

**SCHOOL BASED FACTORS ACCOUNTING FOR FORM II  
PERFORMANCE IN THE NATIONAL EXAMINATIONS IN COMMUNITY  
SECONDARY SCHOOLS: THE CASE OF HAI DISTRICT**

**AGGREY CHARLES NDAKOMBE**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION IN  
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN  
UNIVERSITY OF TANZANIA**

**2015**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled “**School Based Factors Accounting for Form Two Performance in the National Examinations in Ward Secondary Schools in Hai District**” in partial fulfillment of requirements for Masters of Education Degree (APPS) of the Open University of Tanzania.

.....

Dr Elinami V. Swai

**Supervisor**

.....

Date

## **COPYRIGHT**

This dissertation is copyright material protected under the Berne Convention, the Copyright Act of 1999 and other international and national enactments, in that behalf, on intellectual property. No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf.

**DECLARATION**

I, **Aggrey Charles Ndakombe** declares that this dissertation is my own original work and that it has not been submitted and will not be presented to any other university for similar or any degree award.

.....

Signature

.....

Date

## **DEDICATION**

This work is dedicated to my beloved wife Mrs. Anna Aggrey and our beloved son Praise. Also to my parents Mr. and Mrs. Charles Exaud Ndakombe for their encouragement and prayers which have been instrumental to the success of my study.

## **ACKNOWLEDGEMENT**

I would like to express my sincere thanks to God the Almighty for giving me this opportunity to write this dissertation, for without Him this study would have not been possible.

The fulfillment of this study would not be complete without the invaluable work of Dr Elinami V. Swai (PhD), my supervisor who tirelessly proof read, commented, gave constructive criticisms and adjoined intellectual inputs to this dissertation. I owe her much for her profound experience in the field of education and research.

My heartfelt gratitude is due to Rosalia Frimin, the Headmistress of Weruweru secondary school who was never upset by my frequent absence from the work station during this study. Along the same line, I deeply extend my thanks to the members of the department of History at Weruweru secondary school for shouldering some of my responsibilities when my timetable was highly constrained.

Furthermore, I thank Hai District Executive Director for giving me the permission to conduct my study in his District. Special thanks also go to District secondary education officer, head of schools of Hai Day, Boma, Harambee, Tumona, Maili sita and Uduru secondary school for allowing me to undertake my study in their work environment.

**ABSTRACT**

This study focused on School based factors accounting for form two performances in the National Examinations in community secondary schools in Hai district. The study comprised three research objectives which were cultural, social interaction and economic influences on student's academic performance. Socio-cultural and human relation theories were used to frame this study and used to understand how school culture, social interaction and school economic condition contributed to academic performance. Questionnaire and interview were used to collect information from 180 students and 60 teachers. The key findings are in line with the assumptions of this study, where there were positive agreement that school rules and regulations had direct impact on students' academic performance; positive teachers-teachers and student's-student's relationships contributed to academic performance; and that there was positive relationship between the quality of teaching and learning resources and students' academic performance. The study recommends that the government and all the community members need to be concerned with how to transform primary and secondary schools to help children perform well in their studies. Specifically, the MoEVT through school inspectorate and education quality assurers should ensure that secondary schools have practical rules and regulation that students can follow; likewise, all the schools should have competent teachers and adequate teaching and learning resources to ensure all the students access quality education to perform to the best of their abilities.

## TABLE OF CONTENTS

<b>CERTIFICATION .....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DECLARATION .....</b>	<b>iv</b>
<b>DEDICATION .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>LIST OF TABLES AND FIGURES .....</b>	<b>xi</b>
<b>LIST OF FIGURES.....</b>	<b>x</b>
<b>LIST OF ACRONYMS AND ABBREVIATIONS.....</b>	<b>xiii</b>
<b>CHAPTER ONE:.....</b>	<b>1</b>
<b>1.0 INTRODUCTION AND BACKGROUND TO THE PROBLEM.....</b>	<b>1</b>
1.2 Statement of the Research Problem.....	8
1.3 Purpose and Objectives of the Study.....	9
1.4 Research Questions .....	9
1.5 Significance of the Study.....	9
1.6 Limitations of the Study .....	10
1.7 Delimitations of the study .....	11
1.8 Scope of the Coverage.....	11
1.8.1 Geographical Scope.....	11
1.8.2 Theoretical Scope .....	13
1.8.3 Content Scope.....	13
1.8.4 Time Scope.....	13
1.8.5 Target Population .....	13



1.9 Operational Definition.....	14
1.10 Summary.....	15
<b>CHAPTER TWO.....</b>	<b>16</b>
<b>2.0 REVIEW OF RELATED LITERATURE .....</b>	<b>16</b>
2.1 Introduction .....	16
2.2 Theoretical Framework .....	16
2.3 Review of Related Literature.....	19
2.6 Summary.....	30
<b>CHAPTER THREE.....</b>	<b>31</b>
<b>RESEARCH METHODOLOGY.....</b>	<b>31</b>
3.1 Introduction .....	31
3.2 Research Design: .....	31
3.3 Area of Study.....	32
3.4 Scope of the Study.....	32
3.5 Description of Population and Sample .....	32
3.6 Sample and Sample Size .....	33
3.7 Sampling Techniques .....	33
3.8 Data Collection and Instrumentation.....	33
3.9 Data Analysis and Presentation .....	34
3.10 Ethical Logistics .....	34
3.11 Summary.....	35
<b>CHAPTER FOUR .....</b>	<b>37</b>
<b>RESEARCH FINDINGS AND DISCUSSIONS.....</b>	<b>37</b>
4.0 Introduction .....	37

4.1 Demographic Characteristics of Research Participants.....	37
4.1.1 Age of the Respondents.....	38
4.2 Cultural Influence in Academic Performance. ....	39
4.3 Social Influence in Academic Performance. ....	44
4.4 Economic Influence in Academic Performance .....	49
<b>CHAPTER FIVE .....</b>	<b>56</b>
<b>SUMMARY, DISCUSSION, CONCLUSIONS AND RECCOMENDATIONS ..</b>	<b>56</b>
5.0 Summary.....	56
5.1 Discussion of the Major Findings.....	56
5.2 Conclusion.....	59
5.3 Recommendations .....	60
5.4 Recommendations for Further Studies. ....	60
<b>REFERENCES.....</b>	<b>61</b>
<b>APPENDICES.....</b>	<b>65</b>

**LIST OF TABLES**

Table 4.1: Level of respondent’s education ..... 37

Table 4.2: Age Categories of the Respondents ..... 38

**LIST OF FIGURES**

2.2.1 Socio-cultural Theory .....	16
2.2.2 Human Relation Theory .....	17
2.3.1 Cultural Characteristics of Secondary Schools .....	19
2.3.2 Social Characteristics of Secondary Schools .....	22
2.3.4 Economic Characteristics of Secondary .....	25
2.3.5 Conceptual Framework .....	28
3.7.1 Purposive Sampling .....	33
3.8.1 Questionnaire Schedule .....	33
3.8.1 Face to Face Interview Schedule .....	34
3.10.1 Validity .....	35
3.10.2 Reliability .....	35

**LIST OF ACRONYMS AND ABBREVIATIONS**

CSEE	Certificate of Secondary Education.
CCM	Chama Cha Mapinduzi
CHADEMA	Chama Cha Demokrasia na Maendeleo
FGD	Focus Group Discussion
DESEO	District Education Secondary Officer.
MoEVT	Ministry of Education and Vocational.
NECTA	National Examination Council of Tanzania
NELS	National Education Longitudinal Study
QT	Qualifying Test
USA	United States of America
VETA	Vocational Education and Training Authority.
SES	Socio-Economic Status

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background to the Problem

Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. The Ministry of Education and Vocational Training (MoEVT) whose vision is to produce well-educated, informed, skilled, decent, courteous and morally, ethically and culturally obliged people, is keen on improving learning environment by providing and promoting quality, access and equitable lifelong education and training opportunities for enhanced individual and national socio-economic development (2012).

However, teachers in secondary schools have noted that some students perform highly and others do not perform well. They are concerned about those who do not perform well because if this poor performance goes unchecked, secondary schools may lose its reputation, which may result in the loss of confidence in secondary graduates. Much as the situation described here causes concern, it is not yet known why some students fail to attain the standards expected of them. There is lack of sufficient research in school-based factors accounting for academic performance of the students. The researcher would therefore like to establish school-based factors that affect student's academic performance in secondary schools. The school context is important for students' academic performance. Academic performance according to the Cambridge University Reporter (2003) is defined in terms of examination performance. In this

study academic performance is characterized by performance in tests, in course work and in examinations. School context in relation to student performance include teachers, educational resources, and the whole school cultural environment. School context may impact positively or negatively on student academic performance. Schools according to Sentamu (2003) are social institutions in which groups of individuals are brought together to share educational experiences. Normally schools are characterized by social structures, which include the norms, expectations and opinions on what is considered to be adequate teaching conduct. Rutter et.al (1979) argues that “and that may breed positive or negative influences on learners. In this study, school background is characterized by location of school (urban or rural), school ownership (public or private schools), school academic status and school financial standing. Coleman’s studies on school effectiveness on student academic performance were student and teacher characteristics, like educational background, aspirations of other students in school and teacher qualification. Others include curriculum and school facilities.

Brookover et al (1979) focused on the relationship between student academic performance and school’s social system. They found that student academic performance is largely affected by the ethos, a combination of values, norms and behavioral patterns of the school. Mortimore et al, (1988) concluded that differences in student achievement can be explained by an educational leadership that reflects involvement and commitment, monitoring students’ progress, a positive atmosphere backed up by the involvement of school management and parents, and structured and well-regulated teaching. In comparison to effective schools, the American Federation of Teachers (2000) established that low performing schools are characterized by lack

of academic standards, high levels of disruptions and violence, high rates of students and staff absenteeism, high dropout rates, high rates of staff turnover, and an overall negative school atmosphere where parents are hardly involved in school programmes and activities. Levine and Lezotte (1990) identified nine characteristics of unusually effective schools. The first is a productive school climate and culture characterized by school orderly environment. According to both authors, an orderly environment is rather associated with interpersonal relationships, than with regulations. As they note, “discipline derives from ‘belonging and participating’ rather than ‘rules and external control’” (p. 9). Others include ‘faculty cohesion, collaboration, consensus, communications and collegiality.’ Levine and Lezotte (1990) opine, staff members have to work as a team to ensure a sense of unity and consistency in their relation with students. With respect to this latter aspect, Rutter et al. note:

*“The importance of some kind of school-wide set of values and norms of behaviour was also reflected in our findings that in the more successful schools teachers reported that their senior colleagues were aware of matters such as staff punctuality and that they checked that policies were being maintained, as in the setting of homework. This was not a matter of intrusive control or supervision but rather a reflection that staff cared about the way the school functioned. It appeared that an efficient system within which teachers worked harmoniously towards agreed goals was conducive to both good morale and effective teaching” (p. 192/193).*

Although the Rutter study has been criticized for both its design and its methodology (e.g., Cuttance, 1982; Purkey & Smith, 1983; Tizard, 1980), its findings are agreed upon as providing a valuable impetus for further research. Purkey and Smith (1983) emphasize the importance of school culture in raising students’ performance. The term school culture generally refers to the beliefs, values, relationships, attitudes, and written and unwritten rules. These elements shape and influence the way the school



functions. People with the school such as students, parents, teachers, administrators, and other staff members all contribute to their school's culture, as do other influences such as the community in which the school is located, the policies that govern how it operates, or the principles upon which the school was founded. A school culture results from both conscious and unconscious interactions, and practices, and it is heavily shaped by a school's history. For example, a school that is instituted by the church tends to have a different culture than that institute by the government or by an individual. However, school cultures can be positive or negative to the students' academic performance. Positive school culture is that which produce conducive environment for teaching and learning, while the negative one impede teaching and learning.

Cheng (1993) performed a cross-sectional survey of Hong Kong secondary schools. He compared the effectiveness of 'strong culture' schools with 'weak culture' schools. In schools with strong cultures, school members expressed that their school was highly effective in terms of productivity, adaptability, and flexibility. Cheng related this perceived effectiveness with the actual performance of schools by analyzing the effect of cultural strength on the pass rates of final examinations. His analysis revealed a significant relationship between cultural strength and pass rates of students. An effective school must first be a place where students can feel safe, physically and emotionally. It must be a supportive community where students and teachers of all backgrounds can focus on learning. Healthy interpersonal relationship among the personnel in the school setting helps to promote good environment for teaching-learning situation. The healthy relationships will also attract and sustain the academic interest of the learners. Teachers that are able to effectively relate to

students, accept student individuality and teach in an inclusive and democratic environment are more effective teachers. Teachers should be approachable, firm, and assertive and discuss with students on their wants and needs to develop good, cordial and conducive student-teacher relationship for the benefit of students like excelling in their examinations. School cohesion an atmosphere of mutual trust and positive interactions between staff and students is a predictor of better student grades (Stewart, 2007). A school principal will have a good notion of how his/her school functions. He/she interacts with teachers, parents, students, and also districts and state level organization and employees. The principal is a unique position to understand how school decisions are made because he/she is liaison between school level and district and state level groups. (Jenkins 2009).

Gaziel (1997) studied the impact of culture on the effectiveness of secondary schools with disadvantaged students in Israel. His aim was to determine to what extent the culture of effective schools differed from 'average' schools, and what the contribution of each cultural variable was in explaining these differences in performance. His findings indicate that academic emphasis; norms of orderliness, continuous school improvement, teamwork and adaptation to customers' demands were related to the mean scores of students' academic performance. The important role of the teachers in the learning is unquestionable. Teachers have a lot of influence on their classroom practices. Teachers should have and apply specific abilities without which their influence may not be reflected in their students' performance in the subject. For students to be able to make connection between what is taught in school and its application in problem solving in real life, the teacher has to be effective in their teaching. There has been no consensus on the importance of specific teacher factors,

leading to the common conclusion that the existing empirical evidence does not find a strong role for teachers in the determination of academic achievement. Educational researchers, policy makers, administrators and the public at large strive to improve school social and culture to attain academic performance in secondary schools in Tanzania. The news that the government has reintroduced the national examination in January 2012 should therefore, come as a great relief and satisfaction to people who have the development of Tanzania's education at heart. Form Two students scoring less than 30 per cent in national examinations will be required to repeat the same class for a year and reseat the exams. The management of Form Two national examinations should be put under the National Examination Council (Necta) in order to make them a serious tool for gauging pupils.

The former deputy minister for Education and Vocation Training, Ms Mwantumu Mahiza, said they depicted a gloomy picture of the education sector in the country. She said this was especially so because there was a ten per cent drop in the pass rate in the 2008 form four examination results and failure of more than a half of standard seven primary school pupils last year. (The citizen). Secondary school teachers need only be form 6 leavers with a 3-week teacher training course. Students need no longer make any pretence of passing classes to advance through the ranks. After passing their primary school Standard 7 exam, a student can enter Form 1, fail every class, continue on to Form 2, fail every class, fail the national exam, continue on to Form 3, fail every class, continue on to Form 4, fail every class, fail the national exam and still qualify as a Form 4 leaver. (Joshua Philip 2011) .Since it was passed in the parliament of Tanzania that student shall not need to repeat the class after he failed in form two Exams the rate of performance in form Four has been discussed all over

Tanzania. The total (Mainland & Zanzibar) number of School Candidate who sat for CSEE 2011 has dropped by 13,509 (3.83%) from 352,839 in 2010 to 339,330 in 2011. The number of School Candidates who passed for Division (I – III) has dropped by 6,164 (15.90%) from 38,774 in 2010 to 32,610 in 2011. (Moevt 2012). Speaking in the press conference 11<sup>th</sup> January 2012, the former deputy minister for education Philipo Mulugo announced that, the government had reinstated Form Two National examinations, setting the pass mark to advance to Form Three at 30 percent and stressing that failures will be allowed to repeat the class only once. Parents would also be required to share examination costs set at 10,000/- for Form Two and 35,000/- for Form Four and Six final exams. He added that students who fail for the second time will be disqualified to continue with secondary education. Also Form Two failures will have to go for alternatives such as Qualifying Test (QT) or Vocational Education and Training Authority (VETA) courses. “We don’t want to keep disqualified students since it is not necessary for everyone to go for secondary education.

They can opt for vocational training courses” (The Guardian 2012). He said researchers have revealed that the poor performance was largely due to the current system which allowed secondary school students to advance even after failing to reach the prescribed Form Two pass marks. He said Form Four leavers have been performing poorly since 2008, indicating that students and teachers have not been doing enough to improve learning and teaching. Writing on the article “form two exams make a return” in the Guardian 2012 Brian Sterr stated that; “I have very mixed feelings about this. On the one hand, I see the dismal pass rate at Form IV the past couple years as a product of the removal of the Form Two exams. Without the exam weeding out unprepared students, Forms Three and Four were full of too many

students who were not prepared and/or motivated to learn the more difficult material. In a rural school, this could be 75-80% of the students in those forms, making for a difficult learning environment for the remaining students who were ready to learn. Due to peer pressure, there are often excellent students who just drop off completely in Form Three, since they do not want to stand out. An irony in the history of quantitative studies of schooling has been the desire of researcher's to reflect adequately the social organization and culture of life in classrooms and schools. The experiences that children share within school settings and the effects of these experiences on their development might be seen as the basic material of educational research; yet until recently, few studies have explicitly taken account of the effects of particular social and culture in which students and teachers share membership.

### **1.2 Statement of the Research Problem**

School based factors for academic performance in secondary schools have become a challenge to work upon by researchers all over the world. On the other hand a nation inhabited with people who perform poorly in education can not utilize her both natural and human resources, and that nation will become poor because the school factors and poor performance goes together especially when the school do not perform its best in ensuring the availability of teaching and learning resources and adhere to the rules and regulation so as to make easy management of school. Despite decisive efforts directed toward improving the academic achievements among the secondary school students, the failure problem still exist in some schools. Therefore this problem of poor performance calls for urgent need of empirical research on the school related factors leading to academic performance in community secondary schools in Hai districts.

### **1.3 Purpose and Objectives of the Study**

#### **(i) General Objective**

The general objectives of this study was to explore School based factors accounting for form two performance in the national examinations in community secondary schools in Hai district.

#### **(ii) Specific Objectives**

The study was to be guided by specific objectives which were to:

1. Examine the cultural characteristics of secondary schools in Hai District and their influence in students' academic performance
2. Analyse social characteristics of secondary schools in Hai District and their influence in students' academic performance
3. Determine economic characteristics of secondary schools in Hai District and their influence in students' academic performance

### **1.4 Research Questions**

1. In what ways do cultural characteristics of secondary schools in Hai District influence in students' academic performance?
2. In what ways do social characteristics of secondary schools in Hai District influence in students' academic performance?
3. In what ways do economic characteristics of secondary schools in Hai District influence in students' academic performance?

### **1.5 Significance of the Study**

The findings of the study were expected firstly; help to improve the existing body of knowledge in education management and planning in the country as the literature has

shown that the area has been partially researched in Tanzania. Secondly, it will help the education managers and other educational stakeholders at both regional, district and school levels on the key issues belonging to the good performance in education. Also, the findings will create awareness to the teachers, citizens and students about their responsibilities in implementation of educational and school academic goals. Moreover, the findings will help the government to be aware of where to improve teaching and learning environment to teachers and students in secondary schools along with other facilities such as libraries, dormitories and classrooms. Lastly, the findings will form the basis for further researcher who will be interested on the same topic to find more answers on questions which will arise from the same fields. It will help them to prepare more topics relating to the same area so as to come up with concrete findings and recommendations for the betterment of education and the research field.

### **1.6 Limitations of the Study**

Limitation of the study refers to conditions beyond the researchers' control that may place limits on study conclusion and its application to other situations (Best and Kahn 1986). The study was conducted in Hai district, Kilimanjaro region where the socio-economic and political patterns of life differ from those of other districts in the country. There limitations of this study included the followings; data was not collected on time due to the fact that students and teachers were in term break hence data collection days had to be extended. Some heads of schools were not readily available in their schools for face to face interview as some gave many regrets. The researcher had to overcome this problem by making frequent visits, and sometimes conferencing was employed to acquire data after several appointments with the failed.

## **1.7 Delimitations of the Study**

The research only focused on the cultural, social and economic characteristics of secondary schools as they have impact both positively or negatively on students' academic performance. All other matters that fall under the school based factors for the failure for students in form Two National Examination for ward secondary schools in Tanzania were only underscored where set of facts deems absolutely necessary. Furthermore the study was conducted only in one district out of six municipalities in Kilimanjaro region. Hence the findings may not necessarily be generalized to all Districts in Tanzania. However some aspects of the findings may be used elsewhere based on their suitability and usefulness.

## **1.8 Scope of the Coverage**

### **1.8.1 Geographical Scope**

The study was conducted in Kilimanjaro region specifically in Hai district, one among the six districts of Kilimanjaro region. Kilimanjaro region is about 600 kilometers from Dar es Salaam. It is situated in the Northern zone of Tanzania. The region is divided into six districts, namely, Rombo, Mwanga, Same, Hai, Moshi Rural and Moshi Municipal. According to 2012 Tanzania population census, Kilimanjaro region has a total population of 1,640,087. The Hai district is found in the North-Western part of Kilimanjaro, at latitude 3° 10' 00" S, and longitude 37° 10' 00" E, with fourteen administrative wards. Eastern side Hai is bordered by Moshi rural, Moshi urban and Rombo districts; while in the North-West it is bordered by Siha district and Arusha Region (Arumeru districts) to the West. The district is headed by Hai district council and its headquarters being located at Bomang'ombe. The mean annual temperature of this place is 24°C, with winds that blow at an average of 11.5km/hr westward. Its



mean annual rainfall is 170mm. The physical features of Hai district is mostly undulating land flanking from the slope of Mountain Kilimanjaro through Machame in the direction of lowlands of Kia, Bomang'ombe, Kwasadala, and Mailisita. The district take pleasure in Equatorial climatic conditions with long orographic rain season (*masika*) in April to July and short rain (*vuli*) season in November and December at the mountain slopes. Short and long hot season occur during August to October and January to March as well. The lowlands experiences semi arid conditions as associated to anthropogenic alterations of the natural environment mostly due to overgrazing and deforestation. The main economic activities in Hai District are agriculture and livestock keeping reaching to 90% local economy. Coffee is the main cash crop cultivated in the highlands where food crops are banana, maize and beans cultivated in both highlands and lowlands. Also grazing of cows, sheep and goats is a usual practiced in the lowlands mostly organized by shifting nomads. Vegetable gardens are commonly practiced in this place. And food crops are also commercialized as well.

Trade activities for both agricultural and industrial products are carried out in the townships of Kwasadala, Bomang'ombe and at other local markets at Masama, Kalali, Mnadani, etc. Tourism is also a growing economic activity in Hai district owing to the presence of Mount Kilimanjaro. The politics of Hai district are controlled by CHADEMA with twelve seats whilst CCM had ten seats in the Hai district council. The selection of Hai District based on the fact that it has many community secondary schools compared to other district in Kilimanjaro region. Also the District was selected because it has a good number of students failed in Form Two

national examinations. However the District was also selected since the researcher expects to have easy access of information needed to accomplish the study.

### **1.8.2 Theoretical Scope**

This study used two theories: socio-cultural theory as developed by Vygotsky (1978) and human relation as developed by Elton Mayo in Hawthorne Studies conducted in the 1920s and 1930s) to analyze the independent and dependent variables of the study on school-based factors influencing academic performance.

### **1.8.3 Content Scope**

The study concentrated on two variables: The first is school-based factors influencing academic performance. This is the independent variable and was being measured by the following factors: school culture, social interaction and school economic level. The second variable is academic performance. This is the dependent variable that was being measured by pass mark in final examination.

### **1.8.4 Time Scope**

The study traced secondary school performance from 2012 academic years and was conducted in 6 months within which three months were spent on field work and three months on data analysis, report writing and presentation.

### **1.8.5 Target Population**

The target respondents were the district secondary education officer (DEOSec), heads of schools, teachers and students from each selected school. Public secondary schools that were involved in the study were Hai day, Boma, Maili sita, Harambee, Uduru and Tumona secondary schools.

## **1.9 Operational Definition**

**1.9.1 School** refers to any institution at which instruction is given in a particular discipline. A *school* is an institution designed for the teaching of students (or "pupils") under the direction of teachers.

**1.9.2 Performance** according to (<http://www.businessdictionary.com>)it refers to the accomplishment of a given task which is measured against predetermined standards of accuracy, completeness, cost, and speed. In this study schools performance refers to the act of academic in which students deal with studies and how well they meet the standards set out by the responsible authorities responsible. Performance of secondary schools means the rate of schools' students passing grades in national examinations.

### **1.9.4 Community Secondary Schools**

Community is social of any size that shares common values. Community secondary schools are also known as ward school here in Tanzania. According to the Oxford Advanced Learner's Dictionary 2006, the term ward means one of the areas into which a city is divided and which elects and is presented by member of the local council. For the case of this study, a ward refers to a subdivision of a municipality. The term secondary school as used in this study refers to the level above primary school. Moreover, the term ward secondary school is used to refer to those secondary schools that were constructed and established by the government within these localities. The Tanzanian government purposefully introduced them, in order to meet the need to increase the number of students' enrolment in secondary schools. (Komba e tal 2013)

**1.9.5 Secondary school-** A school that is intermediate in level between elementary school and college and that usually offers general, technical, vocational, or college-preparatory curricula (Longman, 2007). Secondary education is the stage of education following primary school. In Tanzania, secondary schools constitute form one to form six, on which this study will be confined.

**1.9.6 National examination-** is the kind of examinations done by students all over the country once per the end of their studies. It is set by the National Examination Council of Tanzania. The National Examination Council of Tanzania (NECTA) is an institution which was established by the Parliamentary ACT No. 21 of 1973. NECTA is the agency responsible for the administration of all National Examinations in Tanzania. It also awards official diploma in Primary, Secondary and Post Secondary education excluding universities (<http://www.necta.go.tz/about.html>)

### **1.10 Summary**

The centre of attention of this chapter was the explanation of background to the research problem, problem statement, and objectives of the study, research questions, and significance of the study. Furthermore the illustration of limitations and delimitations of the study and the scope of the study was made.

## **CHAPTER TWO**

### **2.0 REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter concentrated on review of relevant literature. In this the researcher dealt with three subtopics namely: Theoretical Reviews; Review Related Literature and Conceptual Frame Work. In theoretical reviews two theories: socio-cultural and human relation theories had to be reviewed. The second part was the review related literature as regards school culture, social interaction and school economic factors leading to academic performance. The last part is conceptual framework.

#### **2.2 Theoretical Framework**

##### **2.2.1 Socio-cultural Theory**

Vygotsky (1896-1934) is one of the Russian psychologists whose ideas have influenced the field of educational psychology and the field of education as whole. Socio-cultural theory is an emerging theory in psychology that looks at the social and cultural contexts as important in individual cognitive development. This theory stresses the interaction between human psychology and the culture in which they live. The sociocultural perspective suggests that learning is a process of appropriating cultural tools, such as language, ethics, or appropriate behavior for thinking, that are made available by social agents who interpret what is appropriate within a certain culture and act accordingly.(Rogoff 1990).The theory describes learning as a social process whose origin is one's society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned on two levels: one

from interaction with others, and second, from reflecting and making sense of the interaction, then integrate it into the individual's mental structure. According to Vygotsky (1978 cited Lantolf 2000), the sociocultural environment presents the child with a variety of tasks and demands, and engages the child in his world through the tools. In the early stages, Vygotsky claims that the child is completely dependent on other people, usually the parents, who initiate the child's actions by instructing him/her as to what to do, how to do it, as well as what not to do. Parents, as representatives of the culture and the conduit through which the culture passes into the child, actualize these instructions primarily through language.

Also, the theory emphasizes the importance of what the learner brings to any learning situation as an active meaning-maker and problem-solver. It acknowledges the dynamic nature of the interplay between teachers, learners and tasks and provides a view of learning as arising from interactions with others. The importance of socio-cultural theory in this study is its focus on the importance of culture in learning. Thus, socio-cultural theory will help explain ways school culture, including rules and regulation influence in students' academic performance as both have an impact positively or negatively to teaching and learning.

### **2.2.2 Human Relation Theory**

This study adopted human relation theory as developed by Elton Mayo in Hawthorne Studies conducted in the 1920s and 1930s. Mayo is known as the founder of the Human relation movement, and is known for his research including the Hawthorne studies. The Hawthorne effect refers to improvement in worker productivity or qualities that result from the mere fact that workers are being studied or observed. The study

examined the effects of social relations, motivation, and employee satisfaction on factory productivity .These studies were conducted in the 1920's, a time when American businesses were utilizing Scientific Management, a theory created by Frederick Taylor. Taylor through his work in the steel industry believed that workers would purposely work below their capacity. This was based on the workers' belief that if they became too productive, jobs would be reduced, as fewer of them would be needed. Taylor wanted to improve worker productivity and believed that in applying the scientific method to the management of workers this goal would be achieved. The scientific method took away the autonomy of skilled craftsmen and created simpler jobs that could be performed by unskilled laborers who could be trained quicker. This observation came from Hawthorne studies carried out at Western Electric's Hawthorne plant during the late of 1920s.The experiments validated the idea that people are motivated by additional factors rather than by purely economic factors, and his book and his book *The Human problems of an industrialized Civilization* (1933) This movement acknowledged that social and psychological factors could better explain worker productivity and output.

Mayo and his research assistants noticed that in many instances the work productivity increased even when the lighting levels were decreased, or when salaries were lowered. After examining and eliminating all variables, Mayo has concluded that the only explanation left was that the attention Mayo and his assistants were paying to the workers had made them work harder. When workers know that they are being observed, they tend to work better and invest more effort in their job. Thus, the Hawthorne Effect became a useful insight for management. (New World Encyclopedia).

Human relation theory, like socio-cultural is important in this study because of its strength on human motivation. While socio-cultural focuses on the values and ethics through such practices like rules and regulations, human relation theory focuses on ways people interact, how they relate with each other and their inner motivation for interaction. Human relation theory will help in understanding how school social environment, including interactions between the teachers and students, students and students as well as school and community contribute to students' academic performance or underperformance.

## **2.3 Review of Related Literature**

### **2.3.1 Cultural Characteristics of Secondary Schools**

Maslowski (2001) did an explorative study into the organizational culture of secondary schools and their effects in Netherland, focusing on the relationship between culture and performance. He used both questionnaire and interview to diagnose school culture, which was distributed among all teachers and school administrators. He found that therefore, cultures differ across schools, and that these differences are related to a school's denomination. He suggested that the most principals has to engage daily in 'cultural change' without noticing it, by proposing solutions to problems that occur, by reinforcing teachers' behavior, or by obstructing regulations from the Education Ministry. Malmberg & Sumra (2001). Investigated how students' school experience varied according to achievement and sociocultural factors in Tanzania. He used representative sample collected from urban and rural schools in Morogoro region. 545 students (254 boys and 291 girls) from Std III and VII. They found that high achieving students experienced the classroom atmosphere more positively and felt less social anxiety than low achievers. They suggested that



policies should be developed to reduce the widen gape between students from urban areas to those of rural areas. Hofamn et al (2002) did a study on school governance, culture, and student achievement, survey carried out in a stratified sample of 250 Dutch primary schools, and their school boards. They found that schools that work efficiently, that have a monitoring policy for measuring, following and improving pupil achievement, and that focus their monitoring policy on activities at the different levels in the school seem to achieve better results. They suggested that the policy and decisions of the school board should rely more strongly on input from members of the school community. Furthermore, school heads should consult various school community members, and incorporate their opinions into a communal educational school policy.

Simatwa and Juma (2014) studied on the impact of cultural factors on girl students' academic achievement in secondary schools in Kenya: A case study of Kisumu East District. Using the interview the study population consisted of 1560 form four girls, 33 head teachers and 33 class teachers. The study found that cultural factors indeed influenced girl student's academic achievement. The study recommended that the government should sensitize parents on the need and importance of supporting girl child education for better performance, parents should also be sensitized by the school on the importance of providing for the needs of the girl student. Cleveland e tal (2012) worked on school culture, equity, and student academic performance in a rural Appalachian school They conducted observations, walkthroughs, and surveys by including 53 teachers interviews,19 classified staff interviews,4 administrator interviews, 105 student interviews,27 parent overviews,26 classroom observations,53 walk-throughs,61 faculty/staff surveys. They came up with findings that related to

classroom management, differentiated instruction, parental involvement, and “culturally responsive pedagogy” or “cultural competency.” They suggested that there is a need for further investigations on the effect of school culture on student academic achievement in rural Appalachian and other schools as classrooms become more diverse, that school culture is a critical ingredient in the establishment of successful school learning environments. Huisman, Rani and Smits (2010) did a study on the effects of socio-economic, cultural and infrastructural factors on educational enrolment of children aged 8–13 in India. They interviewed 70,000 children living in 439 districts of 26 states. Huisman, Rani and Smits found that socio-economic factors were the most important determinants of school enrolment and students’ academic performance.

They added that “if the household is wealthier, if the parents have more education, or if they possess more agricultural land, the likelihood of children being in school is substantially increased. They suggested that policies should be developed to strengthen the position of women and the lower castes. This should go hand in hand with ensuring parental education; enrolment in the rural areas by appointing more teachers and building more schools. Within the school culture rules and regulation are more emphasized as Okumbe (1998) argued that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. The school rules and regulations therefore prescribe the standard of behavior expected of the teachers and the students

### 2.3.2 Social Characteristics of Secondary Schools

Malekela (1986) did a study on socio-economic status (SES) origins: the case of Tanzania secondary school students aiming to investigate whether or not children from different SES origins have similar chances of being selected for secondary education in public schools both at O-level where selection is based on regional merit, and at A-level where selection is governed by merit at the national levels. He used a survey of 1,186 Form IV students (14% of the population), and 1,727 Form V students (70% who were attending public schools in the 1982 school year). The findings confirmed that girls at the secondary level are more privileged than boys in terms of their social backgrounds. He recommended that equality in access to secondary education should be considered. Also students from lowly educated parents and those engaged in occupations whose incomes are low should not be forgotten so as to remove imbalance.

Jegede (1982) did a study on the social and personality characteristics of secondary school students at Ibadan. Jegede stated that at the beginning of 1977 the secondary schools in Ibadan, numbering 36 in all; were grouped into two categories. These groups are elite and non-elite children. He used questionnaires in collecting his data as he administered the questionnaires to the students in class where students filled out the questionnaire consisting of 47 items covering the students' social background, family, health, occupational goals, and friendship patterns. In his study Jegede selected four schools from the elite group of schools, two boys' schools; and the other two 'girls'. Four non-elite schools were also selected so as to ensure adequate representation of girls and boys: three were co-educational schools, and the fourth a boys' school. He used stratified random sampling method for school selection. One arm of each of

classes 1 to 5 was randomly chosen in each school. The study found that socio factors like family characteristics, health, miscellaneous characteristics and others play an important role in student academic performance. He came up with the suggestions that the educational imbalance should be eliminated in the interest of national development and stability. Waqas Rafiq e tal (2013) together did a study on the effect of parental involvement in the academic achievement of their children. They used survey questionnaire with thirty three closed ended questions. The population consisted of the student's boys and girls studying in the 9th class of public and private secondary schools which were situated in Allama Iqbal Town, Lahore City. On their study they found that parental involvement has significance effect in better academic performance of their children. It proved that parental involvement enhanced the academic achievements of their children.

They suggested that there is the significant relationship between the two variables level of parental involvement in their children's academic activities and the level of academic achievement of children. Royal e tal (2012) doing their study, examined the characteristics of a secondary school environment that former dropouts were looking for when they returned to school to attain their diploma. They interviewed eight former dropouts from one South Georgia (USA) school district. Their study revealed that "both 'push' and 'pull' factor motivated their dropout and return to school. Push factors include "academic struggles, boredom, and limited ways to make up failed course credits," while pull factors were "life circumstances that pull them in directions that stall completion family crises, employment, pregnancy, and gang pressure. They also suggested among others that teacher-student relationship which has a deep and lasting impact on the academic and emotional well-being of students

should be strengthened. Dustmann (2004) studied on the parental background, secondary school track choice, and wages. The study used survey of 6000 households and the final working sample containing 3147 females and 2970 males. He found that differences in parental background translate, via their association with secondary track school choice, into sizeable wage differences. He suggested that a positive trend for females to follow higher secondary school tracks, keeping parental background constant should be adhere to. A reliable policy should be formulated toward balancing the provision of education.

Long (2004) did a study on secondary school characteristics and early adult outcomes, he collected data from the National Education Longitudinal Study (NELS), which sampled around 24 students each from approximately 1,000 public and private. The study found that school resources have great impact on academic performance. He recommends that policies should be developed to ensure resources are full utilized to the extent of improving academic performance. Adenike (2013) did a study on the effects of inter-relationship between family type and academic achievement of students. A co relational survey research was adopted for the study with a total of 300 respondents. The results of the study indicated that a student's family background is very important in teaching and learning. This is because the study has shown that the nature of social interaction within the family can influence the child's personality, negative influence on a child's emotions and psychology. He suggests that a consideration of child's background is very important so as to be in a position to handle the academic performance. Nugent T.T (2009) did a research on the impact of teacher-student interaction on student motivation and achievement aiming to determine the value and impact of student-teacher interactions in relation to student

motivation and achievement. A questionnaire was administered to 378 respondents. The results of the study found that teacher-student relationships are crucial to student success. Suggested uses for the study included the development of workshops for educators and administrators that may have a positive effect on the proven significance of the teacher-student relationship problem. The results suggest the need for teachers to be provided with appropriate resources and assistance to meet the needs of their students beyond academic instruction. It also suggests providing students and teachers with measurable and attainable goals to create experiences with and exposure to success.

#### **2.3.4 Economic Characteristics of Secondary**

Obasuyi & Igbudu(2012) did a study on perceptions of Nigerian secondary school students on the socio-economic and socio-cultural factors hindering Educational achievement. A validated questionnaire was administered to 504 respondents in 12 secondary educational institutions in Nigeria to ascertain their perceptions with respect to the socioeconomic and socio-cultural attributes. Findings showed that secondary educational achievement can be hindered by socioeconomic factors but the opinions of both male and female students, with respect to these socioeconomic attributes, were not significantly different. This study supports a number of studies which have indicated that educational achievement can be limited by socioeconomic variables. They suggested that parents should be economically empowered so that they can meet the economic needs of their children/wards, academically. They added that school fees should be free to all levels of secondary education; free learning materials given to students will help to reduce the direct and indirect costs of secondary education.

Mbele & Katabaro (2003) did a study on education services delivery in Tanzania, with particular attention to enrolment, access and performance of girls. They used correlation analysis and descriptive statistics as well as sampling from previous studies and reports on performance in education across regions in Tanzania as the regions were divided into three broad categories: best, average and poor performers. They generally found that government's funding of primary and secondary education is low compared to those many sub-Saharan Countries. This is a result of a high proportion of public spending on wages leaving little for school materials. Performance is more determined by school characteristics than individual student characteristics. They suggested the calls for increased investment in education, especially for females and suggests two areas for further research: further analysis of private tutoring and the potential impact of recent education reforms such as abolishment of systems which in the past favoured girls and raising pass marks for examinations in standards four, seven and form two.

Montana school boards (2013) reported on a relationship between school board actions and student achievement. The study examined the behavior and practices of school boards and compared those with the academic achievement levels of their school districts. School board members were questioned using a Board Self-Assessment Survey developed by the Washington State School Directors' Association. They found that boards that govern districts with high student achievement scores behave quite differently from boards that govern districts with low student achievement scores. The findings challenge the traditional assumption that parents, teachers and administrators play the key role in influencing student achievement, while school boards concern themselves with budgets, policy, and

personnel matters issues with only a peripheral role on the education process. The study suggests that, to improve student academic achievement, all of a school district's resources must be aligned behind the instructional effort and the school board is a powerful influence in creating that alignment. There are numerous actions a school board can take, or fail to take, that either facilitate or sabotage the best efforts of teachers and administrators hence performance of a school. Yara & Otieno (2010) did a study on the effect of teaching & learning resources on academic performance in secondary school mathematics in Bondo district of Kenya. They used descriptive survey design with a total of 405 senior four students as the population of the study. Two hundred and forty two (242) students were randomly selected from nine schools in the three divisions of Bondo districts out of 24 schools. They found among other things that the performance of a student is greatly contributed with classroom/laboratories made the greatest contribution. The study recommends that the government is should give more financial support to schools in order to provide the basic infrastructures like classrooms, laboratories, textbooks.

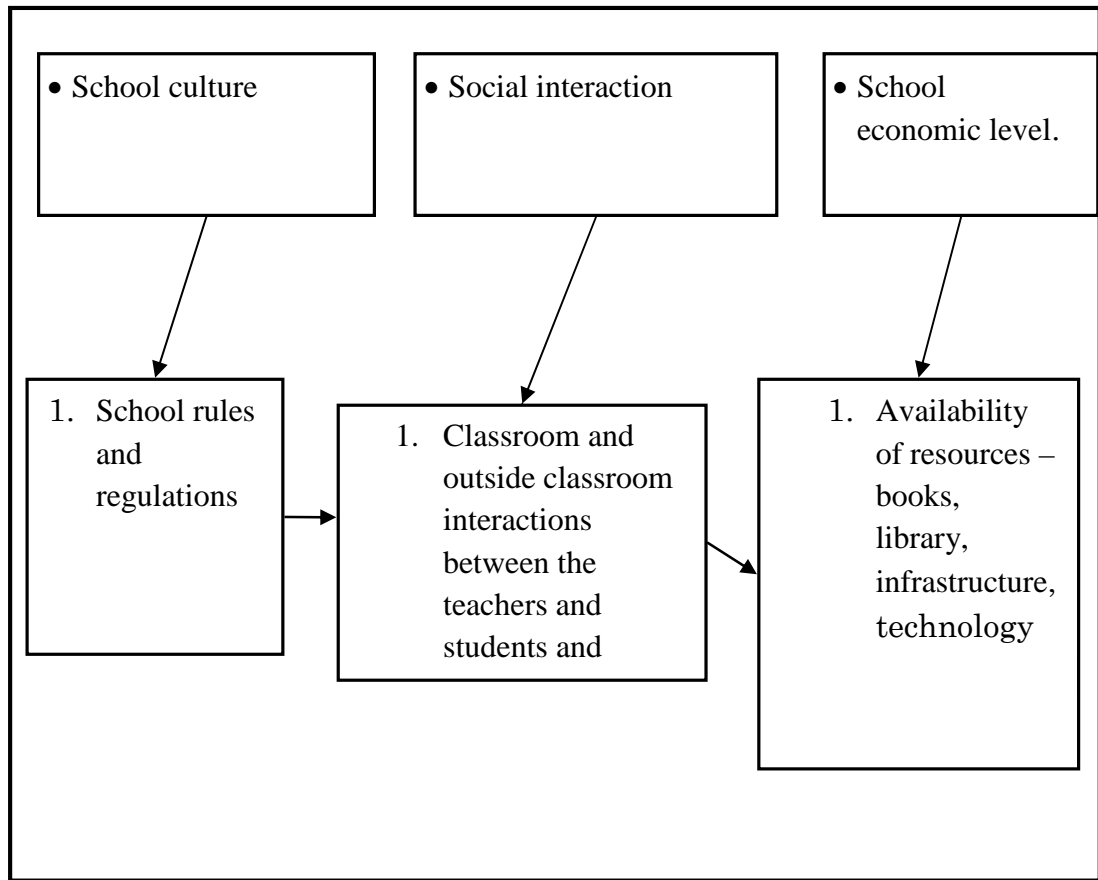
Government should also recruit competent and adequate trained teachers and deploy them to all schools as this would improve teacher-student ratio. Odebero & Munda (2014) worked the relationship between unit cost and students' academic performance in secondary schools in Bungoma County. They used descriptive survey research design and random sampling to select eighty class teachers in twenty schools, who served as respondents. They found that a significant positive relationship existed between unit cost and academic performance, and government efforts to provide financial subsidy to education were still not adequate to cover vulnerable groups. Head teachers viewed a school's stable financial base as a catalyst for activities that



enhance improved academic performance in schools. The recommendations was also given out that innovative funding approaches involving a wide range of stakeholders need to be devised to help shore up government efforts and mitigate the deprivation that vulnerable groups endure. Moyo (2013) doing a study on the causes and effects of poverty on academic achievement in the Thandanani community in Insiza district, used case study method to interview 30 teachers and 100 student. In his findings he came out with the data that poverty negatively impacts on the academic achievement of students. The study therefore recommends that school authorities stagger payment of school fees in order to accommodate the less privileged students. The study further recommended that the donor community channel resources to education and feed students who came from impoverished backgrounds.

### **2.3.5 Conceptual Framework**

Poor performance has been a very burning issue on the belief that it prevents development of societies and the world of academia as well. So this increased calls for another study to provide more meanings, findings, recommendations, and solutions to schools based factors which distort academic performance all over the world. Teachers and schools have important role to play towards learning capabilities of students. Their roles includes promoting active learning, developing thinking skills, creating effective learning zones, promoting success, providing effective feedback, recognizing and creating learning windows, developing good relationship, developing learning pedagogy, enhancing motivation and accepting individual different. Teachers play a major interactive role with both the student and the learning environment. The conceptual framework (Figure 1.1) depicts school based factors as independent variable.



**Figure 2.1 Conceptual Framework**

Source: The researcher

It connoted that school based factors enshrines culture of a school, social interaction and school economic level. The performance in secondary school depends on the school rules and regulations, classroom and outside classroom interactions between the teachers and students and between and among the students, and availability of resources such as books, library, infrastructure and technology which are treated as the intervening variables. Improvement in pass mark is the dependent variable. The hypothesis is that school based factors influence into the improvement in education delivery. The conceptual framework was adopted in the study in which prevalence of the sub-items embedded in the independent variable will be examined in Hai district.

The objective was to find out whether or not school based factors results into pass mark improvement.

## **2.6 Summary**

The preceding chapter based on the literature review. The literature showed that there is a relationship between cultural, social and economic characteristics and students' academic performance. It further leads to the improvement in transparency and accountability in schools. Additionally, it results into improvement of students' enrolment, attendance, retention and academic performance. The researcher went ahead to statistically prove the relationship between the two variables namely schools based factors accounting for student academic performance with reference to Hai district.

## CHAPTER THREE

### 3.0 RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter outlines the manner in which the study was conducted. The key components are research design, area of study, scope of the study, description of population and sample, sampling techniques, data collection and instrumentation, and, data analysis plan.

#### 3.2 Research Design

Research design is a plan showing the approach and strategy of investigation conceived by a researcher in order to obtain relevant data which fulfill research objectives and answers the set of research questions or tasks (Cohen *et. al.*, 2000). A case study was chosen as a research design for this study due to its appropriateness for studying one or two cases in depth. Case study seeks to achieve a deep and involved understanding and description of individual cases, (Fox 1989). Case study enables the researcher to deal with processes that takes place in a unit and their interrelationships, (Kothari 2005).The design is considered appropriate as it enables the researcher to use more than one research methods such as interviews and questionnaires. The researcher used case study due to the reasons that; first the researcher intended to know in-depth about the school based factors accounting for Form Two performance in the National examination in community secondary school; secondly, the necessity of using several respondents on the same variable questions in order to have deep understanding of the responses on cultural, social and economic influence on academic performance. It was therefore necessary that the researcher interacted with the informants very carefully

through face to face interview. In the light of the nature of the study; the study mainly used qualitative approach. Quantitative approach was employed in gathering data that were numerical in nature and qualitative approach utilized to collect of descriptive data.

### **3.3 Area of Study**

The study was conducted in Hai district in Kilimanjaro region. The selection of Hai District based on the fact that it has many community secondary schools compared to other district in Kilimanjaro region. Also the District was selected because it has a good number of students failed in Form Two national examinations. However the District was also selected since the researcher expects to have easy access of information needed to accomplish the study.

### **3.4 Scope of the Study**

The study was conducted in six selected secondary schools in Hai district. This limited the generalization of the findings to all districts and secondary schools in the country because the coverage of the study was enclosed to one district and six secondary schools only, given the circumstantial variability in the country.

### **3.5 Description of Population and Sample**

The target respondents were the district secondary education officer and heads of schools, teachers and students from each of the selected school. Schools were Maili sita, Harambee, Boma, Tumona, Uduru and Hai secondary schools in Hai district. The researcher used public transport for schools that are near the transport system and “*bodaboda*” for schools that are interior.

### **3.6 Sample and Sample Size**

The study included the District Education Officer for Secondary Education (DSEO) in Hai, six heads of selected schools, teachers from each selected school, form three and four students based on the ground that they did form II examination.

### **3.7 Sampling Techniques**

#### **3.7.1 Purposive Sampling**

Purposive sampling was used to select the District Education Officer for Secondary Schools (DEOS) and head of schools. According to Cohen *et al* (2000), purposive sampling technique is applied in situation where the researcher already knows something about the nature of the population and deliberately selects particular respondents because they are seen as the ones who are likely to give the most valuable data. In this context, purposive sampling method was used to select the sample population basing on the fact that only community secondary schools where Form Two performed badly in National examination were targeted in this study.

### **3.8 Data Collection and Instrumentation**

#### **3.8.1 Questionnaire Schedule**

Questionnaires will be administered to the students' and teachers sample. This instrument will be used basically due to its capacity to collect a lot of information from large number of respondents and within a short period of time. The instrument is useful because of its ability to observe the data beyond the physical reach of the observer, (Leedy 1989). However, a questionnaire as a tool of data collection was chosen in this study due to the fact that a lot of information could be collected within a very short time. It was also in a confidential manner which gave the respondents

broader chance to portray significance information to accomplish the study objectives. (See appendix 1,2).

### **3.8.1 Face to Face Interview Schedule**

This instrument was used to collect data from District education officer for secondary education, Head of schools, teachers and students. The instrument was considered in this study due to its uniqueness in engaging the respondents thoughtfully and its flexibility. The instrument enables the researcher to dig deeply in respondent's opinions and feelings, (Kothari 2005). Structured and semi-structured interviews will be employed in this category of sample and questions will be open ended. (Appendix 3).

### **3.9 Data Analysis and Presentation**

Quantitative data emanating from pre-coded questions were tallied, coded, tabulated and subjected to un-dimensional statistical analysis by the use of measures of central tendency and dispersion. Data from open ended questions were subjected to content analysis due to their explanatory and qualitative nature. Presentation is done in percentages, tables, charts and statistical indices for easy interpretations and understanding.

### **3.10 Ethical Logistics**

The researcher made effort to ensure that any information collected remains private and the anonymity of respondents was protected. Any participation of subject in this study was of free will. All past work of other authors that was be used in this study was acknowledged fully. Permission to conduct the study in the selected areas was sought in advance from the relevant authorities in respective areas and institutions.

Conclusions and recommendations were enclosed to those justified by data of the research.

### **3.10.1 Validity**

Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed measured.(Msaghaa 2008). Validity is concerned with the meaningfulness of research components. When researchers measure behaviors, they are concerned with whether they are measuring what they intended to measure (Drost 2006). First, the questionnaire was pre tested to check whether there is ambiguity which may result into multiple interpretations also to get the point of view of the target population on the relevant field hence to be well understood and administered as it will provide the results of improving the quality of education.

### **3.10.2 Reliability**

Reliability means the ability of measuring instrument to give accurate and consistent results. It refers to providing consistent results over different measurements. Reliability is the term used to deal with accuracy (Kisoza 2011) On the reliability aspect, the researcher ensured personal administrations of data collection instruments (questionnaire and interview) that avoided variability of response since enough time were provided so that respondent understand the questions well before providing an answer. The contents of the questions will test the ability of the respondents so as to meet the content coverage.

### **3.11 Summary**

This Chapter focused on the description of the research methodology. It highlighted the research design, study area, scope of the study as well as description of the



population and sample. Furthermore, it stressed on sampling procedures, methods of data collection, data analysis and presentation and ethical logistics

## CHAPTER FOUR

### 4.0 RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the findings on the cultural, social and economic characteristics of secondary schools and their influence in students' academic performance. The chapter is organized according to the research objectives stipulated in chapter one. The first part presents the demographic characteristics of the respondents, while the second part presents the data. This is followed by the summary that shows key findings for each objective.

#### 4.2 Demographic Characteristics of Research Participants

Data from the demographic characteristics involves education of the respondents' age and gender.

**Table 4.1: Level of Respondent's Education**

<b>Education level</b>	<b>Frequency</b>	<b>Percent</b>
Students	180	75
Teachers/ Educational Officer	60	25
<b>Total</b>	<b>240</b>	<b>100</b>

Table 4.1 shows that many respondents are under the category of certificate level where Teachers and Educational Officer 10% have Diploma whereby 12% have degree furthermore, and 78. % was the students who are in formative stage of education. This shows that they have adequate knowledge and skills on the performance of form two examinations in community based secondary schools.

#### 4.2.1 Age of the Respondents

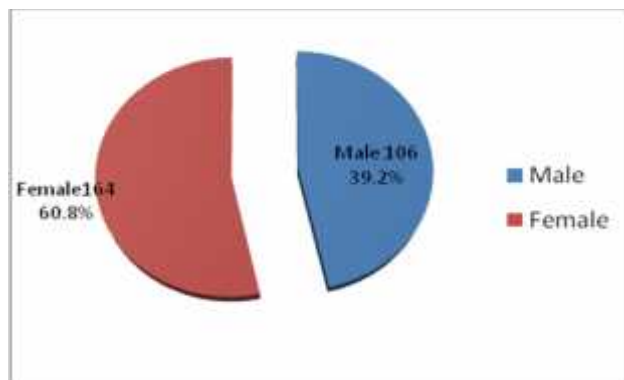
This research study revealed the various groups related to age of the respondents. In this category of age group; 180 learners (students) which is 75% fall under the range of age between 10-20 and 60 teachers, educational officers which is 25% fall under the range of age between 21-50.

**Table 4.2: Age Categories of the Respondents**

Age Group (in years)	Number of Respondents	Percentage (%)
10 – 20	175	73
21 – 30	35	14.6
31 – 40	26	10.8
41 – 50	02	0.8
51 and above	02	0.8
<b>Total</b>	<b>240</b>	<b>100</b>

#### 4.2.2 Gender

In this study the issue of gender has been taken into consideration by the researcher that, both male and female have been involved. It is clearly observed from chart 4.1.3 that, 39.2% of the respondents were male where by 60.8% were female. There was a big gap in the gender respondents because the female respondents were more cooperative than their male counterparts.



**Figure 4.1 Gender of the Respondents**

### 4.3 Cultural Influence in Academic Performance

The first objective was set to solicit information on the cultural characteristics of secondary schools and their influence in students' academic performance. This characteristic was measured through school rules. School rules were taken as cultural characteristic where school norms and values are followed. This objective was developed in the assumption that good students follow school rules and the opposite is the case. Questionnaire and interview were used to solicit information from 60 teachers and 180 students. The respondents were asked to agree, Do not agree, I don't know on the question: School rules and regulation contribute to students' academic performance?

#### 4.3.1 School's Rules and Regulation

School rules and regulations are among the important cultural tools that influence either positive or negative impact on academic performance. Questionnaire and interview were used to solicit information from students and teachers on the influence of school rules and regulations on academic performance. The question was: School rules and regulations influence academic performance.

**Table 4.3 Students' and Teachers' Response on Influence of School Rules and Regulations on Academic Performance**

Responses	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Agree	112	62.2	40	66.7
Disagree	53	29.4	17	28.3
Do not know	15	8.4	3	5
<b>Total</b>	<b>180</b>	<b>100.0</b>	<b>60</b>	<b>100.0</b>

Source: Field data

Table 4.3 demonstrates that 62.2% of students had to agree whilst 29.4% disagreed and 8.4% did know nothing on the influence of rules and regulation. Also teachers varied in their response as 66.7% agreed, whilst 28.3% showed their disagreement on the influence of rules and regulation towards the academic performance, and 5% of teachers' respondents were not aware the question. Some rules and regulations like dressing, school routine and many others were taken as an way of helping students perform positively in the academics and vice versa. The above responses were triangulated through interviews and focused group discussions. The question was: In what ways do school rules and regulations influence performance? The following were some of the responses:

Head of school 1 \_\_\_\_\_ *since we decided to set rules and regulation we witnessed changes in all spheres including in their academics. In the previous examinations nearly the whole class failed but nowadays they are performing to the best .....*

Head of school 2: \_\_\_\_\_ *for sure this has been a burning issue for some years in my school. When I came in this school for the first time the situation was alarming as the school was just like a "gang" where students lived as they felt, like there is nothing to control them... we decided to be serious knowing that discipline will enhance everything we desire over them... we called their parents/guardians and decided to set our rules and regulation afresh that would be followed severely. Since then students started to change their mindset..... I will show you even*

*the recent National Examination results where they performed well.....all these are results of rules and regulation of which getting below 50% is strictly prohibited, this followed by remaining them at school as a punishment.... we set and we abide on them..... we are serious.*

Head of school 3: *\_\_\_\_\_ school academic performance is built with many things around. These rules and regulations have minor contribution in academic performance though we daily work on them.... My school for example has only one mathematics teacher.... Tell me how can he manage to teach the whole school accurately and come up with the desired result? We need to do something more than this.....*

According to the above responses, some teachers consider rules and regulation as having a direct impact on academic performance, but some (example teacher 3) think there are other issues that can contribute to academic performance, this being to have quality and adequate teachers. For example it was mentioned by 2 head teachers out of 6 that meals at times delay due to inescapable problems such as lack of enough flowing tap water making students to fetch it by lining up, and sometimes lack of firewood were mentioned as a problem due to the recent government environmental policy.

Educational Officer 1: *\_\_\_\_\_its foolish to believe that a school can make it without ensuring that rules and regulation are adhered to... I am telling you if we continue running our educational systems and forget that not only*

*teaching in the class can contribute to students performance and neglect rules and regulation that guide both teachers and learners becoming well disciplined, we are finished.....*

Educational officer 2: *\_\_\_\_\_this is the time all public schools in Tanzania need to know that schools rules and regulation are key important in student academic performance ,this include how students behave here at school... dressing, obeying school time table .... I can assure you I got my secondary education in seminary schools... if you go through the results of those schools you will realize the difference is that they stick on their rules and regulation accordingly..... when i joined this school as a teacher it took so long for me to absorb because students are quit different as they daily come from different environment.... Others do not stay with their parents since their child hood ..... these rules and regulation help much our students and teachers as well.....*

Educational officer 3: *\_\_\_\_\_ Our students of this generation can not do anything without following them every time.... This goes hand in hand with teachers who are part of this product ..... you can see complaint from different groups concerning the academic situation of our country... we need to reset rules and regulations that will boost the situation. Separating rules and regulation from academic achievement is vain. It is obvious schools that are doing the best in academics are abiding to their rules and regulation....*

The same question was asked to students in group discussions.

Student 1 \_\_\_\_\_ *rules and regulation in our school have brought a positive impact in a way that performance in examinations has increased. ... when we joined this school students were living randomly as no body cared....nowadays things have changed though not to its extent ... school rules needed learners to wear the official school uniform, and to be neat and tidy at all times but not all followed it ... students with the cooperation with our parents emphasized on school administration to stick on the rules and regulation so as to prepare well disciplined learners hence good performance in our studies.....*

Student 2: \_\_\_\_\_ *you know sometimes we need to recheck our school rules and regulation because every time our teachers insist us to study only .... we have things like playing football with other schools or within the school...this thing can not happen consecutively but it depend with the kind of teacher on duty....sometimes we lack even equipments like balls, nets etc .... Much of rules are more theoretical in our school....*

Student 3: \_\_\_\_\_ *our teachers are very serious when comes to the point of academic matters.... It's a good thing but it sometimes fail to pass in my examinations because my parents can not afford to pay all school fees at once hence I have been sent home regularly to collect money ....*

From these responses, one can conclude that school rules and regulations may have a direct impact on students' academic performance although they are not in themselves enough to make this happen, others include quality teachers, school feeding and the like are necessary. These findings are in line with those of Hofamn e tal (2002) who



did a study on school governance, culture, and student achievement and found that schools worked efficiently, that had administrative policy for measuring, following and improving pupil achievement, and that focus their monitoring policy on activities at the different levels in the school seem to achieve better results.

#### 4.4 Social Influence in Academic Performance

The second objective was specifically meant to obtain information on the social characteristics of secondary schools and their influence in students' academic performance. This characteristic was measured through classroom and outside classroom interactions between the teachers and students, and students with their parents. This objective was developed in the assumption that positive relationships between teachers and students, and students with their parents can be connected to the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development. Questionnaire, interview and focused group discussion were used to obtain information from 60 teachers and 180 students. The respondents were asked to totally agree, agree, Do not agree, Do not totally agree, I don't know on the question: Classroom and outside classroom interaction contribute to students' academic performance?

**Table 4.4. Students' and Teachers' Response on Influence of Classroom and Outside Classroom Interaction on Academic Performance**

Responses	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Agree	143	79.4	46	76.7
Disagree	30	16.7	11	18.3
Do not know	7	3.9	3	5
<b>Total</b>	<b>180</b>	<b>100.0</b>	<b>60</b>	<b>100.0</b>

Source: Field data

Table 4.4 demonstrates that 79.4% of students had to agree whilst 16.7% disagreed and 3.9% did know nothing on the influence of classroom and outside classroom interactions on academic performance. Also teachers responded to the question as they varied in their response as 76.7% agreed, whilst 18.3% disagreed on the influence of school and outside school interaction on the academic performance, and 5% of teachers' respondents' new nothing about the question. The above responses were triangulated through interviews. The question was: How does the classroom and outside classroom interaction influence performance? The following were some of the responses:

Head of school 1 \_\_\_\_ *When teachers and students interact in classroom, there is a big possibility that they will understand each other better – teachers will understand better the needs of the students, and the students will understand better what the teachers are saying. Likewise, good interactions between and among the students promote learning especially when they share knowledge.*

Head of school 2 \_\_\_\_ *the close emotional relationship between teachers and students has an effect on students.... For instance, students need to recognize the school as a home, even though the school is away from the students' homes. The teachers' devotion to students' academic performance has been of great assistance in inspiring students to attain the academic requirements of a school.*

Head of school 3 \_\_\_\_ *how can you separate them?... as per my experience academic achievement go hand in hand with the positive interaction*

*between teachers and students from in the class and outside the class ..... It is arguably emphasized that teachers must demonstrate willingness to share some of themselves, show empathy towards their students and build an atmosphere that gives out a positive and safe place for students.*

Head of school 4 \_\_\_\_\_ *learning is a continuous process.... as well as social interactions are involved, and both process that are considered for academic achievement to be fully attained.*

Therefore, according to the above responses, it is evidently that some teachers look attentively to classroom and outside classroom interaction as an important spice on academic performance, but some (example teacher 4) think there are other issues that can contribute to academic performance, this being considering all factors like reviewing the curriculum and all that. When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways. Teachers take the initiative of time to build relationships; they possibly could motivate students to learn.

The teachers need to possess a strong belief that creating relationships playing a significant role in the process of motivation towards academic performance. Therefore there is a need to take advantage of these beliefs for the benefit of the students. It is notably vital that teachers are familiarized with the effects they have on their students, and strongly put in mind their perception of students towards them. Also teachers have to make sure that they are meeting the student's needs, not only academically but emotionally as well. On the other hand, developing classroom

environments that channel positive cultures with healthy relations can encourage students to exhaust their energies and desires so as to achieve their academic goals.

Also the educational officers had the following to say on the influence of classroom and outside classroom interaction:

Educational officer 1: \_\_\_\_ *“you know the classroom and outside interaction has a big impact on student academic performance since social capital create awareness to student and teachers as well...our classroom interaction is not that so good because of the nature of the students we have..... they are very stubborn as their parents were forced to send them to school due to the government policy..... when we try to help them its like you are pushing a stone....*

Educational officer 2: \_\_\_\_ *“my brother.... you can see even the situation of our school, its now class hours teachers are in the emergency meeting discussing students who caught fighting one another ....we always solve cases of this kind several times.... If you observe by yourself you will realize that there is a problem as teachers –students’ relation is very low. This has been an obstacle to our school educational goals....*

Educational officer 3:\_\_\_\_ *we are proud of school.... we live as one family, we act like parent to students and teachers live like brothers and sisters. This has been facilitated by the parents who’s their support is so awesome ....*

Also, the same question was asked to students in group discussions;

Student 1 \_\_\_\_ *“our school plays an important role in ensuring that we always speak the same language as students and also with our teachers and the whole school administration..... by so doing we have been doing homework together and sharing our challenges together... the problem we have is some teachers do not enter in the classroom daily hence fail to perform well in some subjects....*

Student 2 \_\_\_\_ *our teachers do their best in ensuring that we interact with one another in a way we can share our abilities and talents in our subjects so as to flourish our academic performance.... Those who go against our school rule finds himself /herself in trouble.....*

Student 3: \_\_\_\_ *“...“In this school the number of students is big compared to the number of classrooms we have. There are few classrooms and the students are many, so they have to squeeze into the few rooms available... our parents said they are tired of contributing everyday while the government is not doing something than providing teachers..... it is very shame to speak this in our societies which is full of intellectuals .....*

Therefore, from the above responses it can be summarized that classroom and outside classroom interaction can contribute to student academic performance to a some extent. Teacher-student, teachers-teachers and student’s-student’s relationships are associated with positive academic and social outcomes for school students. Interviews from teachers also revealed due to overcrowding in classes, there is no quality interaction between the teachers and students in the classrooms.

Also there were a lot of conflicts among students. An interaction with some students revealed that it is easy to keep students in school the whole week feeding without going to classes and nothing happens but very hard to keep students around just a single day without feeding while attending classes. Hungry students were discovered to turn their hunger into anger and then aggressive behaviors, which affects their performance in exams and tests due to lack of academic concentration due to violation of school rules and regulation. These findings are in line with those of Nugent T.T (2009) who did a research on the impact of teacher-student interaction on student academic achievement aiming to determine the value and impact of student-teacher interactions in relation to student motivation and achievement, and found the importance of building positive relationships, which should in turn influence student achievement.

Results of the analysis however also demonstrated a low correlation in a negative direction, indicating lower levels of achievement among the students who considered themselves to be motivated. It can conclusively be explained that although teachers and students have the knowledge of the importance of social interaction on students' academic performance, due to overcrowded in many schools, there this particular element has no much impact on student's academic performance.

#### **4.5 Economic Influence in Academic Performance (Teaching and Learning Resources)**

The third objective was to collect information on the economic characteristics of secondary schools and their influence on academic performance. This characteristic was measured by availability of resources – books, library, infrastructure, technology,

laboratory and all that. The assumption that presence of teaching and learning resources plays a significant role on academic performance made the development of this objective. It was assumed that where there are enough and reliable teaching and learning resources the performance is good than where there is insufficient resources.

Questionnaire and interview were used to collect information from 60 teachers and 180 students. Through the questionnaire, respondents were asked to agree, Do not agree, I don't know on the question: Availability of teaching and learning resources contribute to students' academic performance?

#### 4.5.1 Teaching and Learning Resources

The study sought to examine the influence of teaching and learning resources in academic performance.

**Table 4.5. Students' and Teachers' Response on Influence of Teaching and Learning on Academic Performance**

Responses	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Agree	135	75	47	78.3
Disagree	37	20.6	10	16.7
Do not know	8	4.4	3	5
<b>Total</b>	<b>180</b>	<b>100.0</b>	<b>60</b>	<b>100.0</b>

Source: Field data

Table 4.5 demonstrates that 75% of students agreed whilst 20.6% disagreed and 4.4% did know nothing on the influence of teaching and learning resources on academic performance. Teachers response were that 78.3% agreed, whilst 16.7% showed their disagreement on the influence of teaching and learning resources towards the

academic performance, and 5% of teachers' respondents were not aware of the question as they knew nothing. Therefore, the above responses were conducted through questionnaires, interviews and focused group discussions. The question was: In what ways do school teaching and learning resources influence academic performance? The following were some of the responses:

Head of school 1: \_\_\_\_\_ *we are working hard to solve challenges of our school..... We have shortage of library, laboratories and the equipments, books and teaching materials. Parents need to be enlightened on the importance of education..... Sometimes when we try to report this pertaining to school its like we are their enemies..... how can their children pass in their exams as their parents wish?.....”*

Head of school 2: \_\_\_\_\_ *this is not a private school....private schools have most children from wealthy families and parents who are able and willing to pay for education of their children unlike the Community Schools which lack most required resources for teaching and learning and receive little parental support due to poverty and somehow low premium on education attached to by most parents “.*

Head of school 3: \_\_\_\_\_ *brother this is problem in our school. We are running our school by the grace of God.... ....It is not common to find children of leaders or middle class people in these schools, find out you might even not find children of teachers from these school,.... Even my son is in private*



*school.... they are aware of kind of poor education obtained due to teaching and learning resources”*

Head of school 4: \_\_\_\_\_ *I am not sure if we can make it if we continue politicizing education like this.... I was informed that the government will enroll form five students in my school for the first time ....we managed to build two classes last year and the government provides enough student though we don't have enough facilities like desk, we are proud of it even our citizens realized that we are working hard”*

According to the above responses, some teachers consider teaching and learning resources to have direct impact on student academic performance. Teachers described poor quality of education to be caused by lack of teaching and learning materials. In their responses, they argued that the unavailability of instructional materials and lack of creative skills to fabricate have led to poor teaching, which has greatly affected the quality of education in these secondary schools. As a result of that the community has created a notion that these schools are for poor parents only (example teacher 3) noted that wealthy parents send their children in good schools.

The educational officers responded to the question. The followings are some of their responses:

Educational officer 1: \_\_\_\_\_ *we perform our profession so hardly...has the school had no library, we have novels and few text books, so it is difficult to distribute them to students in class. I have to*

*give notes to students as the only source of information as they cannot get books to read in school”.*

Educational officer 2: \_\_\_\_\_ *the school needs more teaching materials to enable us to teach effectively. Right now there are few materials and in some subjects like physics, chemistry and biology there is none at all. How can a teacher teach effectively in this situation... we can make these students do the best but in this situation nothing can be achieved than miracles...”*

Educational officer 3: \_\_\_\_\_ *In this school there are no laboratory equipment for students to do experiments; instead we teach these science subjects by using theory as students can't see the results of the experiment ... the situation is bad...”*

Educational officer 4: \_\_\_\_\_ *the technology in this school is something that never heard to us ....can you imagine i used to go to town to type and print exams for my subject?..... since exams are confidential we could not do something like that for the betterment of our students and school we could have our own stationeries.....”*

Also the same question was asked to students in group discussions. The following are some of their responses;

Student 1: \_\_\_\_\_ *you can go in the office we have a big number of teachers... I can tell you sir they are all arts subject teachers... in physics and chemistry*

*the whole school is having only two teachers ... the challenges we have is lack of reliable books as per the syllabus....*

Student 2: \_\_\_\_\_ *my previous results i scored 'F' grade in Physics, Chemistry and Mathematics.... I could prefer if the government think that can not provide teachers of these government better they remove them in the syllabus... I am sure if you give us a home work and allow us to discuss openly questions related to these sciences no one will get even 10% of the total marks.....*

Student 3: \_\_\_\_\_ *We have good room for laboratory but there is nothing like neither apparatus nor chemicals for experiments. We learn theoretically only. The headmaster told us that our parents will buy everything very soon.... and days are going.. ”*

Student 4: \_\_\_\_\_ *sometimes you may think that studying is a punishment... we lack very important resources that a student need so as to fulfill his/her academic goals.... You can see by yourself the kind of materials are in the academic office. Teachers sometimes enter in the class to fulfill their time table....*

From these responses, one can conclude that teaching and learning resources and academic performance are inseparable things. These resources are like engine of the school as they control the outcome of the school academically. In the interview with teachers the researcher noticed a shortage of essential facilities like tables, chairs and cupboards for teachers. Teachers claimed to have used student tables and chairs as the school cannot manage to buy furniture for them. Teachers use classrooms for staff

preparations and staffrooms, using students' desks. These findings are in line with those of Obasuyi & Igbudu (2012) who did a study on perceptions of Nigerian secondary school students on the socio-economic and socio-cultural factors hindering Educational achievement. The study emphasized on economical empowerment to parents so that they can meet the economic needs of their children/wards, academically. They added that school fees should be free to all levels of secondary education; free learning materials given to students will help to reduce the direct and indirect costs of secondary education.

This chapter examined the cultural, social and economic characteristics of schools and their influence in students' academic performance. On the cultural characteristic, all the respondents admitted that school rules and regulations had direct impact on students' academic performance. Other variables mentioned were quality teachers and school feeding. On the social interaction in classroom and outside classroom he study found that positive teachers-teachers and student's-student's relationships were associated with positive academic performance in the sense that, happy teachers motivated their students to study hard. The study also found positive relationship between the quality of teaching and learning resources, students' motivation in learning and their academic performance.

## **CHAPTER FIVE**

### **5.0 SUMMARY, DISCUSSION, CONCLUSIONS AND RECCOMENDATIONS**

#### **5.1 Summary**

This study analyzed school based factors mediating form two performances in the national examinations in community secondary schools in Hai district. This chapter is basically a discussion of the major findings of the study, conclusion and recommendations for alleviating the situation and for further studies.

#### **5.2 Discussion of the Major Findings**

If academic performance measured by the examination results is a way through which students are identified as successful or not successful in life, it is high time that parents, schools, the government and the whole society become serious about ensuring that the youths are getting quality education in order raise their academic performance and pass their final examinations. However, if the parents, schools and the society at large do not ensure that all the children in all the levels of education are getting quality education, children in Tanzania will not develop capacity to be academically successful. Despite the continued and increased efforts by the government in ensuring that all the children access quality education, school environment, such as social, economic and culture issues continue to mediate and impede children from succeeding in their learning and performing well in their final examinations. Consequently, children in primary schools complete their education without necessary knowledge and skills to perform well in their future educational endeavor. As a result of which many enter secondary schools with barely competence in academic work. (Malmberg & Sumra, 2001). Given the current low academic

performance in community secondary schools, there is a need to transform, not only community secondary schools, where we see mass failure, but also primary schools where students come from. The government and all the community members need to be concerned with how to transform primary and secondary schools by ensuring that interaction is in such a way teachers help children perform well in their studies as interaction among students and teachers. To that end, we need to understand the variables that mediate students' academic performance in both primary and secondary schools by examining the cultural characteristics of schools and their influence in students' academic performance; analyze social characteristics of secondary schools and their influence in students' academic performance; and determine economic characteristics of secondary schools and their influence in students' academic performance. Thus, research on social, economic and cultural characteristics of schools and their influence in students' academic performance is needed to understand the key mediating factors for students' low academic performance in order to suggest ways for improvement.

When we come to know more about social, economic and cultural characteristics of schools and their influence in students' academic performance, we will be in a better position to efficiently and effectively deal with these factors in primary and secondary schools in Tanzania. The present study attempted to address this need by examining the cultural characteristics of schools and their influence in students' academic performance; analyse social characteristics of secondary schools and their influence in students' academic performance; and determine economic characteristics of secondary schools and their influence in students' academic performance. Students confirmed in an interview with the researcher there some rules and regulations lack

consistence in their implementation, they cited an example were they have a regulation that every Thursday, they are entitled to entertainment and their teachers don't take it serious as this cause frustration to them. The study also discovered through an interview with the students that there are some rules and regulations in schools which are not fair such as having all the school fees paid before students report to school at the beginning of school terms. They declared that many of their friends were end up missing beginning of term exams since their parents could not afford paying all the school dues before them report to school. These ends up causing violence among students hence school administration change their various policies to deal with them. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

As Hofamn e tal (2002) reported, school governance, culture, with monitoring policy for measuring pupil achievement produce students who performed well in their final examinations. Likewise, in the current study the respondents admitted that school rules and regulations had direct impact on students' academic performance. Other variables include quality teachers, school feeding and the like. This implies that better school rules and regulations can contribute positively to students' academic performance. If teachers institute proper school rules and regulations, and stand by them, students will abide to them and study hard to raise their academic performance and pass their final examinations. The study also found that social interaction in classroom and outside classroom can contribute to student academic performance. In this study, teachers-teachers and student's-student's relationships were associated with positive academic and social outcomes for school students. As Nugent (2009) reports, teacher-student interaction has positive effect on student academic

achievement. Nugent points that quality student-teacher interactions motivate students and encourage them to work hard and in turn influence student achievement. This implies that, school rules and regulations alone cannot motivate students, if there is no positive relationship between the teachers and the students. However, teachers can initiate this relationship, so that they are able to know their students as individuals so that they are in a better position to understand them more, even in overcrowded classrooms, their challenges and find ways to help them, including academic challenges. The study results also bring into attention the importance of teaching and learning resources in raising students' motivation in learning and their academic performance. Although teaching and learning resources have not been theorized as emanating from the economic level of school, a possibility of poor schools to teach without teaching and learning resources is high.

## **5.2 Conclusion**

This study analyzed school based factors mediating form two performances in the national examinations in community secondary schools in Hai district. In light of the findings, the following are the concluding remarks. Where the school management and top authority is strong; there is a possibility of smooth provision of quality education. When the system is weak, provision of quality education is likely to be inadequate. It requires accountability of all stakeholders, focusing on achieving stated goals or objectives. The government of Tanzania is trying on improving the quality of education despite of the challenges facing the education system. Student performance in community secondary school has been a long discussion since the government erased Form Two National Examination. The erasure of the Form Two national examinations killed competitive morale amongst teachers and students alike as there



was not any immediate yardstick that could measure student's academic progress. The restoration of the Form Two national examinations in 2012 was indication that the decision to obliterate these examinations was politically and wrongly formulated.

Cultural characteristic, social interaction among teachers and students, and availability teaching and learning materials are to a great extent push factors towards the students academic performance but there are other factors to be noted.

### **5.3 Recommendations**

Based on the major findings of the study the following recommendations are made for action to improve the form two national examination performances. The MoEVT through school inspectorate and education quality assurers should ensure that secondary schools have proper rules and regulation that students can follow; likewise, all the schools should have competent teachers and adequate teaching and learning resources to ensure all the students access quality education to perform to the best of their abilities. The heads of secondary schools should see to it that there is quality curriculum supervision to ensure that all the teachers are taking their duties seriously including quality teaching using appropriate teaching and learning resources and motivating their students to learn.

### **5.4 Recommendations for Further Studies**

A comprehensive study should be done on the school based factors accounting for form two performances in the national examinations in community secondary schools.

More detailed research should be done on the other districts from other regions in Tanzania. The findings of such studies could help to get an overall situation of form two national examinations in community secondary schools.

## REFERENCES

- Adesehinwa, O. A. (2013). *Effects of family type (monogamy or polygamy) on students' academic achievement in Nigeria* Journal of Psychology and counseling.
- Afe, J. O. (2001). Reflections on Becoming a Teacher and the Challenges of Teacher Education. Inaugural Lecture Series 64. Benin City: University of Benin, Nigeria.
- American Federation of Teachers (2000). Indicators of low Performing schools, Retrieved from [www.aft.org/pdfs/teachers/indicatorslps0704.pdf](http://www.aft.org/pdfs/teachers/indicatorslps0704.pdf).
- America heritage dictionary of the English language 2000
- Brookover, W., Beady, C., Flood, P., Schweitzer, J., & Wisenbaker, J. (1979). *School Social Systems and Student Achievement: Schools Can Make a Difference*. New York: Praeger.
- Cuttance, P. (1982). Reflections on the Rutter ethos: the professional researchers' response to "Fifteen Thousand Hours: Secondary schools and their effects on children". *Urban Education*, 16 (4).
- Drost E. A. (2006). *Validity and Reliability in Social Science Research*, Education Research and Perspectives, Vol.38, No.1 Department of Management, College of Business and Economics, California State University, Los Angeles.
- Education in Tanzania <http://ed.wikipedia.org/wiki/Education-in-Tanzania> 23/8/2015.
- Elton, Mayo [http://www.newworldencyclopedia.org/entry/Elton\\_Mayo](http://www.newworldencyclopedia.org/entry/Elton_Mayo). 23/8/2015.

- Fox, D.J (1969) *The research process in Education*, Holt, New York
- Hoyle, E. (1986). *Policies of School Management*, Suffolk. The press ltd.
- Leedy, P. D. (1989) *Practical Research: Planning and design*. 4<sup>th</sup> ed. Macmillan, New York.
- Levine, D. U., & Lezotte, L. W. (1990). *Unusually effective schools: A review and analysis of research and practice*. Madison, WI: The National Center for Effective Schools Research and Development.
- Joshua P. L. (2011). (joshualevens.com).
- Lantolf, J. P. (2000). Introducing sociocultural theory. *In: Lantolf, J. P., ed. Socio cultural theory and second language learning*. Oxford University Press
- Longman (2007) *Dictionary of contemporary English*, Oxford.
- Kisoza J. L. (2011). *The basic elements of a Research*, Directorate of Research Publications Postgraduate Studies and consultancy, The Open University of Tanzania.
- Komba, C. K, Hiza, E. L., Jonathan, W. E. Y (2013). MUCCoBS Working Paper Series, *Factors Influencing Academic Performance of Ward Secondary Schools: A Case of Selected Schools in Moshi Municipality and Moshi District*.
- Kothari, C. R. (2005). *Research Methodology: Methods and Techniques*. 2<sup>nd</sup> rev. ed. New Age International Publishers Ltd, New Delhi.
- Lezotte, L. W. (2010). *What effective schools do: Re-envisioning the correlates*. Indianapolis, IN: Solution Tree.

- Mbilinyi, M. (1990). *Education in Tanzania with a gender perspective*: Dar-es-salaam. Dar-es-Salaam Press.
- MOEVT (2012). *Report and Analysis of the Result, Certificate of Secondary Education (CSEE)*.
- Mortimore, P., Sammons, P., Stoll, L., Lewis, D. & Ecob, R. (1988). *The Effects of school membership on pupils' educational outcomes*, Research papers in Education.
- Mfanga, M. (1999). Reduce school fees to affordable levels, Mwinyi advises, Sunday Observer, 219, 3 from Student <http://schoolmatch.com/articlespoverty.htm> July 28, 2002.
- Msaghaa, R. (2008). *Research Methodology: Prompt printer*, Arusha; Tanzania.
- NECTA, Mission and Vission [www.necta.go.tz](http://www.necta.go.tz) 15/8/2015
- Purkey, S. C. & Smith, M. S. (1983). Effective Schools: A review, Elementary school Journal, 83,(4).
- Rogoff, B., (1990). *Apprenticeship in thinking, cognitive development in social context*. USA: Oxford University Press.
- Rutter, M., Maughan, B., Mortimore, P. & Ouston, J. (1979) *Fifteen Thousand Hours: Secondary Schools and their Effects on Children*. London: Open Books.
- Sentamu, N. P.(2003). School's influence of learning: A case of upper primary schools in Kampala & Wakiso Districts. Uganda Education Journal, 4.

Sterr, B. (2012). The Guardian, Form Two make a return (January 16<sup>th</sup>).

<http://www.ippmedia.com/frontend/index.php?l=37381>

The citizen, *Special report: Ward Secondary School: a lost generation in science education*, Erick Kabendera, Sunday, 25 September 2011

Ubogu, R. E, (2004). *The Causes of Absenteeism and Dropout among Secondary School Students in Delta Central Senatorial District of Delta State*.

Unpublished Ph.D Thesis, Delta State University, Nigeria: Abraka.

William, D. (2002) *Poverty not Race holds back urban students*

[schoolmatch.com/articlespoverty.htm](http://schoolmatch.com/articlespoverty.htm)

What is performance <http://www.businessdictionary.com> 16/8.2015.

**APPENDICES****Appendix 1****QUESTIONNAIRE ADMINISTERED TO SECONDARY SCHOOLS STUDENTS****Self Introduction**

Dear Student,

My name is \_\_\_\_\_, a student at the Open University of Tanzania, pursuing Master of Education Administration, Planning and Policy Studies (MED. APPS), also a teacher at Weruweru secondary school. This questionnaire intends to collect information on “*School based factors accounting for Form Two performance in the National Examinations in community secondary schools*” as part of partial fulfillment of Masters Degree.

Please answer all questions by putting a tick ( ) in the brackets of the correct answer. You are also free to fill in the blanks if you have any addition. The information that you will give in questionnaire will remain confidential and will only be used for the purpose of this study.

1. Name of school \_\_\_\_\_

2. Sex

a) Female ( )

b) Male ( )

3. Which of the following categories best describe your age?

a) 12-16 years ( )

b) 16-21 years ( )

c) Other specify ( )

4. Which form are you?

a) Three ( )

b) Four ( )

5. School rules and regulations influence academic performance.

1. Totally agree ( )

2. Agree. ( )

3. Do not agree ( )

4. Do not totally agree ( )

5. I don't know ( )

6. Classroom and outside classroom interaction contribute to students' academic performance?

1. Totally agree ( )

2. Agree. ( )

3. Do not agree ( )

4. Do not totally agree ( )

5. I don't know ( )

7. Availability of teaching and learning resources contribute to students' academic performance?

1. Totally agree ( )

2. Agree. ( )

3. Do not agree ( )

4. Do not totally agree ( )

5. I don't know ( )

5. How are your examinations results?

1. Very Good ( )
2. Good ( )
3. Average ( )
4. Poor ( )
5. Very Poor ( )

7. How is availability of teaching and learning materials such as books, laboratory apparatuses etc here at the school?

1. Very Good ( )
2. Good ( )
3. Average ( )

8. Do you acquire information concerning schools rules and regulation?

1. Yes ( )
2. No ( )

9. How is teacher's attendance to school?

1. Very Good ( )
2. Good ( )
3. Average ( )
4. Poor ( )
5. Very Poor ( )

10. Are you satisfied with your teachers in the classroom?

1. Yes ( )
2. No ( )



11.1.How is the relationship with you fellow students?

- 1. Very good 2.Good 3.Fair 4.Bad

12. Do you get practical training and field studies here and out of the school?

- 1. Yes ( )
- 2. No ( )

12.1 If you don't get practical training and field studies, Why? Please explain

---

---

---

13. Do you have any opinion concerning the academic performance in Form Two Examinations

---

---

---

***Thank you for your time and bearing with me. Enjoy your studies!***

## Appendix II

### QUESTIONNAIRE ADMINISTERED TO SECONDARY SCHOOLS TEACHERS

#### Self Introduction

Dear Teacher,

My name is \_\_\_\_\_, a student at the Open University of Tanzania, pursuing Master of Education Administration, Planning and Policy Studies (MED. APPS), also a teacher at Weruweru secondary school. This questionnaire intends to collect information on “*School based factors accounting for Form Two performance in the National Examinations in community secondary schools*” as part of partial fulfillment of Masters Degree.

Please answer all questions by putting a tick ( ) in the brackets of the correct answer.

You are also free to fill in the blanks if you have any addition. The information that you will give in questionnaire will remain confidential and will only be used for the purpose of this study.

1. Name of school \_\_\_\_\_

2. Sex

1. Female ( )

2. Male ( )

3. Which of the following categories best describe your age?

a) 12-16 years ( )

b) 16-21 years ( )

c) Other specify ( )

4. School rules and regulations influence academic performance.

1. Totally agree ( )
2. Agree. ( )
3. Do not agree ( )
4. Do not totally agree ( )
5. I don't know ( )

5. Classroom and outside classroom interaction contribute to students' academic performance?

1. Totally agree ( )
2. Agree. ( )
3. Do not agree ( )
4. Do not totally agree ( )
5. I don't know ( )

6. Availability of teaching and learning resources contribute to students' academic performance?

1. Totally agree ( )
2. Agree. ( )
3. Do not agree ( )
4. Do not totally agree ( )
5. I don't know ( )

7. How is availability of teaching and learning materials such as books, laboratory apparatuses etc here at the school?

1. Very Good ( )
2. Good ( )
3. Average ( )

8. How is your teaching load (periods) per week?

1. Ten ( ) 2. Twenty ( ) 3. Thirty ( ) 4. Forty ( ) 5. More than forty ( )

9. Do students get practical training and field studies here and out of the school?

1. Yes ( )  
2. No ( )

9.1 If they don't get practical training and field studies, Why? Please explain

---

---

10. Do you have any opinion to improve form two academic performance in National Examinations?

---

---

---

***Thank you for your time and for bearing with me. All the best!***

**APPENDIX III**  
**INTERVIEW SCHEDULE FOR DISTRICT SECONDARY EDUCATION**  
**OFFICER**  
**AND HEAD OF SCHOOLS.**

Semi-structured interview for DSEO and HOs, was guided by these thematic questions drawn from specific objectives of the study.

1. There has been poor performance of form two students in National examinations in community secondary Schools in recent years. Have you noticed the problem? What do you think is the main problem?
2. School rules and regulations influence academic performance. What is your comment?
3. Classroom and outside classroom interaction contribute to students' academic performance?
4. Availability of teaching and learning resources contribute to students' academic performance?
5. Does the government allocate teachers as per the need?
6. Does the rules and regulation set for schools observed? Do they contribute to academic performance?
7. What is your opinion to improve academic performance in Form Two National Examinations?

*Thank you for your time and for bearing with me. All the best!*

**AGGREY C. NDAKOMBE**

**P.O.BOX 575,  
MOSHI**

**Tel.0764305570/0713950001**

**June 18, 2015.**

**DISTRICT EXECUTIVE DIRECTOR  
HAI DISTRICT,  
P.O.BOX 27,  
HAI.**

**RE: REQUEST TO CONDUCT A RESEARCH IN YOU DISTRICT**

Refer to the heading mentioned above.

I'm a student at Open University of Tanzania pursuing Masters in Education Administration Planning and Policy Studies, (MED APPS).

I'm requesting you to grant me permission to conduct a research in your district. The study topic is "**SCHOOL BASED FACTORS ACCOUNTING FOR FORM II PERFORMANCE IN THE NATIONAL EXAMINATIONS IN COMMUNITY SECONDARY SCHOOLS**". A case study of Hai District. The study will explore the academic performance in ward secondary schools.

The study will involve District Secondary Education Officer, Head of Schools, teachers and form three and four students.

The participation of informant in this study will be on free will and informed consent. The researcher will strive to ensure that subject's anonymity is observed and that sensitive information will remain confidential.

Yours faithfully.

.....  
Aggrey C.Ndakombe.

Attachments: copy of introduction letter.

## HALMASHAURI YA WILAYA YA HAI

MKOA WA KILIMANJARO  
Tel : 27-2756441  
Fax : 27- 2756102



OFISI YA MKURUGENZI MTENDAJI(W)  
S.L.P 27,  
HAI.

Kumb. Na. LG/S.20/4/97

24/06/2015

Wakuu wa Shule,  
Shule za Sekondari Hai Day , Mailisita, Tumona, Boma, Harambee na Uduru..

**YAH: KUMTAMBULISHA KWENU NDUGU AGGREY C.NDAKOMBE KWA AJILI  
YA KUFANYA UTAFITI KATIKA SHULE ZENU.**

Mada tajwa hapo juu ya husika.

Ndugu Aggrey C. Ndakombe kutoka Chuo Kikuu Huria cha Tanzania amepewa kibali kufanya utafiti kuhusu sababu za kishule zinazoathiri matokeo ya kidato cha pili katika mitihani ya Taifa kwa shule za wananchi katika Halmashauri ya wilaya ya Hai.

Tafadhali mpatie ushirikiano ili aweze kufanikisha utafiti wake.

Nawatakia ushirikiano mwema.

Yose C. E. Lung'wecha  
Kny. MKURUGENZI MTENDAJI (W)  
HAI

Kny. MKURUGENZI MTENDAJI (W)  
HAI