other methods of sampling because it allows an experimenter to pilot-test an experiment with minimal resources and short time. It is also relatively inexpensive and allows the researcher to get a gross estimate of the results. One of the reasons why it is most often used is the numerous advantages it provides. This method is extremely fast, easy, readily available, and cost effective, causing it to be an extremely attractive option to most researchers. This sampling technique is also useful in documenting because it shows that a particular quality of a substance or phenomenon occurs within a given sample.

Such studies are also very useful for detecting relationships between different phenomena. However, the most obvious criticism about convenient sampling is its sampling bias because the sample is not representative of the entire population. This may be the biggest disadvantage when using a convenience sample because it leads to more problems and criticisms. Another significant criticism about using a convenience sample is the limitation in generalization and inference making about the entire population. Since the sample is not representative of the population, the results of the study cannot speak for the entire population. For this study, the parents were conveniently selected.

3.5.3.3 Selection of Day Community Secondary Schools

The selection process of this category was done by obtaining a list of schools from district education officer that have frequent cases of students' low academic performance. The names of five day community school with the lowest academic performance in their final examinations were purposively selected.

3.5.3.4 Selection of Form iv Students

Students are the most sought victims of the situation when it comes to school academic performance. Students were obtained from form 4 grades because of their long experience of staying and learning in secondary schools and therefore they are regarded as mature enough to share their experience on the issue. A total of 40 students were therefore sampled through a request to their teachers to select the competent students in order to increase the quality of data for the study. The students were both female and male students for gender representation in the study.

3.5.3.5 The District Education Officer Sample

The DEO is the in charge or is one who directly deals with the administration and management of education in the district. He or she is the responsible officer for coordinating and keeping records of students and teachers affairs in the district. Thus, the selection of this category of respondents was purposively made on the virtue of positions and their responsibilities as the head of department for education in the district. One of the responsibilities of the DEO is to ensure that the teachers teach according to the schedule and the necessary facilities are made available for the schools to operate effectively.

3.5.3.6 The Secondary School Teachers Sample

A total of 20 secondary school teachers were selected for the sample study's master. One head of school from each school was sampled because they were responsible for leadership of their schools including making sure that those teachers attend and teach effectively. Classroom teachers were involved in the sample because they facilitate the process of teaching and learning and they also oversee pupils' attendance in the classroom as well as supervise learning and give and mark homework for the students.

3.5.3.7 The School Inspectors Sample

This sample included 3 school inspectors who were purposively sampled. The school inspectors were involved because they constantly visit schools for inspection. They have adequate records on how schools, teachers and students fulfil their responsibilities. The school inspectors also report the problems that schools face in

teaching and learning to various education levels. Usually all problems facing schools are reported to education officers by headmasters and other stakeholders. The inspectors were involved due to the role of handling issues related to teachers' unprofessional practices including teaching practices and teaching facilities.

3.6 Data Collection Methods

In this study the multiple methods in data collection commonly known as triangulation were used. The data were collected through questionnaires, interviews, and observation. The questionnaires were used to parents, students and teachers while interviews were admitted to the DEO and inspectors for Kinondoni Municipality and headmasters. Quotations were used to present responses from interviewed responses. The reasons of using the instruments mentioned above are to get the natural data from the real situation and maintain validity and reliability of the study. There are pros and cons of using primary source of data. The pros of using questionnaires, interviews, and observation as follows: It is original source of data, it helps also to capture the changes occurring in the course of time and extensive study is based on primary data while the cons of using primary source of data are expensive to obtain, time consuming, it requires extensive research personnel who are skilled and it is difficult to administer (Fraenkel, 1932).

Cohen, Manion and Morris (2000) pointed out that no single method can act in isolation because it can distort the whole picture of reality that the researcher is investigating. Therefore, it is believed that the use of different techniques helped to cross-check the authenticity of data gathered. The secondary sources of data included

documentary review from web sites, books, dissertations and official documents on students' academic performance.

3.6.1 Primary Sources of Data Collection

Data collection strategies included interviews, questionnaire, and focus group. Semi structured interviews were conducted on headmasters, the district education officer and inspectors while focused group discussion was used on students. These enabled the researcher to elicit the opinions of the stakeholders on the students' academic performance. Miles and Huberman (1994) regard data analysis as an ongoing process that consists of data reduction, data displaying and drawing a conclusion from verified data. In the process of coding and analysis, the contents of the same category was considered and narrated in the same manner. Critical analyses of documents sources and interpretation have been done by systematically summarizing the contents to their relevant content. The tables and graphs were used for summarizing and presentation of data.

3.7 Data Processing and Analysis

Data analysis is a systematic procedure for identifying essential features and relationships (Coffey and Atkinson, 1996). Due to the fact that this study collected qualitative data, therefore analysis was done qualitatively. The qualitative data analysis (QDA) method was used for organizing data into categories and identifying patterns among its categories (Macmillan & Schumacher, 2001). Thus, the process involved continual reflection about the data, coding the material into categories and finally interpreting the data for understanding meanings and patterns.

Initially the researcher generated units of meanings, classifying, categorizing, ordering and structuring narratives to interpret and describe the contents of the collected data to determine the factors for students academic achievement in secondary schools. To complete the analysis, categories of themes were compared in order to identify similarities and differences based on four research objectives. By constant comparison the researcher noted and recorded thoughts and behaviour which were finally used to refine and categorize themes. The answers were made to fit into specified groups of similar data or information. The interpretations were done systematically by summarizing the contents in their relevant categories.

Finally, categories or themes based on four research objectives were interpreted and presented in the form of tables and narrations with few voices from respondents. This study was purely qualitative therefore the data obtained were presented on tables and graphs then narration of those data in words.

3.8 Validity and Reliability of Research Instruments

Validity is the extent to which a measurement measures what it is supposed to measure and reliability is the extent to which a measurement procedure yields the same results on repeated trials in a qualitative study (Carmines and Zeller, 1979). Most of the literature show that validity can be classified into two areas, namely, content validity and constructs validity. The content validity refers to the consensus of the community of scholars on a particular instrument on whether it is appropriate to measure a particular entity or not. Construct validity refers to the extent to which a measure relates to other measures consistent with theoretically derived hypothesis concerning the concepts being measured. According to Henning

et al (2004: 147) validity subsumes reliability.

In this study reliability was maintained by checking the procedures and documentation so that they are precise. Data collection has done bottom-up, starting from school level to district level. It is assumed that this model would provide an opportunity to check precisely the information provided by the participants at different levels, thus assuring validity in data and information collection. Secondly, triangulation of data and information was made to cross-check the validity and reliability of the data collected. Triangulation of methods is the use of a variety of data collection methods and sources (Henning et al 2004: 103). This includes data and information collected from different sources and methods which are crosschecked by the use of member checks and verbatim quotes of transcribed interviews to maintain their validity and reliability. Any information or data that was inconsistent or doubtful was discarded. More than one method was used to gather data, such as semi structured interviews, focus group interviews and document analysis.

Furthermore, member checks were performed by making the report available to the participants for comments. Both individual and focus group interviews were tape recorded and transcribed verbatim. The evidence provided was prudently assessed and alternative explanations were given for patterns to discover. Finally, the research instruments were pilot tested in a single day secondary school in Temeke that involved 3 teachers, 10 students, 2 school inspectors and 4 parents. Pilot testing helped to identify ambiguities and grammatical errors for the researcher to correct them and ensure validity and reliability.

3.9 Research Ethical Considerations

The researcher asked for official permission from the Open University of Tanzania authorities to conduct the study in Tanzania. This was followed by officially writing to the Regional Administrative Secretary (RAS) for Dar es Salaam and District administrative secretary for Kinondoni District (DAS). It helped the researcher to negotiate access to the region, district and secondary schools in the region. The researcher asked an informed consent from all the participants in this study. This helped the researcher to gain the informed consent of all the participants. The researcher also agreed with the participants that they have right to withdraw from the study at any point in time, and that is their choice to participate or not.

Pseudonyms were used in respect of the participants and the schools that were selected for the purpose of this study. It is stipulated that any information so obtained from the participants would remain confidential between the two parties. The purpose of this is to ensure that anonymity and confidentiality are strictly adhered to. During the time of data collection, analysis remains safeguarded as data locked up in the researcher's office on the computer by using data protection passwords. The purpose of this is to make sure that nobody gets access to it.

CHAPTER FOUR

4.0 RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the findings based on the major purpose of examining the determining factors for academic performance in community secondary schools in Tanzania. The findings are organized and presented as per research objectives embraced in several research questions namely the analysis of the methods used by teachers to impart knowledge and skills in community secondary schools in the overcrowded classrooms; to examine the influence of school factors on students' academic performance in community secondary schools; to investigate the challenges facing the students in community secondary schools; and finally to find out as to what extent do these challenges affect the students' academic performance in community secondary schools.

4.2 The Methods Used by Teachers to Impart Knowledge and Skills in Community Secondary Schools in the Overcrowded Classrooms

The purpose of this objective was to examine the main methods or strategies used by teachers to impart knowledge and skills in community secondary schools. The objective was intended to address a question like; what are the methods and techniques used by teachers to impart knowledge and skills in the overcrowded classrooms? Responses for this question were gathered and summarized as outlined in figure 4.1.

The Common Methods and Techniques Used by Teachers to Impart Knowledge and Skills in the Overcrowded Classrooms (N=56)

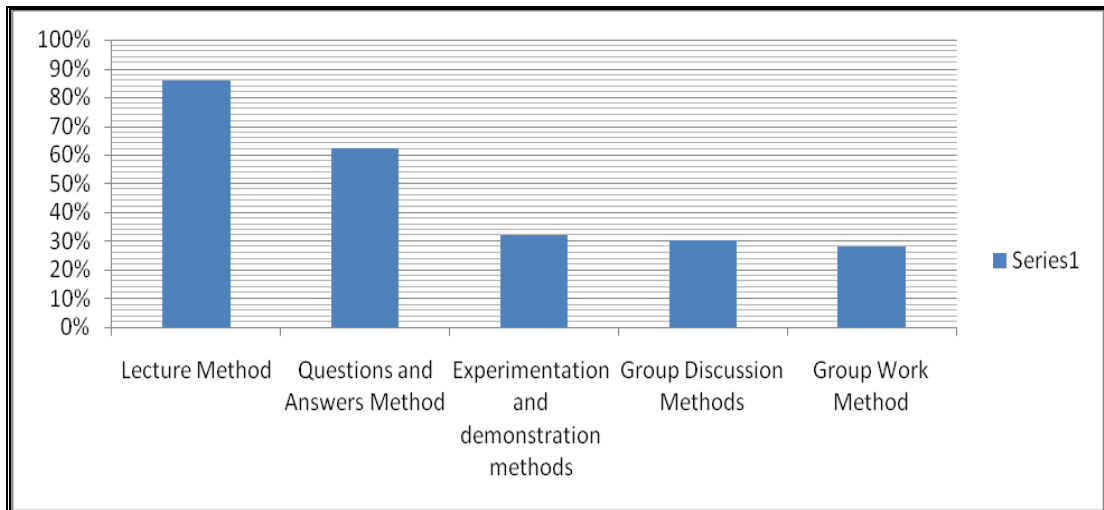


Figure 4.1: Common Teaching Methods Used in Community Secondary Schools

Source: Data from Field, 2013

The researcher asked the respondents in order to identify the commonly used teaching methods and strategies in community secondary schools in Kinondoni district. The question was administered to secondary school teachers, school inspectors and secondary school students. The responses to the question were summarized and grouped into five major categories namely lecture method 48 (86%), questions and answers method 35 (62%), experimentation and demonstration method 18 (32%), group discussion method 17 (30%), and group work method 16 (28%).

When the respondents were asked to mention the common teaching methods used by teachers in community secondary schools, more than three quarters 48 (86%) mentioned lecture method as a common method used in teaching. Lecture method is

one of the non- participatory methods, which .according to the respondents has less impact on students learning and understanding of the topic. The researcher wanted to know why the teachers used lecture method in their classroom teaching. The respondents said that they preferred to use lecture method in their teaching simply because of limited time (30 minutes) allocated for a single period especially in most schools which operate under double shift system. Since in double shift systems, students and teachers attend two sessions; periods are allocated 30 minutes instead of the normal 40 minutes. They added that the teachers preferred to use lecture method due to the fact that with the use of lecture method in teaching, teachers can cover their topics or syllabus in time as the following response given by one respondents suggest.

“We must use lecture method in our teaching if we need to facilitate the coverage of the syllabus before the end of the school term. The time (30 minutes) per single lesson allocated for my subject is not enough to complete my syllabus. We have no other alternative but to use this method (Respondent in school A)”

The responses in the quotation suggested that double shifting schooling forced the school leadership to change the time allocations which seem to hinder the effectiveness of the teaching and learning process. In addition, the respondents said that due to the pressure of SEDP, the increasing number of students has resulted into large classroom sizes in which the use of lecture method would be favourable. However, they admitted that the use of lecture method in teaching is not fruitful and it could not make students creative or understand the topic in depth because the

teacher dominates the lesson. They said that the use of this method encourages a spoon feeding kind of learning on the part of the learners. Learners are forced to learn by memorising as a means of learning in order to acquire knowledge. This type of learning however makes the students inactive.

The students did not like this lecture method because it does not create experience and long term understanding but makes them memorize facts. They said that making the students inactive in the teaching and learning process denies the students the opportunity to make close follow-ups and thus fail to understand the topics. With the use of the lecture method, students are entirely dependent on their teachers and thus remain narrow minded students. The use of lecture method did not only deny active participation of the learners in teaching and learning process but also had negative impact on academic achievement on the part of the students.

Some other respondents mentioned the use of different participatory methods of teaching including question and answer method 35 (62%), experimentation and demonstration method 18 (32%), group discussion method 17 (30%), and group work method 16 (28%). The researcher wanted to know why a small number of the researchers use these participatory methods in teaching. The respondents said that the use of participatory (student centred) methods is demanding and involving in terms of their preparations and management in the class. They suggested that teachers without commitment and morale can hardly use these methods. They added that the use of these methods provide freedom of interaction and sharing of knowledge among the students during the learning.

The respondents commented that group work (group assignment) and group discussion methods were the most effective methods because they make students more creative, and they increase their participation and interaction with their fellow students or teachers. The methods enable students to become friends' not just listeners or receivers.

The researcher asked the respondents to comment on the criteria used by the teachers to select the teaching methods. Many teachers 14(87.5%) commented that there were three major criteria they used namely the students ability of understanding; number of topics to be covered and the number of students to be taught. Finally the criterion was based on the requirement of the competence based curriculum (New syllabus 2005). The researcher wanted to know how they came to use the first criterion namely the students' ability of understanding. They said that classrooms contain students with different academic abilities, some are slow learners and others are fast learners. They added that slow and fast learners in the class cannot be taught in the same way. One of the respondents was quoted as saying;

“Students in my class have differing abilities. There are slow and fast learners who need differing methods of teaching and learning if you want them to understand the new knowledge. I cannot use the same method for all the students”. Said a teacher.

The respondents confirmed that there were some students in schools B, D, and E who could not be able to read and write English, so they needed not only remedial classes but also the use of different methods of teaching in their favour. They added that although students are in the same class, the truth is that they come from different

families with socio-economic backgrounds. The respondents blamed the system because it select candidates to join Form One who are completely illiterate. They said that illiteracy was one of the reasons for poor academic performance of some students in many secondary schools.

In addition, the respondents commented that the number of topics to be covered and number of students to be taught was another criterion used to select methods of teaching in community secondary schools. They added that topics in some subjects are longer and therefore demands more time to be covered. For example, they said that it needs more time allocation to complete the coverage of the topics in history and geography subjects for form four. The respondents in some schools said that under double systems there was limited time allocated for both morning and evening sessions in such a way that a single lesson was allocated 30 minutes. According to the respondents a period of 30 minutes was not enough for the teachers and students to discuss a topic in length and allow interactions among the students and the teachers after the discussion. This implies that some students did not find the lessons useful neither did they understand what was taught.

It was also learned that the number of students to be taught was also an important determinant for the choice of the method of teaching. They said that following the increase of students' enrolment in schools caused by the pressure of the SEDP that was established in 2004, in almost all surveyed classrooms in most schools caused overcrowded in most schools. It was observed that in overcrowded classrooms, teachers were in a difficult position to help individual students as one of the

respondents, a Mathematics teacher in school C lamented:

“Due to lack of enough classrooms in our school, form three students in all three streams are forced to meet together in a single class for every Mathematics lesson. When the three streams are converged together in one class the teacher students’ ratio reaches 1:100-120 which is difficult for me to handle the class”.

The quotation provides an implication that in some schools such as school A and C the number of mathematics teachers is limited to such an extent that a single teacher teaches form 1 to form 4. Therefore it was an alternative that several streams in one form were converged together to form one class, although the congestion raised the teacher-students ratio and thus affecting the teacher’s choice of the methods of teaching. They added that in such an environment, the teacher chose to use non-participatory methods such as lecture method which was not too involving.



Figure 4.2: Students’ Congestion in the Classroom

Source: Observed by the researcher during the field, (2013)

Figure 4.2 shows students' congestion in the classroom as was observed by the researcher during the field. It was observed that in an overcrowded classroom teacher could not use participatory methods in their teaching. In addition, the sitting arrangement did not leave the students to listen comfortably. This was mentioned as one of the reasons for students to lose their interest in schooling, and thus affect their performance negatively.

There were teachers who selected the teaching methods based on the requirement of the competence based curriculum (New syllabus 2005). The researcher wanted to know what the requirement of the new syllabus was. The respondents said that the competence based curriculum demand classrooms which allow practical learning involving the students where learning actively. They said that the competence based curriculum does not encourage cramming and rote learning and therefore teachers like to choose such methods as the experiment methods, home assignment method, group work and discussion methods. For example a biology teacher in school B usually used the experiment and group work methods because they were adequately involving students and enabled them to remember what they were taught for a long time.

It was finally noted that the choice and the use of method of teaching influenced teacher students' relationship and its consequent effect on students learning in schools because if they hate the teacher they cannot like the subject taught by such a teacher. However, good relationship gives students the opportunity and freedom to learn and ask questions. Negative relationship isolates students from their teachers and creates fearful behaviour among the students.

4.3 The Influence of School Factors on Students' Academic Performance in Community Secondary Schools

The purpose of this task was to analyze the determinants of school factors on students' academic performance in community secondary schools. The response were collected from teachers, students and parents who were asked to identify and explain the main factors which influence students' academic performance in community secondary schools. In the analysis of this task, the following two sub questions were used, namely: What are the main school factors that influence students' academic performance in community secondary schools? How do these factors influence the students' academic performance in community secondary schools? The responses were summarized as presented in Table 4.1.

Table 4.1: The Main School Factors that Influence Students' Academic Performance in Community Secondary Schools (N=70)

The main school factors	Percentages (%)
Factors related to School location	46 (66%)
Factors related to teachers commitment and competence	38 (54%)
Schools lacking Libraries, Laboratories, Science teachers, and Classrooms	53 (76%)
Factors related to students commitment and competence	32 (46%)
Provision of home assignments	27 (38%)
Discipline , punctuality, and classroom attendance	41 (58%)
Double shift schooling	29 (42%)

Source: Data from Field June 2013

Information summarized in Table 4.1 indicates that there were several school factors which were mentioned to influence students' academic performance in community secondary schools. More than three quarters of the respondents 53(76%) mentioned schools lacking libraries, laboratories, science teachers, and classrooms to be the factors influencing the academic performance of students in the community secondary schools. They mentioned the lack of libraries as the problem because some teaching and learning resources such as textbooks especially in science subjects were missing in many schools. It was learned that except in schools A and C, all the other schools had no libraries and thus the books were being kept in head master's houses or headmaster's offices.

The respondents emphasized that students had hard time in accessing the textbooks or reference books when needed for their own assignments. It was very unfortunate that in schools B, D and E science text books for forms 3 were missing while those in forms 2 and 4 were available but not adequate. The science book-students ratio in those schools were 1:4,1:5 and 1:6 respectively against the ministry of education standard of 1:2 ratio. It was observed that although some few students possessed their own books, the books available at school were not enough for the big number of the students in community secondary schools. Therefore, it was difficult for students to share the available resources which in some cases delayed students to perform their assignments when provided by their teachers.

There were some respondents who mentioned that schools were lacking laboratories which were instrumental for students' academic achievement in science subjects.

They added that the lack of laboratories affected both the teaching and learning processes as one of the respondents was quoted as saying:

“Our school does not have a laboratory for handling practical in science subjects. Last year (2012) only 7 students out of 23 who set for biology exams scored a D grade in their form four national examinations. The rest scored F grade (failure) because for more than 4 years we have had a single biology teacher without a laboratory (Respondent in school D)”.

The information in the quotation implies that poor performance in science subjects in most community secondary school may have been caused by the lack of laboratory and its equipments. The respondents added that students’ performance especially in biology subjects depended so much on the availability of teaching and learning resources in this case the laboratories. It was learned that the lack of laboratories in schools denied students and teachers the opportunity to put their theoretical lessons into practice. Therefore when it comes to practical lessons for example in the biology examinations the students do not have any practical experience to apply.

The researcher observed as well that lack of science teachers and classrooms were the factors that influenced the academic performance of students in the community secondary schools. The researcher observed that almost all the schools had no enough science teachers as shown in Table 4.2.

Table 4.2: The Availability of Science Teachers in the Surveyed Schools

School	Mathematics Teachers	Biology Teachers	Physics Teachers	Chemistry Teachers	Total
School A (Forms 1 to 4)	2	3	2	3	10
School B (Forms 1 to 4)	3	3	2	3	11
School C (Forms 1 to 4)	2	2	2	2	8
School D(Forms 1 to 4)	2	3	2	3	10
School E(Forms 1 to 4)	3	2	3	3	11
Total	12	13	11	14	50

Source: Field Data, June 2013

Data in Table 4.2 shows that science teachers were not adequate in number because schools had not only forms one to four but also all the schools and streams for each class. For example, school C had a total number of nine (9) streams where form 3 alone had three streams. In this case it was difficult for any of the eight teachers to handle the classes and their streams altogether. This is why some teachers had to join the streams together in one class, although that was not a proper solution because that increases unnecessary classroom congestion. There were several reasons for their decision to converge the streams into one class, including the fact that schools had a limited number of classrooms. The respondents added that the implementation of SEDP especially in the 2004-2009 period resulted in an increased enrolment rate in those schools with limited efforts to expand school facilities including classrooms.

A little bit more than half of the respondents 46(66%) mentioned that school location was the reason for low students' academic performance in community secondary schools. They said that their schools were located at the centre of the city making it difficult to control their students' negative behaviours and unnecessary interference with the outside world. It was observed that some schools (School B, D and E) were surrounded by environment and also by communities which were not friendly to academic environment. For example, it was learned that some schools were surrounded by night clubs, bars and social halls.

In addition most of the surveyed schools were not fenced; therefore it was easier for the students to escape from school into the surrounding environments. It was stated that some students spent time that was supposed to be used for class for work to play pool in the bars or music halls. This had affected both teaching on the part of teachers and learning on the part of the students due to noise pollution and interference from the neighbouring communities. Due to this some students were missing a number of teaching sessions.

In some cases students come to school from distant places far from school premises. The respondents said that some students and teachers resided as far away as 5km to 20km from their schools. It was stated that these students used public transport commonly known as *dala dala* "the commuter buses" to and from their homes. It was common for the students to come to school late hours due to problems related to transport as one respondent from Kwembe secondary said that:

"I am residing at Kimara about 15 km from this school. It takes me about two to three hours to get here every morning. It is very unfortunate that on

some days I come to school late and get punished. I do not have any other alternative because our school is a day school. I sometimes do not show myself up to avoid being punished because of being late... “

If the students do not show up, the chances are good that some students are missing some morning sessions due to transport problems. The findings imply that distant residences have had impact on the classroom attendance and the ability of students to catch up their studies. On the other hand, the respondents said that schools to be surrounded by music halls and bars were responsible for the loss of calmness which affected both teaching and learning due to noise pollution and unsafe environment for students learning. On the other hand, some students were persuaded to join the wrong groups and perform illegal actions including theft and drug taking.

It was also stated that lack of school fencing increased indiscipline among the students including a high level of truancy and lack of security around the school premises. For example, in some schools lack of fencing has allowed unofficial road passage and pedestrians around the school premises. About half of the respondents 41(58%) mentioned indiscipline, lack of punctuality and poor classroom attendance as factors that influence students' academic achievement in community schools. They said that discipline and punctuality for both teachers and students had an effect on teacher-student relationship or student-student relationships. They said that it was common for students and teachers to develop love affairs especially among female students and male teachers in some schools. They said that love affairs in schools affected the efforts of teachers in their teaching and grading the students because

there were occasions where some girls were graded on the basis of nepotism as one of the respondents commented:

“There were three girls in our school (School B) who failed in form two examinations in 2011. It is unfortunate that these girls were performing well in history, geography and English but scored F grades in their final examinations in the same subjects. We were suspicious on their eligibility”.

Some respondents were worried about the difference between the classrooms grades of the three girls and their final examination performance results. One of the assumptions was that grades provided by some teachers in classroom tests and activities might have been influenced by nepotism or love affairs. In addition, students’ involvement in love affairs was a reason for some of them to spend much time in love affairs and little time for their academic studies.

The lack of punctuality and poor classroom attendance was an important factor in determining students’ academic achievement in community secondary schools. The respondents said that both teachers’ and students’ punctuality was important for delivery and coverage of the topics in the syllabus. They said that a normal classroom session is scheduled to cover 40 minutes or 30 minutes in schools that were designed to run double shift sessions. The respondents added that the time allocated for a single period was not adequate to cover both theoretical and practical studies in the classroom or laboratory.

The classroom attendance rates for both teachers and students affect classroom teaching because teachers cannot finish the topics in time and thus influence

students' academic performance. The students said that some teachers especially in some subjects such as computer, mathematics and science subjects were rated low in terms of their classroom attendance. It was assumed that a limited number of teachers in the subjects might have hindered their frequent classroom attendance. The respondents added that teachers' laziness and lack of commitment was another reasons.

The teachers' commitment and competence in teaching were moderate by 32(46%). The respondents said that lack of teachers' commitment and competence affect teachers in a number of ways; for example in the way of preparing their lessons and teaching materials, in providing remedial teaching to slow students, in giving home assignments to students, and in being motivated. Some teachers involve themselves in tuition classes after school hours for extra pay. They said that the competence of some science teachers who were trained for one year instead of two years without adequate skills in teaching was low. The students commented that it was difficult to follow and understand their teachings.

On the other hand, other respondents 32(46%) mentioned the commitment of the students as low and not serious in their studies. It was also said that lack of teachers' commitment was partly due to the lack of motivation from their employers and the community at large. The respondents mentioned several indicators for the teachers' lack of commitment including poor teaching preparation. Students' lack of commitment was evidenced by laziness in studying and poor academic achievement (examination failure), being late to school, truancy and poor attendance. Therefore, they commented that students' commitment was crucial in the academic achievement

of secondary school students. It was therefore noticed that some students were committed while some others were not committed.

The researcher wanted to know how the provisions of home assignments to students affect students' academic achievement. A small group of the respondents 27(38%) said that the provision of home assignments to students had positive impact on students' academic achievement. When they were asked to mention if teachers provided home assignments to students, 43(62%) of respondents agreed compared to those 27(38%) who disagreed. It was also found that those teachers who provided home assignments to students once or twice a week were (48%), and those who provided once a month were (40%), and those who provided everyday were (12%). They commented that home assignments help to improve students' academic performance because teachers get to know their students' weaknesses. They emphasized that it was a way of keeping the students busy with their studies. They added that providing home assignment to students was an opportunity to promote more learning to students.

About 29 (42%) of the respondents mentioned that double a shift system was one of the school factors that affected learning and teaching. A single period was allocated 30 minutes instead of 40 minutes. They maintained that the double shift system denies students' adequate time for their private study; as there is no extra time for remedial classes after the normal classes. In addition, teachers cannot provide their students adequate assignment because there is no time enough for marking and providing feedback.

4.4 Challenges Facing Students and Teachers in Community Secondary Schools

Task three was to examine the challenges that face teachers and students in promoting academic achievement in community secondary schools. The responses collected were to address the question of major challenges facing students and teachers in promoting academic achievement in community secondary schools. The responses were collected, summarized and presented in Figure 4.3 (N=70).

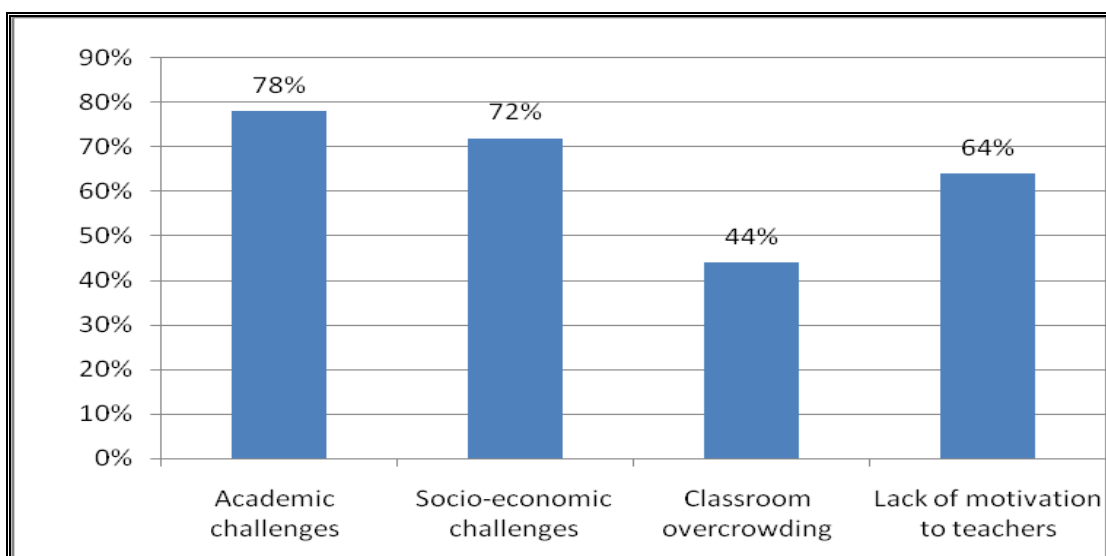


Figure 4.3: Major Challenges at the Community Secondary Schools

Source: Field data, June 2013

Information collected in Figure 4.3 shows that there was a mixture of opinions from the respondents on the challenges facing teachers and students in community secondary schools. However, their major emphasis was around three themes namely academic challenges, socio-economic challenges and challenges related to students' classroom overcrowding.

More than three quarters 55(78%) of the respondents mentioned several academic challenges facing teachers and students in community schools. They mentioned the

lack of school libraries and laboratories, the lack of science teachers as well as inadequate classrooms that have influenced the double shift system in some schools. All these were thought to have affected the teaching and learning process. They said that there were some students who feared to sit for tests and attempt practical sessions while others were afraid to sit for examinations. They added that lack of these academic facilities tends to limit students' opportunity to engage in problem solving and practical sessions especially in science subjects.

The other group of respondents 50(72%) mentioned socio-economic challenges to be responsible for secondary school students' academic performance. They mentioned socio-economic challenges like schools being located at the city centre where students easily misbehave without being noticed as being responsible for students' academic performance. Those who come from economically poor families cannot afford the basic school facilities including transport costs. Some parents do not know the importance of education to their children and others still value the traditional initiation rites more than formal education.

They also mentioned the influence of globalization on students' misbehaviour in terms of changes in their life styles. They said that this happens when students get into contact with television programmes, video films and pornography through the internet. They gave examples of the outcome of such misbehaviours. They said that students lack interest in their studies and involve themselves in sexual activities. In addition, some students form gangs which negatively influence their behaviours. Some students lose interest in their studies after joining such gangs. It thus becomes

difficult to such students to reach the targets in their lives. One respondent from Mugabe secondary had the following about such students:

“Our school is surrounded by social halls and music halls in which games at pool tables are a common play. I used to meet students playing games at pool tables during school hours instead of attending academic activities in classrooms”

The quotation implies that some students waste their times to playing pool table and internet cafes which happened to surround the school premises. The students were supposed to involve themselves in academic activities. It was obvious that the students who missed classroom academic activities usually performed poorly in their examinations. Therefore, although the schools were supposed to positively interact with the neighbouring society, lack of fencing the schools has led to such interference and thus affecting their academic achievement negatively.

In addition, the respondents mentioned the family economic backgrounds as a challenge as well. They said that students, who do not get breakfast in the morning when leaving their homes, cannot be attentive in the class and this likely to affect his/her academic efforts especially in day schools which do not provide food at school. It was observed that parents were required to provide financial contribution to the school for their children's midday meals. However, the rules are clear that parents who do not pay for their children, their children are not served with lunch. In this case, so such children remain the whole day without food. It was also argued that hungry students stand a better chance of losing concentration in their studies.

Economically some parents afford to adequately support their children in terms of transport fees, food supply and other school facilities. Some respondents said that students from well off families stood a better chance of receiving tuition studies which are usually provided after school hours. The amount of money needed to pay for tuition studies wanted to be known by the researcher. They said that the teachers in the tuition centres demanded varying amount of money which ranged from 500/= Tsh. to 1,500/= for a single lesson per student. In some cases students were charged 3,000/= Tsh Per topic per student. That means, a single student was normally charged to pay between Tsh 25,000/= 50,000 per month which was said to be too much for the children from economically disadvantaged families. This implies that students from economically poor families had little chance of attending private tuition after school hours.

Some respondents 45(64%) mentioned the lack of motivation to teachers as a serious challenge responsible for the academic performance of the students in community secondary schools. They mentioned both financial and non-financial motivation to teachers to be importantly useful for promoting teachers' working morale. They said that teachers monthly salaries were not enough for their normal day to day life for example most teachers in Kinondoni Municipality are live in rented houses away from the schools they teach. It was learned that some teachers were forced to travel for example from their areas of residence in Kimara to Mbezi-Kwembe area where school C is located. These teachers were forced to take three bus routes from Kimara to Mbezi; and Mbezi to Kibamba; and finally from Kibamba to Kwembe area paying bus fares of approximately Tsh 2,400/= a day without including costs for food . It

was also observed that a rented house /room cost about Tsh 30,000/= a month. This was clear evidence that the monthly salary of a teacher was not sufficient to cater for his/her own monthly costs. Hence, teachers were forced to conduct tuitions during and after working hours that is illegal to the government. It was explained that this helped to reduce the teachers' morale and commitment for work. In addition, it also helped to reduce time teachers would spend at school for helping their students academically.

4.5 The students' Academic Performance in Community Secondary Schools

The purpose of researcher was to examine the trends in the effect of the challenges on students' academic performance in community secondary schools. The study identified four major challenges based on the academic challenges; these are socio-economic challenges, classroom congestion, lack of motivation to teachers in community schools and low salaries.

The challenges to teachers and students were found to have an effect on both teachers and learners. Lack of motivation to teachers was said to have an impact on the provision of assignment to students and their consequent feedback. For example (39) 44% of the teachers said that they did not provide assignments to students. Although no genuine reasons were given for their not providing assignments to students. Lack of motivation to teachers was one of reason for low performance. Some teachers argued that it was difficult for them to mark every student's provide feedback to the concerned students. Lack of commitment on the part of the students had an effect on the students' academic achievement especially on their examination grades. The examination results in all the surveyed schools indicates that students

academic performance was comparatively poor as displayed in **Table 4.4** for 2011 and 2012 academic years.

Table 4.4: The Examination Results in All the Surveyed Schools for 2011 and 2012 Academic Years

School	Year	National Form 4 Examination Results			
		Divisions 1-3	138	Zero	Total
School A	2011	45	81	138	332
	2012	23	236	81	180
School B	2011	16	154	236	429
	2012	22	81	154	315
School C	2011	68	138	81	257
	2012	30	185	138	243
School D	2011	26	316	185	350
	2012	19	206	316	413
School E	2011	11	222	206	321
	2012	34	98	222	344
Total		294	1143	1757	3194

Source: NECTA, 2011 &2012

Information displayed in Table 4.4 indicates that the students' academic performance level in five surveyed schools was very poor. The students' examination results in the year 2012 were such that the number of those who scored divisions 1-3 dropped to 128 (8.5 %) from 166(9.8%) scores in the same divisions for the year 2011. The same situation was observed on the students who completely failed in their examinations. The rates of those who scored zero rose from 846(50.1%) in 2011 to 911(60.5%) in 2012. This implies that the trends in the students' academic performance in their form 4 final examination were becoming comparatively poorer

and poorer from one year to another demanding on the immediate effort to address them.

It was observed that some students did not attend classes because they hated both the teachers and the subjects they taught. For example many students in almost all the forms did not like mathematics, English and Physics teachers. Similarly the students' attendance in the subjects was as low as the students' academic performance in the same subjects during their final examinations. It was found that the students hated the mathematics, English and physics teachers because they showed poor attendance rates in the classes and therefore students could not understand what they were teaching because they were trying to rush in their teaching.

The subjects that the students hated most were those which teachers used methods of teaching which were not friendly enough to the students. These subjects were Physics, English and Mathematics. The students said that the teachers in these subjects frequently used lecture and test methods in their teachings. It was obvious that many students did not want to attend classes conducted by teachers in the mentioned subjects. Students were asked to explain why their performance in the terminal tests was worse in science subjects than in arts subjects. They said that there was a lack of teachers which made syllabuses in some subjects not to be covered as scheduled. This finally led to an inadequate subject matter resulting in poor academic performance in their examinations. Moreover, they argued that inadequate laboratories deny the students an opportunity to attend practical studies especially in science subjects. This was why most students did poorly in science subjects.

On the other hand, increased enrolment and classroom congestion forced teachers to use non-participatory methods such as lecture methods which do not influence teachers to attend students' classroom individual problems. It was also found that it increases classroom-students' ratios. They added that since students in the class differ in terms of their academic ability, this load would affect teachers' ability to handle individual cases in the class. In this case teachers would ignore individual cases and therefore affect their learning.

4.6 Chapter Summary

The findings presented and discussed in chapter four reveal mixed results on the impact of the methods used in teaching and its relationship with the students' academic performance. Although there were no new methods of teaching employed in the surveyed schools, the overcrowded classrooms forced teachers to use traditional methods of teaching due to pressure from SEDP. This did not encourage students to learn effectively. Students are tired of traditional methods of teaching and so get discouraged to attend school.

The use of the lecture method in teaching does not seem to cause any difference between the academic performance of those who attend school every day and those who rarely do so. These seem to be peculiar because before the SEDP the same methods were used without necessarily providing similar results. Before the establishment of this programme which led to the mushrooming of community secondary schools in early 2000s, secondary school students' academic performance was not as serious a problem as it is now.

The use of the system of double shift schooling in secondary schools seems to be a new phenomenon which has been received with mixed feelings and with varied opinions. The use of 30 minutes instead of 40 for classroom teaching was not a thoroughly thought out decision. It seems that such a decision had a political influence and not a professional one.

The use of the new school curriculum was being used in schools without adequate preparation in terms of human resources and physical infrastructure. It seems that the requirement of the competence based curriculum (New syllabus 2005) was not fulfilled by both the ministry of education on one hand, and the teachers on the other. This is why the teachers appear to be discouraged to use the new curriculum and syllabus without being adequately prepared.

The establishment of the SEDP was thought to provide some solutions especially to school factors which influence negative students' academic performance. To the contrary, the increase of the number of community secondary schools does not seem to cope with the quality of education that was expected to be delivered. Despite the implementation of SEDP most community secondary schools still lack committed and competent science teachers, laboratories, and adequate classrooms. Location and distance from home to school are now encouraging both indiscipline among students and getting late to school.

To the contrary, a good number of students attend tuitions sessions to compensate which they have missed. This is due to the fact that teachers only rely on giving notes and on lecturing. Since most schools are not fenced, some students opt to spend time

charting with one another or playing games at pool tables in nearby bars and public buildings. These findings reflect some realities from the Kinondoni urban area where parents and teachers should be prepared for an emerging behaviour which can affect their children's education. It is obvious that social halls and bars which surround the schools have become the hiding places for school children.

Thus, although Kinondoni is located in an urban area it is still prone to a number of undesirable challenges which can affect students' academic performance. Some parents and teachers are unaware of the importance of making close follow-ups on school children's academic achievement.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study findings, conclusions and

recommendations for administrative action and for further research. The study intended to examine the determining factors for academic performance in community secondary schools in Tanzania. To address this purpose four research objectives were examined. First, analysis of the methods used by teachers to impart knowledge and skills in community secondary schools; secondly to examine the influence of school factors on students' academic performance in community secondary schools; thirdly to investigate the challenges facing the students in community secondary schools; and finally to find out the extent to which these challenges affect the students' academic performance in community secondary schools.

5.2 Summary of the Study

Chapter one introduces the background to the problem, the statement of the problem, the objectives of the study and the research questions to guide the study. It also describes the limitations and delimitations of the study. One of the most notable features of the education system in Tanzania during the last 20 years has been the rapid expansion in secondary schools. One of the objectives of the Secondary Education Development Programme (SEDP) in 2004 was to improve the quality of education due to the fact that students' academic achievement has been decreasing for years now. For example, the rates of students who failed in their final examinations rose from 32.58% in 2009 to 46.63% in 2011 (URT, 2012). The persistence of poor secondary school academic performance can simply predict that no single factor can sufficiently determine the academic achievement of secondary schools in the Tanzanian context.

Chapter two provides theoretical perspective which indicates the thinking on the knowledge generation about the objectives of the study. Two major theories namely Total Quality Management and invitational theories were introduced. Emphasis has been placed on the factors influencing students' academic performance in secondary schools, as far as the strength and weaknesses are concerned. The conceptual framework was used to guide the study by indicating the interrelationship of variables in the study. The chapter has also conceptualized the term of academic performance and the concept of community secondary school.

Chapter three has introduced the methodological framework that guides the study. It also describes the research design, area of study, population, sampling method, the purposive sampling method, research sample, data collection procedures, data collection instruments, pilot study, interviews, observations, ethical considerations and limitation of the study. The study has used a descriptive survey design for data collection and analysis. The design is useful for interpretation of conditions, practices, beliefs, views, perceptions and effects that exist in the real world (Silverman, 2001). The qualitative approach was used to get in depth the information on the persistence of poor academic performance of secondary school students.

Targeted population for this study involved day community secondary school students and their parents, secondary school teachers, school inspectors and district education officers. The sample size for this study comprised 71 respondents from five day community secondary schools. Purposive and convenient sampling techniques were used to obtain the respondents. The sample included Day Community Secondary School students, the district education officer, secondary

school teachers and school inspectors. Two methods of data collection were used namely questionnaire and interviews. Qualitative data analysis (QDA) method was used where tables and graphs were used for summarizing and data presentation. Validity and reliability of the research instruments were described and research ethical issues were observed.

Chapter four presents and discusses the findings which have been organized in four research objectives.

Research objective one was to examine the methods used by teachers to impart knowledge and skills in community secondary schools. Five common methods were mentioned namely the lecture method, the questions and answers method, the experimentation and the demonstration method, the group discussion method, and the group work method. The study revealed that there were criteria used by the teachers to select and utilize the methods. The choice for the use of non-participatory methods was preferred due to the limited time of 30 minutes allocated for a lesson especially in schools operating under the double shift system. The normal time allocation was 40 minutes. In addition, the use of these methods enabled the teachers to cover many topics in the syllabus as early as possible. It was claimed that double shift schooling hinder the effectiveness in the teaching and learning process.

In addition, the students' ability of understanding are slow and fast learners in the class cannot be taught in the same way or in some method as one of the respondents commented number of topics to be covered and number of students to be taught; and

finally the criteria was based on the requirement of the competence based curriculum (New syllabus 2005).

Research object two was intended to investigate the influence of school factors on the students' academic performance in community secondary schools. Several factors were identified. These factors included those relating to School location, teachers' commitment and competence. Lack of Libraries, Laboratories, Science teachers, and Classrooms, students' commitment and competence, provision of home assignments, discipline, punctuality, and classroom attendance, as well as double shift schooling. The lack of science teachers and classrooms influenced poor academic performance of students in the community secondary schools. Lack of fences around the schools allowed unnecessary interruptions and enabled students to spend time playing games at pool tables and having less concentration on their learning. The double shift system was a barrier to both learning and teaching because students and teachers did not have time for remedial classes and assignment.

Research object three revealed that there are challenges facing the students and teachers in community secondary schools like the promotion of academic achievement. Lack of school libraries, laboratories, science teachers and inadequate classrooms has influenced double shift system in some schools. All these have influenced the teaching and learning process. The socio-economic challenges have also influenced students' academic performance. It has included the locations of schools around city centres which mislead the students; the presence of poor families and the practice of initiation rites. A mention has also been made the influence of

globalization on students' misbehaviours in terms of changes in their life styles. The lack of motivation to teachers affects teachers' morale and commitment for work.

Research object four was intended to examine the trends in the effect of the challenges on students' academic performance in community secondary schools. The major challenges were found to have an effect on both teachers and students. Lack of motivation was found to have an impact on their morale and commitment. Teachers with low morale did not provide assignment to students and thus lacked corrective. Some teachers said that it was difficult for teachers to mark every students work and provide relevance feedback. Lack of commitment on the part of students had an effect on students' academic achievement especially on their examination grades.

There was a tendency for some students not to attend classes regularly because they hated both the teachers and the subjects they taught. Similarly the students' attendance in the subjects was as low as the students' academic performance in the same subjects during their final examinations especially in Physics, English and Mathematics. The enrolment expansion led to classroom congestion (overcrowded classrooms) which in turn forced teachers to use non-participatory methods such as lecture methods. It was difficult for teachers to attend individual student problems in the classrooms. Due to the fact that students differ in terms of their academic abilities, it was not easy for teachers to handle individual students' cases. Thus, there was a tendency for teachers to ignore such individual cases and therefore affect students' academic achievement negatively.

5.3 Conclusion

The choice and use of non-participatory methods in teaching had a negative impact on teaching and learning in community secondary schools. The use of the double shift schooling system affected the amount of time used to classroom teaching and learning. Instead of 40 minutes, classroom lessons were allocated 30 minutes. The students' ability of understanding, the topics to be covered and the number of students to be taught; and the requirement in the competence based curriculum (New syllabus 2005) were the criteria used for the selection of teaching methods.

Second, many school factors have a mixed influence on students' academic performance in community secondary schools. Low academic performance of students in the community secondary schools was partly caused by the lack of fences, the double shift system and the lack of science teachers as well as the lack of classrooms. Third, the community secondary schools are facing challenges which have something to do with socio-economic challenges; the locations of schools around the city centres; the influence of globalization on students' interests and behaviours; and the lack of motivation to teachers which affect teachers' morale and commitment for work. There are also school related challenges including lack of school libraries, laboratories, lack of science teachers and the use of double shift system.

Fourth, the school related challenges have negatively affected students' academic performance in community secondary schools. The students' rates of failure in their national examinations were getting worse in recent years (especially in the last five years 2005 to 2012). In addition, the students and teachers rates of classroom

attendance were also getting negatively affected. The overcrowded classroom is negatively affecting the ability of teachers to choose and use methods of teaching in the class and handle individual class on cases.

5.4 Recommendations

5.4.1 Recommendations for Administrative Action

First, it was recommended that efforts should be made for the construction of school fences around the schools to improve security situations in schools, resist unnecessary interferences and control students' truancy. Teaching and learning where did not effective were schools which surrounded by social activities such as bars and dense halls. The central government, local authorities and the community should work together to address the challenges facing community secondary schools.

Second, as long as SEDP has not successfully addressed most of these challenges, the government needs to establish a special programme for the construction of laboratories and other school structures to minimize the impact of the double shift system. The new programme should also consider the importance of motivation to teachers by raising teachers' salaries and increasing the non-monetary incentives such as training especially in response to the new formed school curriculum. Third, teachers or educators should choose and use methods of teaching that are suitable for both students and teachers. The methods used should promote good and friendly relationship between students and their teachers in the classroom.

Fourth, the parents, students and local community should be educated on the importance of education and avoid unfriendly cultures and the influence of

globalization on students' disciplines and interests to schooling. Students should be educated on the good use of the internet and other community communication link like twitter and face book and use of system (twitter and face book) and the use of cell phones.

5.4.2 Recommendations for Further Studies

This study examined the determining factors for academic performance in community secondary schools in Tanzania. This study focused only on the public schools. More studies are recommended to involve both private and public schools in other geographical areas. The sample size can also be increased to involve NGOs, CBOs and political leaders to collect more views and opinions on the matter.

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APPENDICES

Appendix I: Interview Schedule for the Heads of Schools

- (1) How do you explain the students' academic performance for the past three years (2010-2012) in your school?
- (2) What are the school factors that can affect students' academic performance in your school?
- (3) How do the school factors influence students' academic performance in your school?
- (4) What are the most common methods or techniques of teaching and learning used by teachers to impart knowledge and skills in your school?
- (5) How does the use of these methods or techniques affect classrooms teaching and learning in your school?
- (6) What are the main challenges facing students and teachers in your school?
- (7) How do these challenges affect students' academic performances in your school?
- (8) How does your school address challenges to promote students' academic performances in your school?

Appendix ii: Interview Schedule For DEOS

- (1) How do you explain the students' academic performance for the past three years (2010-2012) in your district?
- (2) How do you comment on the availability of teaching and learning resources in schools in your district?
- (3) How does the availability of teaching and learning resources affect academic performance in your district?
- (4) What are the school factors that can affect students' academic performance in schools in your district?
- (5) What are the main challenges facing secondary school students and teachers in your district?
- (6) How do these challenges affect students' academic performance in your school?
- (7) How does your district address the challenges in order to promote students' academic performances in your district?

Appendix iii: Interview Schedule For School Inspectors

1. What are the commonest methods or techniques used by teachers in secondary schools in your district?
2. How does the use of the methods or techniques used by teachers in secondary schools affect students' academic performance?
3. What are the schools factors that affect teaching and learning in secondary schools?
4. How do the school factors influence teaching and learning in secondary schools?
5. What are the main challenges facing students and teachers in secondary schools?
6. How do these challenges affect students' academic performances in your district?
7. What is being done to address the challenges in order to promote students' academic performances in your district?

Appendix Iv: Questionnaires For Community Secondary School Students

Part One: Introduction

I, Sifuni Wilson am pursuing a Master of Education degree in Administration, Planning and Policy Studies (MED-APPS) at The Open University of Tanzania. Currently, I am conducting a research on the Determining Factors for Academic Performance in Community Secondary Schools in Konondoni municipality Tanzania, as per requirement for the programme. In this case, I am kindly requesting you to spare some few minutes to fill in this questionnaire. I wish to ensure you that, the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise.

Part Two: Demographic Information

1. Name of your Municipality: _____
2. Region in which your Municipality is located: _____
3. Sex (Please tick where appropriate)
 - a. Male
 - b. Female
4. Age: _____
5. Educational level (Please tick where appropriate)
 - a. Form one
 - b. Form two
 - c. Form three
 - d. Form four

Part three: questions

6. How do you rate the teachers' attendance in the classroom as per timetable?
 a. Excellent..... b. very good..... c. good.....
 d. Average..... e. very rare..... f. not at all.....

7 Do you think the teachers' attendance rates affect classroom teaching?

Yes No I don't know

If yes explain how it affects.....

.....

8 Do you think the teachers' attendance rates affect students' learning?

Yes No I don't know

If yes explain how it affects

.....

9. Which subjects do you think have been negatively affected by teachers' attendance rates in the classrooms?

.....

10. What are the main methods or techniques frequently used in teaching and learning? (Tick by giving number 1-5)

a. Take home assignment

b. Lecture

c. Group Discussion

d. Not at all

e. Test

11 Which method(s) do you think are most effective for you? (Mention them and give

reasons).....
.....
.....

12. Which method(s) do you think are not effective for you? (Mention them and give reasons).....
.....
.....

13 Are there any subjects you performed poorly in your examination because of the teachers' way/methods of teaching?

Yes No I don't know

If your response is **YES** mention them and explain how it affected your academic performance.....
.....

14. Are there any school factors which affect students' academic performance in your school?

Yes No I Don't Know

If your response is yes, mention at least three (3) factors and explain how they affect it
.....

15. How do you rate teachers' competence and commitment in their teaching at your school?

Very low Low Moderate High Very high

Explain how teachers competence and commitment affect students learning in your school

16 How do you rate students' hard work and commitment in their learning at your schools?

Very low Low moderate High Very high

Explain how students' commitment in their learning affects their academic performance in your school

.....

17. Is there any family support for your academic achievement?

Yes No

If yes, mention what support and explain how it has affected your academic performance

.....

18. Tick where appropriate against the item if available at your school

	Items	Yes	No
i	School library		
ii	Laboratory		
iii	Enough text books		
iv	Enough reference books		
v	Enough teachers		
vi	Enough chairs and tables		
vii	Enough classrooms		

19. What are the challenges facing the students in your school ?

.....
.....

(a) Academic challenges

.....

(b) Socio-cultural challenges

.....

(c) Economic challenges

.....

20 Do you think these challenges affect the students' academic performance in your school?

Yes No I Do not know

If yes explain how it affects it

.....

21. Do you think these challenges affect the teachers work in your school?

Yes No I Do not know

If yes explain how it affects their teaching

.....

Thank you for your co-operation

Appendix v: Questionnaires for Community Secondary School Teachers

PARTY ONE: INTRODUCTION

I, Mr. Sifuni Wilson, am pursuing a Master of Education degree in Administration, Planning and Policy Studies (MED-APPS) at the Open University of Tanzania. Currently, I am conducting a research on Determining Factors for Academic Performance in Day Community Secondary Schools in Kinondoni municipality, Tanzania, as are requirement for the programme. In this case, I'm kindly requesting you to spare some few minutes to fill in this questionnaire. I wish to ensure you that, the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise.

PARTY TWO: DEMOGRAPHIC INFORMATION

1. Name _____ of _____ your _____ Municipality:

2. Region _____ in _____ which _____ your _____ Municipality _____ is _____ located:

3. Sex (Please tick where appropriate)

a. Male b. Female

4. Age: _____

5. Educational level (Please tick where appropriate)

- a. Diploma
- b. Undergraduate
- c. Post graduate
- d. Others (please, specify)

PART THREE: QUESTIONS

6 What are the major methods or techniques you mostly use to teach your subjects in this school?

- a.
- b.
- c.

7. Which methods are mostly effective in your teaching? (Mention them and explain why they are effective)

8 Which methods are not effective in your teaching? (Mention them and explain why they are not)

9 What criteria do you use to chose your methods of teaching?(Mention them and explain why)

10 Do you think that your choice of teaching method(s) affect students learning positively?

Yes No I Don't not Know

If yes, Explain how

.....

Do teachers and students attendance in the classroom affect students learning in your school?

Yes No I don't know

If yes explain how it affects.....

.....

.....

11 What school factors influence students' academic performance?

.....

.....

12 How do school factors affect your teaching?

.....

.....

14. How do you rate teachers' commitment in their teaching at your school?

Very low Low moderate High Very high

15. Do you think that teachers commitment affect students learning in your school?

Yes No I do not know

If yes explain how it affects it

.....

16. How do you rate students' commitment in your subject at your schools?

Very low Low moderate High Very high

17. Do you think students' commitment in their studies affects their academic performance in your school?

Yes No I do not know

If yes, explain how it affects it

.....

18. Tick where appropriate against the item if available at your school

	Items	Yes	No
i	School library		
ii	Laboratory		
iii	Enough text books		
iv	Enough reference books		
v	Enough teachers		
vi	Enough chairs and tables		
vii	Enough classrooms		

19. How does the availability of these resources affect your teaching and students learning in your school?

20. Do you provide your students with home activities?

a. Yes b. No

If yes, how often?

.....

Once to twice a week more than twice a week Once a month
 more than twice a month Every day

22. Do you think that the provision of home assignments to your students help to improve students' academic performance Yes No Not sure

If yes, explain how.....
.....

23. What are the challenges facing the students in their learning at this school?

(a) Academic challenges

.....

(b) Socio-cultural challenges

.....

(c) Economic challenges

.....

.....

...What are the challenges facing the teachers in their teaching at this school?.....

.....

24. How do these challenges affect students academic performance at this school?.....

.....

25. Do you think school inspection at your school has influenced school academic performance?

Yes No I do not know

If yes, explain how

.....

.....

26. Are there any other factors that have led to the current state of pupils' performance in your school?

Yes No I Don't Know

If yes, mention them

.....
.....

Thank you for your co-operation

Appendix vii: Questionnaires for Parents or Guardians

PARTY ONE: INTRODUCTION

I ,Mr. Sifuni Wilson, am pursuing a Master of Education degree in Administration, Planning and Policy Studies (MED-APPS) at the Open University of Tanzania. Currently, I am conducting research on Determining Factors for Academic Performance in Day Community Secondary Schools in Kinondoni municipality, Tanzania, as are requirement for the programme. In this case, I'm kindly requesting you to spare some few minutes to fill in this questionnaire. I wish to ensure you that, the information you provide will be treated with absolute confidentiality and will only be used for academic purposes and not otherwise.

PARTY TWO: DEMOGRAPHIC INFORMATION

1. Name of your Municipality: _____
2. Region in which your Municipality is located: _____
3. Sex (Please tick where appropriate)
 - a. Male
 - b. Female
4. Age: _____
5. Educational level (Please tick where appropriate)
 - a. Primary education
 - b. secondary education
 - c. Tertiary education
 - d. Others professional training)
 - e. Informal education

PART THREE: QUESTIONS

6. Are there any school factors that affect students learning and academic performance at your secondary school?

Yes No I do not know

If yes mention them and explain how they affect it

.....
.....

15. Do you think that students' classroom attendance affect students learning in your school?

Yes No I don't know

If yes explain how it affects.....

.....

16. Do you think students commitment affect students academic performance in your school?

Yes No I do not know

If yes explain how it affects.....

.....

17. Do you support school to posses necessary teaching and learning resources? How does it affect students learning in this school?

10 Do schools provide to your students with home activities?

Yes No I do not know

18. Is there any family academic support to the students on their home activities?

Yes No I do not know

If yes, mention the support.....

19. Does the family support influence student' academic performance at school?

Yes No I don't know

.....
.....

20. What are the challenges facing the students both at home and school that affect their academic performance?

(d) Academic challenges

.....

(e) Socio-cultural challenges

.....

(f) Economic challenges

.....

21. How do these challenges affect students academic performance at this school?.....

.....

22. On your view, what can be done to address the challenges?

.....

Thank you for your co-operation