

**PARENTS' REASONS FOR SENDING THEIR CHILDREN TO THE  
LOWEST PERFORMING PRIVATE SECONDARY SCHOOLS IN DAR ES  
SALAAM REGION AND THEIR EXPECTATIONS**

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**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled “Parents Reasons for Sending Their Children to Lowest Performing Private Secondary Schools in Dar es Salaam Region and Their Expectations” in fulfillment of the requirements for the degree of master of Education in Administration, Planning and Policy studies of the Open University of Tanzania.

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Date

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.....

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.....

Date

## **DEDICATION**

This work is dedicated to my family that is my be loving husband Hemed Ismail Mwanga and our children Ismail, Najmah, Muznah, and Abubakar for their moral support, encouragement and prayers which have been instrumental to the success of my study.

Also, I dedicate it to my parents for their dedication and their unlimited support throughout my schooling.

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**ABSTRACT**

The objective of this study was to determine the reasons for the parents sending their children to lowest performing private secondary schools; and to determine parents expectations on children academic performance in lowest performing private secondary schools in Dar es Salaam region. It employed both quantitative and qualitative approaches. This is descriptive study that utilized structural interviews and questionnaire for data collection. The population was composed of parents with children in the lowest performing private secondary schools in Dar es Salaam Region obtained through purposive and snowball sampling techniques. Data were analyzed qualitatively and presented descriptively. Key findings revealed that parents had several reasons for sending their children to lowest performing private schools and were influenced by the following variables such as; good infrastructure of the school, availability of teaching and learning materials, access to school and child behaviors' were among the reasons for them to send their children to the respective schools. Also the findings revealed that 10 (ten) parents had low expectations towards their children academic performance. 7 (seven) of parents had high expectations.

## 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>ACKNOWLEDGEMENTS.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiv</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background To The Problem .....	1
1.2 Statement of the Problem .....	4
1.3 Objectives of the Study .....	5
1.4 Research Questions .....	5
1.5 Significance of the Study .....	6
1.6 Definition of Main Variables .....	6
1.7 Scope and Limitations of the Study .....	7
1.8 Conceptual Framework .....	7
<b>CHAPTER TWO .....</b>	<b>10</b>
<b>LITERATURE REVIEW.....</b>	<b>10</b>
2.1 Introduction .....	10
2.2 Overview of Parents’ Reasons for Sending their Children to Private Secondary Schools .....	10



2.3	Overview of Parents' Expectations .....	12
2.4	Conclusion.....	14
	<b>CHAPTER THREE .....</b>	<b>15</b>
	<b>RESEARCH METHODOLOGY .....</b>	<b>15</b>
3.1	Introduction .....	15
3.2	Research Approach .....	15
3.3	Research Design .....	16
3.4	Targeted Population .....	17
3.5	Sampling Techniques .....	17
3.6	Data Collection Instruments.....	21
3.6.1	Secondary Data .....	21
3.6.1.1	Documentary .....	21
3.6.2	Primary Data .....	22
3.6.2.1	Questionnaire .....	22
3.6.2.2	Interview.....	23
3.7	Data Analysis Plan .....	24
3.8	Research Ethical Considerations .....	25
3.9	Validity and Reliability Of Research Instruments .....	25
	<b>CHAPTER FOUR.....</b>	<b>27</b>
	<b>RESULTS .....</b>	<b>27</b>
4.1	Introduction .....	27
4.2	Profile of the Respondents .....	28
4.3	Age of Respondents .....	28
4.4	What are your Reasons to Send your Child in this School?.....	31

4.4.1	Academic Performance of the School as a Reason to Send Children to this School.....	31
4.4.2	Access to School .....	34
4.3	Parents' Expectations .....	36
4.3.1	What are your Expectations on Child Academic Performance? .....	36
	<b>CHAPTER FIVE.....</b>	<b>39</b>
	<b>DISCUSSIONS OF THE FINDINGS .....</b>	<b>39</b>
5.1	Introduction .....	39
5.2	Profile of the Respondents .....	39
5.3	Reasons for the Parents Sending their Children to Lowest Performing Private Secondary Schools.....	40
5.3.1	Previous Academic Performance of the School.....	40
5.3.2	Good Infrastructure of the Schools .....	41
5.3.3	Availability of Teaching and Learning Materials .....	41
5.3.4	Former Student .....	42
5.3.5	Access to School .....	42
5.3.6	Shareholder of the School .....	43
5.3.7	Costs .....	44
5.3.8	Children's Behavior/Characteristics .....	44
5.4	Parents Expectations on Children Academic Performance.....	46
5.4.1	Possibility of Child Passing Final Examination.....	46
5.5	Summary of the Main Research Findings .....	47
5.6	Conclusions .....	47
5.7	Recommendations .....	47

5.8	Recommendations for Further Research .....	48
	<b>REFERENCES</b> .....	<b>49</b>
	<b>APPENDICES</b> .....	<b>53</b>



Table 4.12: Costs.....	35
Table 4.13: Child Behavior/Characteristics .....	36
Table 4.14: Possibility of a Child Passing the Final Examination.....	37
Table 4.15: Summary of Findings.....	37

**LIST OF APPENDICES**

Appendix I: Questionnaires for Parents ..... 53  
Appendix II: Interview (Structured Interview for Parents)..... 57  
Appendix III: Research Clearance Letter..... 58

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Problem**

In Tanzania education is provided by both the public sector and the private sector. Both sectors operate under the regulations of the Ministry of Education and Vocational Training. Some of these aspects include the final examination at every level in the education system. The public sector includes government and community schools, both receive government funding for recurrent costs (some of which are defrayed through the collection of school fees and boarding fees).

The private education sector in Tanzania comprises of a great diversity of schools whose unifying feature is that all depend almost exclusively on school fees and private contribution to defray both recurrent and capital costs. History of Tanzanian education shows that to a large degree private schools have contributed to the common good of Tanzania society. Tanzanian economy cannot provide secondary school education to all of its qualified children/people. Without private schools there would be a heavy financial burden on tax payers to provide ample schools for all students (Davis 1999). Currently there are 3607 public secondary schools in Tanzania and 1192 private secondary schools.(Ministry of education and Vocational Training 2015).

There are different conditions of enrolling for government secondary schools and private secondary schools. For public secondary schools one of the conditions to join Form One is completion of Standard Seven and at least getting high marks (pass) in

Primary School Leaving Examination (PSLE). Then selection is done with those with high marks selected to advance to government secondary schools in relation to the number of space available in these schools in that year. It is the policy of the government that all those selected should join their respective schools.

However, some parents decline the chance and instead register their children with private secondary schools. The academic performance of public secondary school varies very much i.e. some schools perform very well, some in the middle while others perform very poorly. Regulations for joining Form One in private secondary schools vary although most demand the completion of Primary School education.

Since individual student performance in the Standard Seven National Examination is not in a public domain none of the private secondary schools in Tanzania base their selection on student's primary school academic performance. Some of the schools use self-made tests and/or interviews as a mechanism of selecting students to join Form One.

The quality of the tests varies. Some schools have high quality tests that are intentionally geared towards identifying students with high mental ability and academic performance, thus selecting only the best students among those who attempted the test. The other condition that applies in most of these schools is the parents' ability for payment required by school owners. Some schools owned by religious organization accept only students of their respective faiths while others accept students from other faiths. Some private schools are established for making profit while the vast majority of them are not – profit institutions (Davis 1999).



So, we can say that for most private secondary schools in Tanzania the main conditions for a student to be accepted are his/her academic ability and parents' economic power. Currently in Tanzania there are 1192 private secondary schools. Academic performance of these schools and that of public schools is measured by The National Examination Council Ordinary/Advanced Level. Normally "O" Level examinations are attempted after four years of secondary school education and "A" Level examinations two years after "O" Level education.

Also, based on these results the Council ranks all schools in Tanzania from the highest academically performing secondary schools to the lowest performing secondary schools. The individual student's examination results and the general results of each school are in public domain i.e. any person have access to these results. In recent years the results have indicated that some private schools have been characterized as being very good schools; others as being in the middle; and some as very poor schools. As expected most people strive to send their children to the highest performing schools based on the assumption that their children's future performances will also be very good. In the same token poor performance of students is expected from the very poorly performing schools.

As indicated above parents have chance of selecting private secondary school that is appropriate to their children. Rational choice theory which is also known as choice theory or rational action theory is a frame work for understanding and often formally, modeling, social and economic behavior. Rational choice theory informs most school choice plans. This theory suggests that parents are Utility maximizer who make decisions from clear value preferences based on calculations of the costs, benefits

and probabilities of success of various options, that they are able to demand action effectively from local schools and teachers, and that they can be relied upon to pursue the best interests of their children (Fuller, 1996.,&Hatcher, 1998) The reasons for parents selecting a particular private school for their respective children are numerous.

However one can conclude that most parents want their children to perform well at the end of respective level i.e. “O” Level or “A” Level. This being the case and the fact that secondary school overall examination performance is public knowledge one is perplexed on why parents send their children to very poorly performing private secondary schools.

According to the Basic statistics in Education (2014) Dar es Salaam is one of two regions (the other being Kilimanjaro) where most of the non-state schools are concentrated. This is one of the reasons why researcher chooses Dar es Salaam to be the area of the study.

## **1.2 Statement of the Problem**

In Tanzania education is provided by both the public sector and the private sector. The public sector includes government and community school both of which receive government funding for recurrent cost. Private secondary schools are owned by individual people or institutions. They have different sources of getting funds but the main one for most of these schools is school fees paid by parents. Private secondary school entry depends on the child completing primary school education; passing the school interview/test were applicable; and the parent economic power. However

another main characteristic of private secondary schools is the element of parents having a chance of choosing and deciding to enroll their children to a particular school.

The academic performance of all secondary schools in Tanzania is a public knowledge and it is expected to be one of the major reasons for parents selecting a specific private school for their children. According to National Examinations results there are some private secondary schools that have a long history of very poor performance and yet with this knowledge some schools enroll many students each year. Thus this study aimed at determining the reasons for parents sending their children to lowest performing private secondary schools in Dar es Salaam and the parents' expectations on the academic performance in the National Examination.

### **1.3 Objectives of the Study**

The specific objectives of this study were to:

- (i) Determine the reasons for the parents sending their children to lowest performing private secondary schools in Dar es Salaam Region.
- (ii) Determine parents' expectations on children's academic performance in the lowest Performing private secondary schools in Dar es Salaam Region.

### **1.4 Research Questions**

This study specifically addressed the following research questions:

- (i) What are the reasons of parents to enroll their children to lowest performing private secondary schools Dar es Salaam Region?

- (ii) What are the expectations of parents on children's academic performance in lowest performing private secondary schools Dar es Salaam Region?

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

The findings of this study are expected to find out reasons and expectation of parents sending their children to the lowest performing private secondary schools in which it fill the gap found from literature reviewed whereby many of these studies tried to explain the private secondary school in terms of their performance, way of enrollment and school fees. Also the finding from this study will help researchers in future to identify viable areas for further studies on the issue.

### **1.6 Definition of Main Variables**

This study has adapted the following operational definitions of the main variables:

**Private schools** are secondary schools in Dar es Salaam that are not administered by local state or national government thus they retain the right to select their students and are funded in whole or in partial by charging their student tuition rather than relying on mandatory taxation through public (government) funding.

**School Academic performance** is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals and it is measured by examination or continues assessment (Annie,.Horward,.Stoker,& Mildred. 1996). In this study is the overall performance based on the certificate of secondary examination education result.

**Lowest performing private secondary school** are those with poor performance in their certificate of secondary examination education (CSEE). In this study they refer

to secondary schools in Dar es Salaam Region that rank low compared to other schools and that most of students in the previous year who got Division Zero and/or Division Four.

**Parent:** father or mother, one who begets or one who gives birth to or nurtures and raises a child. In this study parents have being characterized as guardian, single, or married couples.

**Parent's expectation** has been defined as realistic beliefs or judgments that parents have about their children in future achievement as reflected in course grades, highest level of schooling attained or college attendance (Alexander, 1994). For the purpose of this study parents' expectation refers to the level of academic performance they believe their children will achieve on the (CSEE).

### **1.7 Scope and Limitations of the Study**

The study was confined in private secondary schools that have being performing poorly in their certificate of secondary examination education in Dar es Salaam region namely secondary schools from Ilala, Temeke, and Kinondoni districts. The study also used snowball sampling techniques to identify seventeen parents from three districts in Dar es Salaam. Thus the results cannot be generalized to all parents in Dar es Salaam or Tanzania who send their children to poorly performing private secondary schools.

### **1.8 Conceptual Framework**

A conceptual framework is described as a set of broad ideas and principles taken from relevant fields of inquiries and used to structure a subsequent presentation

(Reichel, & Ramey, 1987). The conceptual framework provides clear links from the literature to the research goal and questions. Moreover conceptual framework that guided this study was grounded on the realization of the fact that parents have chance of selecting private secondary schools that is appropriate to their children. The conceptual framework used in this study is derived from the literature review and personal experience of the researcher in regard to Tanzania.

This study therefore demanded to know the reasons and expectations for parents sending their children to lowest performing private secondary schools. The variables involved in the study were conceptualized using the model delineated in the Figure 1.1.

<b>Reasons to send children to lowest performing private secondary schools</b>	<b>Expectation on children academic performance</b>
<ul style="list-style-type: none"> <li>• Class size</li> <li>• Social economic status</li> <li>• School infrastructure</li> <li>• Academic performance</li> <li>• Available teaching and learning materials</li> <li>• Costs</li> <li>• Former students experiences</li> <li>• Access to schools</li> <li>• School discipline</li> <li>• Child's behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Possibility of child passing final examination</li> </ul>

**Figure 1.1: Conceptual Framework n Parents Reasons and Expectation for Sending their Children in Lowest Performing Secondary Schools**

In the context of this study class size related variables refer to a number of students in a given classroom specifically being the number of students being taught by individual teacher in the classroom. Social economic status is an economic and sociological combined total measure of a person's work experience and of an individuals or family economic and social position in relation to others, based on income, education, and occupation. School infrastructure here we are concerned with well-planned school building, classroom, library, laboratories, administrative blocks, staff rooms and school playground. Academic performance refers to the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. In this study it means how the school is performing in their certificate of secondary education examination. Child behavior is how the child behaves towards other people.

In this study it means the behavior of child is not good and therefore parents select the school where they believe their child behavior may be changed. Costs in this study would mean school fees and other contributions that parents incurred in that school. Furthermore school discipline in this study would refer to the system of rules, punishment and behavioral strategies appropriate to the regulation to the children and maintenance of order in school. Its aim is to ensure the safety of staff and students and create an environment conducive to learning. Access to school means how easy the child can get to the school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter review studies that have been conducted on parents' rationale for selecting private secondary schools, the parents' expectation on both school performance and on their children performance.

#### **2.2 Overview of Parents' Reasons for Sending their Children to Private Secondary Schools**

There are conditions and reasons that lead parents to enroll their children in private secondary schools in Tanzania. As mentioned in the research problem in some parents enroll their children in these schools as a result of not being selected to join public schools. However, some parents send their children to private secondary schools even if they had been selected to join public secondary schools based on their status. Buttin & Kirby, 1998) observed that as family income and parent's level of education rise, so does the inclination to choose a private school. So, in case of Tanzania some parents may opt to send their children to private schools because of their social economical status.

Social economic status and parents' level of education also enable them even if their children selected to join government schools they take them to private schools to maintain their status in their society. Factors which lead parents and students themselves to opt for private secondary schools is the distance of the students home and the school that student has been selected to join. Hence parents decide to send



them to nearby private secondary schools (Ava& Davis, 2011). Another factor which leads parents to opt for private secondary schools is discipline of the schools.

According to (Figlio & Stone, 1997) parents choose a private school education because of more disciplined environment, a religious education or higher opportunity to participate in extracurricular activities. The size of the class also has an impact on parents. Parents prefer a smaller class thus being inclined to choose private schools. Educators acknowledge that smaller classes foster close working relationship between teachers and students thereby enhancing learning (Goldring& Rowley, 1999).

Most families want the best quality education available for their children and in the case of private schools that comes with the price. As family income and parent level of education rise so does the inclination to choose a private schools (Buttin& Kirby, 1998). Research by (Goldring & Rowley, 2006) surmised that most parents believe they should have the right to choose where their children will attend school. Parents make choices of several schools (Figlio & Stone, 1997). After seeing the schools parents should make list of schools that they like and the reasons for this (Nicole, . 2008). Normally there are no enough spaces to accommodate all those who pass the examination.

In Tanzania parents and students have final say and great chance to choose private secondary school they like, once they fulfill the entry conditions (Goldring & Rowley 2006). Normally parents have all information about academics of private secondary school they need to send their children's why the researcher needs to

know the reasons for parents to send their children to lowest performing private secondary schools (Nicole, 2008). Recent research however indicates that the context of parental decision making is far more complex than the result of individual rationale calculations of the economic return of their investment in particular education option (Hatcher, 1998). Parental choice is part of a social process influenced by salient properties of social class and networks of social relationships (Coleman & Coeman, 1988); explained that when an individual is faced with important decision a rationale actor will engage in a search for information before deciding. However parents appear to employ a mixture of rationalities, involving an elements of the fortuitous and haphazard (Ball, 2003).

To make decisions regarding their children's education, parents will rely on their personal values and subjective desired goals of education as well as others within their social and professional networks to collect information, parents whose network does not provide access to relevant and valuable information regarding option of school choice are limited in their capacity to make informed choices (Goldring & Rowley, 2006).

### **2.3 Overview of Parents' Expectations**

Although "parental expectations" has been defined in various ways in the literature, most researcher characterize parental expectations as realistic beliefs or judgment that parents have about their children in future achievement as reflected in course grades, highest level of schooling attained or college attendance (Alexander, 1994). Parents' expectations are based on an assessment of the child's academic capabilities as well as the available resources for supporting a given level of achievement. Most

researchers operationalize parental expectations' by asking parents "how far" they think their child will go in school or by asking them to forecast what grade a child will receive that year. (Redd, & Matthews, 2004) Presents expectations can be contrasted with parental aspirations which typically refer to desires, wishes or goals that parents have formed regarding their children's future attainment rather than what they realistically expect their children to achieve.

Expectations parents have for their children's school attainment influence their children's expectation and achievement and early expectations tend to persist throughout the child's school year (Moore & Kinukawa, 2009). Research has shown that parental expectations for children's academic achievement predict educational outcomes more than do other measures of parental involvement such as attending school events. Parent's expectation influence child outcomes through multiple pathways, parental expectation are more likely to affect their children when parent-child relationships are characterized by closeness and warmth. (Moore & Kinukawa, 2009) exploring the links between family strength and adolescent outcomes.

In addition families with high education aspirations for their children provide more out of school learning opportunities for them. Overall prior research has indicated that the great majority of parents expect their children to graduate from high school and at least some post secondary education (Redd, Scott & Matthew 2004). Moreover parent's expectations for their child's future are related to their perception of his or her current performance in school. (Omari, 2011) found that expectation of students abilities to succeed were vital to their education.

Classic studies in the psychology literature have found that merely stating an expectation results in enhanced performance that higher expectation resulting in higher performance and that person with high expectation perform at a higher level than those with low expectation, even though their measured abilities are equal (Janet & Dary, 1989).

Various studies have resulted in a range of conclusions about the rule of expectation on student achievement (Omari, 2011). One primary trend seen across decade of research is that students are more likely to meet expectation than not, regardless of whether these expectations are good, bad, correct or misguided (Fink, & Dary, 1989).

#### **2.4 Conclusion**

Based on the above literature one can conclude that there are various factors that have influence on parents' decisions for enrolling their children in private secondary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Research Methodology is a way to systematically address the research problem. It indicates the practical ways in which various steps will be adopted and whole research project will be organized in studying the research problem (Oliver, 2004,). This chapter therefore provides the methodology that will be used in undertaking the study. It includes the research approach, research design, population, sampling techniques, instruments of collecting data and how to analyses the data.

#### **3.2 Research Approach**

This study employed both quantitative and qualitative research approaches. (Mason, 1998) defines qualitative research approach as a multi – Method in focus involving an interpretive and naturalistic approach to its subject matter. It implies an emphasis on the qualities of entities processes and meaning that cannot be experimentally examined or measured in terms of quantity amount intensity or frequency.

Cohen, Manion& Morrison, 2000, argue that qualitative research approach is reported in terms of verbal description rather than numerical form. Moreover according to (Omar, 2011) qualitative research the natural setting is the direct and primary source of data and the researcher is the key instrument and spends a lot of time eye-balling, probing, observing and recording the phenomenon being investigated and they seek deep and vivid descriptions of the context and the events and do not believe number can do that.

The qualitative approach was employed in this study because it enabled getting first hand explanations or experiences and views of the respondents, which also necessitated the use of interviews and questionnaires as method of data collection. This method for collecting information was useful for investigating the phenomenon in depth by entering into the respondent's personal world. Qualitative research approach was used in order to gather the views, opinions and attitudes of parents sending their children to lowest performing private secondary schools. It also help the researcher to obtain and interpret the reasons and expectation of parents sending their children to lowest performing private secondary schools. It also provides an opportunity for the researcher to modify and make any changes, during the research process. There is keen interest in the context under which behavior occur.

### **3.3 Research Design**

The research design is your general plan, how you will go about answering your research question Kothari, (2004) define research design conceptual structure within which the research is conducted. It constitutes the blue print of collection, measurement, and analysis of data. As such the design includes an outline of what the design includes an outline of what the researcher will do from the beginning to the final analysis of data. Yin, (1994) look at research design as the Logical sequence which connects the empirical data to a study's initial research questions and ultimately to its an action plan for moving from initial sets of question to some sets of conclusions about these questions.

A case study is one of the popular research designs that are widely used throughout the social sciences for both qualitative and quantitative data collection. A case study

in this sense refers to a short narration or description that analyses and compare contests and situations with others. According to Merriam, (2002) a case study designs attempt to portray, analyze and interpret the uniqueness of real situation through accessible accounts. This design was selected for this study because it is suitable for collecting information in an in-depth manner to get a picture of reasons and expectations of parents sending their children to lowest performing private secondary schools in Dar es Salaam Region while they were chances of sending them to better performing private secondary schools.

### **3.4 Targeted Population**

Target population is a group about which the researcher is interested in gaining information and drawing conclusion from Cohen, Manion,& Morrison. (2000); Best & Khan.( 2006). The target population for this study is the parents and guardians of students from lowest performing private schools in Dar es Salaam region. The parents/ guardians were obtained through Form Four students, because of their long experience of studying and learning in those schools and they are regarded as mature enough to share their experience on the issue. The parents/ guardians included female and male for gender representation in this study; also included were single parents. It also gathered data from parents of different religions and denominations.

### **3.5 Sampling Techniques**

According to Kombo,D.K., &Tromp,. (2006) sampling refers to procedures used to select people, places or thing to study in the selected area. It involves a process of selecting a sub-group from a large population with elements necessary for the study. The major reasons for sampling in the social sciences are to reduce expenses of time,

effort and money. It enables the researcher to concentrate on specific area that may represent other areas. Sampling techniques in this study were snow ball and purposive techniques.

*Purposive sampling technique* was used to obtain schools with lowest performance in Form Four national examinations. Punch,( 2002); Oso & Onen.(2005) argues that purposive sampling enables the researcher to sample on the basis of her/his judgment. Purposive sampling is considered as the most important kind of non-probability sampling to identify the primary participants.

Specifically the sample selection was based on the purpose of the research which was to identify private secondary schools who's Form Four Certificate of secondary examination education results are poor i.e. students' performance lies between Division Four and Fail in the last four years i.e. 2011 to 2014. The trend in students registration in these schools shows that Form One are still being registered in these schools and there are students registered in Form Two, Three and Four as shown in the table below. The implication is that although the performance of these schools was poor yet some parents send their children to them. Based on this criteria six secondary schools were selected. Cohort study was used to identify them.

First the researcher used cohort study to collect data from two private secondary schools in Kinondoni. Because of the research ethics the schools name were not mentioned, instead letters were used to name the secondary schools. School A and School B, with low performance for one class that started in 2011 (Form One) to 2014 (Form Four),to see their trends. The results were as follows:



**Table 3.1: Secondary School B in Kinondoni**

<b>YEAR</b>	<b>NUMBER OF STUDENTS REGISTERED</b>
2011	90
2012	136
2013	137
2014	142

Form Three 2014 since Form One 2012

**Table 3.2: Secondary School A in Kinondoni**

<b>YEAR</b>	<b>NUMBER OF STUDENTS REGISTERED</b>
2012	84
2013	96
2014	102

**Table 3.3: General Enrolment of Form One Students for the Same Secondary Schools in Kinondoni for Four Consecutive Years**

<b>YEAR</b>	<b>SCHOOL A</b>	<b>SCHOOL B</b>
2011	79	90
2012	60	84
2013	42	76
2014	20	47

The following is performance in Form Four examination of six selected private secondary schools from Kinondoni, Ilala and Temeke districts in Dar es Salaam.

**Table 3.4: Secondary School A - Kinondoni**

<b>YEAR</b>	<b>DIV. I/DISTINCTION</b>	<b>DIV. II/MERIT</b>	<b>DIV.III/C REDIT</b>	<b>DIV. IV/PASS</b>	<b>FAIL</b>
2011	0	1	4	60	110
2012	0	0	3	60	156
2013	0	1	9	68	34
2014	0	0	14	26	24

**Table 3.5: Secondary School B - Kinondoni**

<b>YEAR</b>	<b>DIV. I/DISTINCTION</b>	<b>DIV. II/MERIT</b>	<b>DIV.III/C REDIT</b>	<b>DIV. IV/PASS</b>	<b>FAIL</b>
2011	0	0	2	39	97
2012	0	2	2	50	124
2013	0	3	3	39	40
2014	0	3	8	30	33

**Table 3.6: Secondary School C - Temeke**

<b>YEAR</b>	<b>DIV. I/DISTINCTION</b>	<b>DIV. II/MERIT</b>	<b>DIV.III/C REDIT</b>	<b>DIV. IV/PASS</b>	<b>FAIL</b>
2011	0	0	2	15	13
2012	0	1	1	10	22
2013	2	2	3	19	9
2014	0	1	2	18	8

**Table 3.7: Secondary School D -Temeke**

<b>YEAR</b>	<b>DIV. I/DISTINCTION</b>	<b>DIV. II/MERIT</b>	<b>DIV.III/C REDIT</b>	<b>DIV. IV/PASS</b>	<b>FAIL</b>
2011	0	0	4	25	41
2012	0	0	0	15	22
2013	1	0	3	20	21
2014	0	0	6	18	29

**Table 3.8: Secondary School E -Ilala**

<b>YEAR</b>	<b>DIV. I/DISTINCTION</b>	<b>DIV. II/MERIT</b>	<b>DIV.III/C REDIT</b>	<b>DIV. IV/PASS</b>	<b>FAIL</b>
2011	0	2	1	24	58
2012	0	1	0	18	59
2013	0	0	4	17	24
2014	0	0	6	13	16

**Table 3.9: Secondary School F -Ilala**

<b>YEAR</b>	<b>DIV. I/DISTINCTION</b>	<b>DIV. II/MERIT</b>	<b>DIV.III/CRE DIT</b>	<b>DIV. IV/PASS</b>	<b>FAIL</b>
2011	0	0	4	20	22
2012	0	1	5	42	69
2013	0	0	3	23	33
2014	0	6	6	11	20

Source: NECTA,(2011-2014)

The results in Form Four National Examinations show that the schools mentioned above in all years had very few students passing in the level Division One, Division Two or Division Three. Most of the students in these schools scores were in Division Four or Fail [zero]. Based on academic performance of the students the above schools were used in this study.

On the other hand the *snowball sampling technique* was used in selecting respondent (parents of the students of the respective schools). Snowball sampling technique is a form of non-probability sampling which the researcher begins by identifying an individual perceived to be an appropriate respondent. This respondent is then asked to identify another potential respondent. The process is repeated until the researcher has collected the sufficient data.

Snowball sampling technique was selected for this study since parents of the students are scattered, therefore the selection of parents was obtained from the already attended parents. This study collected information from seventeen (17) respondents from the respective schools.

### **3.6 Data Collection Instruments**

#### **3.6.1 Secondary Data**

##### **3.6.1.1 Documentary**

Document analysis involved systematic identification and analysis of document containing information related to the research problem, Laws, Haper, & Marcus, (2003). This study gathered information by reviewing official documents. Moreover documentary source has advantages of providing vast amount of information; it is

cost effective and provides data that are permanent and available in form that can be seen by others, Laws, Haper, & Marcus,(2003). In this study The National Examination Council results were reviewed to identify schools used in this study.

### **3.6.2 Primary Data**

The study will employ multiple methods of data collection. The multiple methods ensure validity of data as one of instrument complements the other,Cohen, & Morrison (2007) and allow looking at the study from more than one standing point.The methods which were used are in-depth interview and questionnaires.

#### **3.6.2.1 Questionnaire**

Questionnaires are used when factual information is desired Creswell, (1994). Personally administered questionnaires have advantages of establishing rapport explaining the purpose of the study and questionnaire items that may not be clear to the participants.

It is more convenient to complete the questionnaire at the participants own will and speed. The questionnaire is form self report method for obtaining attitudes or views of the people. It asks individuals to respond to a series of statements by indicating whether they agree (√) to the appropriate statement. Each response will be associated with a point value and an individual attitude towards the topic is determined by summing up the values for each statement Cohen, Manion& Morrison, (2007).The researcher used questionnaire in collecting information from the parents. The questionnaire was composed of close-ended questions. In questionnaires close ended questions was used to collect specific information.

### **3.6.2.2 Interview**

Interview refers to an exchange of views between two or more people on topics of mutual interest, as it takes advantage of the centrality of human interaction for knowledge production and fits well in the social situation of research data, Seidman, (1991). The purpose of interviewing people is to find out what is in their mind and what they think or how they feel about something.

An interview allows respondents to provide their interpretation of the world in which they live and express how they regard the situation from their own point of view. One of the advantage of an interview is that it allows the participants to describe what is individually meaningfully or important to him./her by using his/her own words rather than being restricted to pre-determined categories, Best & Khan, (1998).

In this study the interview included structured and non-structured interview. The study depended only on small number of respondents. Laws, Harper, & Marcus, R, (2003), hold that the researcher can use interview if he or she wants to rely the information from a small number of respondents. The method can be well applicable if the respondents are few, since a single session of interview can take up to an hour.

Also the authors argue that researcher can use interview if the issue is sensitive and some people may not be able to speak freely before the researcher and/or if some respondents would not be able to express themselves fully through written questionnaire. In this study the interview was used since only few parents were interviewed due to the reason that they were not located in a single geographical area

and the fact that some of parents were not able to write and read as they lacked this skill. The convenient method for them was interview that does not require literate skills.

### **Administration of interview**

Researcher went to respondents home and conducted the interview and administered the questionnaire. The researcher (interviewer) first approached the interviewees and obtained their consent to participate in the interview by telling the aim and significances of the study. Also the interviewer ensured confidentiality to the respondents so as to allow them to provide their information without fear.

### **3.7 Data Analysis Plan**

Data analysis is a systematic procedure for identifying essential features and relationships, Cohen, Manion,& Morrison, (2007). The qualitative data analysis method is used for organizing data into categories and identifying pattern among its categories, Macmillan & Schumacher, (2001). Thus the process involved reflections about the data, coding the material into the categories and finally interpreting the data for understanding meaning and pattern.

Due to the fact that this study collected data qualitatively therefore analysis was done qualitatively although some quantitative aspects were taken into consideration. The descriptive analysis was adopted to analyze the collected data from parents. Moreover data from interview were analyzed through content analysis in which wording and quotations were employed to make sense to research questions. The

data from questionnaire were analyzed and interpreted in simple tables of frequencies and percentages.

### **3.8 Research Ethical Considerations**

Creswell, (2012) insists that it is important to respect the site in which the research takes place by gaining permission before entering a site. The research clearance was sort from The Open University of Tanzania. From there contact was made with parents with children in lowest performing private secondary school. Before obtaining any information the researcher made sure that there was an informed consent of the respondents. The researcher explained to the respondents the significance of research to enable them to decide whether to participate or not.

Additionally during the interview and questionnaire sessions the researcher ensured the respondents privacy and confidentiality. Also, the respondents were allowed to withdraw from the interview at any moment without disclosing the reasons for doing so. Clarifications on questions were also allowed and the discussion mainly used Kiswahili language.

### **3.9 Validity and Reliability Of Research Instruments**

Validity refers to degree of success with which a technique or other instruments are measuring what it claims to measure, while reliability aims at establishing the consistence and stability of phenomena, Omar, (2011). To obtain a comprehensive research data the research instruments validated the objective of the study. The researcher tested the tools to be used in the study in order to establish their validity and reliability. One private secondary school other than those sampled for the study

in Dar es Salaam region was used in pilot study using interview and questionnaire. The instrument of data collection was in Kiswahili for the sake of validity to Kiswahili speaking respondents. The instrument was first constructed in English and then translated into Kiswahili by two different people and then translated back into English by two other people. In this process any ambiguities were removed so that the final Swahili version reflected accurately the content in the original English version.

Questionnaire and interview were used to ensure the reliability of methods and validity of collected data. This helped the reduction of research biases since confirmation claims were linked to data occurrences from multiple sources. This was done to overcome the problem of relying and being bound to one research method only and hence increase the validity of data, Cohen, Manion & Morrison (2000).



## CHAPTER FOUR

### RESULTS

#### 4.1 Introduction

This chapter gives the presentation and analysis of the results for the study. Specifically the first objective study was to determine reasons for the parent sending their children to lowest performing secondary school and the second objective was to determine parents' expectations on their children's academic performance in the lowest performing private secondary schools.

The first step of the study determined the main area of the study as Dar es Salaam Region. The schools were purposively selected solely on their comparative rank among other schools in Dar and the performance that indicated many students in the previous years was very poorly. The researcher selected respondents (parents of students) in six private secondary schools in the three districts of region, namely Ilala, Temeke, and Kinondoni Districts in Dar es Salaam region namely: Secondary School E & Secondary School F in Ilala District; Secondary School C and Secondary School D in Temeke District; and Secondary School A and Secondary School B in Kinondoni District.

The population of the study involved parents with students in lowest performing private secondary schools in Dar es Salaam. The data is based on the responses of 17 respondents from the above mentioned six secondary schools. The purposive and snowball sampling was used in selecting the parents of students in the respective schools. The instruments for data collection were open ended questions questionnaire

and interview. The responses were quantified and the Statistical Package for Social Science (SPSS) and Microsoft excel were used to carry out the analysis of data. The main focus was on the Descriptive data, namely frequency.

#### 4.2 Profile of the Respondents

A total of 17 questionnaires were sent out and 15 were completed and useable. The two respondents were illiterate i.e. could not fill the questionnaire. This represents an 85% response rate which is well above parents standard of 40- 60% (Mugenda and Mugenda, 2003). The Table 4.1 show marital status of the parents.

**Table 4.1: Marital Status of the Parents**

<b>Marital status</b>	<b>Frequency</b>	<b>Percent</b>
Widow/Single	8	47%
Both parents	7	41%
Guardian	2	12%
<b>Total</b>	<b>17</b>	<b>100%</b>

Source: Field data (2015)

Table 4.1 shows that 47% of respondents were widow/single, 41% were from both parents (father and mother), and 12% were guardians (children assisted by relatives). This implies the respondents included most the categories of the marital status in the society.

#### 4.3 Age of Respondents

The ages of the respondents were between 25 and 55 years. This study also determined the educational status of the parents. The results are indicated in the Table 4.2.

**Table 4.2: Education Level of Respondents**

<b>Level</b>	<b>Frequency</b>	<b>Percent</b>
Primary Education	4	23.5%
Secondary Education	9	52.9%
Tertiary	2	11.8%
Illiterate	2	11.8%
<b>Total</b>	<b>17</b>	<b>100%</b>

Source: Field data (2015)

Table 4.2 Shows that 23.5% of the respondents had primary school education level, 52.9% are secondary school education level, 11.8% has tertiary education level, and 11.8% were illiterate. The results show that parents of different levels of education have children in these low performing private secondary schools.

**Table 4.3: Economic Status of Respondents (his/her Income Per Year)**

<b>Economic status</b>	<b>Frequency</b>	<b>Percents</b>
Low income	10	58.8%
Middle income	3	17.65%
High income	4	23.53%
<b>Total</b>		<b>100</b>

Source: Field data (2015)

Table 4.3 shows that 58.8% of the respondents were in the category of low income families; 17.65% were middle income, and 23.53% were high income. The result revealed that parents of different level of income have children in the low performing secondary schools although most of respondents were in the low income category.

This study also determine the knowledge of the respondents in regard to the previous academic performance of the respective schools their children are enrolled.

**Table 4.4: Respondents’ Knowledge on the Academic Performance Of Private Secondary School**

	<b>Frequency</b>	<b>Percent</b>
Very good	0	0
Good	0	0
Not Sure	2	12%
Poor	10	59%
Very poor	5	29%
Total	17	100

Source: Field data (2015)

Table 4.4 shows that 12% of parents with children in lowest performing private secondary school were not aware of the previous academic performance of the schools their children are attending i.e. they did not know whether are schools are poor or good. Fifty nine percent (59%) of the respondents revealed that they knew the previous performances of the schools were poor, and 29% stated that the previous academic performances of the schools are very poor.

This result implies that most of respondents had information on the previous poor academic performance of the schools their children were attending and a few were not aware of this aspect. The answers to the following questions have been used to achieve the objectives of the study:

- (1) What are your reasons to send your child in these schools?
- (2) What are your expectations on children academic performance?

#### 4.4 What are your Reasons to Send your Child in this School?

The following variables were used to answer the question:

##### 4.4.1 Academic Performance of the School as a Reason to Send Children to this School

The study wanted to determine the number of parents who send their children to the respective schools based on the school's previous academic performance. The results are indicated in the Table 4.5.

**Table 4.5: Academic Performance of the School**

	<b>Frequency</b>	<b>Percent</b>
Strongly Agreed	1	5.88
Agreed	1	5.88
Undecided	1	5.88
Disagreed	2	11.76
Strongly Disagreed	12	70.59
<b>Total</b>	<b>17</b>	<b>100</b>

Source Field data (2015)

The responses shows that 5.88% strongly agreed that they sent their children to these respective schools because the academic performance of the school was good and 5.88% agree that the performance were good. Also 5.88% they were undecided. The parents who disagreed were 11.76% and 70.59% strongly disagreed that the performance of the schools was the main reason they sent their children to these schools. These results shows that majority of the parents (82%) reported that the performance of the school was not the main reason of sending their children to the respective schools.

**Table 4.6: Infrastructure of the School**

	<b>Frequency</b>	<b>Percent</b>
Strongly Agreed	2	11.76%
Agreed	10	58.82%
Undecided	2	11.76%
Disagreed	2	11.76%
Strong Disagreed	1	5.88%
<b>Total</b>	<b>17</b>	<b>100</b>

Source: Field data (2015)

Parents were asked if one of their reason to send their children to lowest performing secondary schools were good infrastructure of the schools. The data obtained showed that 11.76% strongly agreed and 58.82% agreed that one of their reasons to send their children to the respective schools was based on their infrastructure. Of the respondents 11.76% disagreed and 5.88% strongly disagreed that was one of the reasons for sending their children to these schools, and 11.76 were undecided. These results suggest that majority of parents (70%) were attracted by the infrastructure of the schools as one of the main reasons for sending their children to the respective schools.

**Table 4.7: Availability of Teaching and Learning Materials**

	<b>Frequency</b>	<b>Parent</b>
Strongly Agreed	-	-
Agreed	7	41.2%
Undecided	5	29.4%
Disagreed	4	23.5%
Strongly Disagreed	1	5.9%
<b>Total</b>	<b>17</b>	<b>100</b>

Source: Field data (2015)

Table 4.7 shows that there were no respondents who strongly agree that the reason for them to send their children to lowest performing private secondary school were availability of teaching and learning materials, while 41.2% agreed; 29.4% were undecided; 23.5% disagreed and 5.9% strongly disagreed. These results shows that about 41.2% parents agreed that availability of teaching and learning materials as one of the reasons to send their children to the respective schools and 29% disagreed and the similar number did not take into consideration the aspect of learning/teaching resources of the respective schools.

**Table 4.8: Former Students**

	<b>Frequency</b>	<b>Percent</b>
Strongly Agreed	0	0
Agreed	1	5.9%
Undecided	2	11.8%
Disagreed	4	23.5%
Strongly Disagreed	10	58.8%
<b>Total</b>	<b>17</b>	

Source: Field data (2015)

From Table (4.8) above parents were asked if former student were one of their reason to send their children to lowest performing private secondary schools. The results were as follows: 5.9% disagree, 11.8% were undecided, 23.5% disagree, and 58.8% were strongly disagreed. One can conclude that former students from respective schools were not among the main reasons for many parents to send their children to lowest performing private secondary school as total of disagreed and strongly disagreed make sum of 82.3%.

#### 4.4.2 Access to School

The respondents were asked if they consider access to school as one of their reasons to send their children to lowest performing private secondary school. The results are as indicated in the Table 4.9.

**Table 4.9: Access to School**

	<b>Frequency</b>	<b>Percent</b>
Strongly Agreed	1	5.9%
Agreed	7	41.2%
Undecided	5	29.4%
Disagreed	3	17.6%
Strongly Disagreed	1	5.9%
<b>Total</b>	<b>17</b>	<b>100</b>

Source: Field data (2015)

Of the total respondents 5.9% strongly agreed and 41.2% agreed that they sent their children to these schools because they are nearby their homes, while 29.4 were undecided; and 17.6% disagree and 5.9% strongly disagreed. The results indicate that many of the respondents (47%) considered easy access to the school as the reason to send their children to school. However, majority of the respondents were undecided or they did not choose to send their children based on the easy access to the respective schools.

**Table 4.10: Shareholder of the School**

	<b>Frequency</b>	<b>Percent</b>
Strongly Agreed	0	0
Agreed	0	0
Undecided	2	11.8%
Disagreed	5	29.4%
Strongly Disagreed	10	58.8%
<b>Total</b>	<b>17</b>	<b>100</b>

Source: Field data (2015)



Moreover, respondents were asked if one of the reasons to send their children to lowest performing private school were the benefit that their family can get from school. The results were as follows: 11.82 were undecided, 29.4% disagree and 58.8% were strongly disagreed. The results obtained in the table above demonstrate that the majority of the parents about 58.7% strongly disagreed that sending their children to those school they were getting nothing in terms of benefits, other than education given to their children.

**Table 4.11: School's High Discipline**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	-	-
Agree	4	23.5%
Undecided	5	29.4%
Disagree	7	41.2%
Strongly disagree	1	5.9%
<b>Total</b>	<b>17</b>	<b>100</b>

Source: Field data (2015)

During the study the respondents were asked if the reason to send their children to lowest performing secondary school were school's high discipline. The respondents polled show as follows: 23.5% agreed, 29.4% were undecided, 41.2% disagreed, and 5.9% strongly disagreed. This means that some parents took into the consideration school's high discipline while for majority this was not among the reasons for this parent to send their children to the respective schools.

**Table 4.12: Costs**

	<b>Frequency</b>	<b>Percent</b>
Strongly Agreed	0	0
Agreed	0	0
Undecided	3	17.6%
Disagreed	2	11.8%
Strongly Disagreed	12	70.6%
<b>Total</b>	<b>17</b>	<b>100</b>

Source: Field data 2015

The respondents were asked if the cost of the respective schools were the reason to send their children. The data found that 17.6% were undecided, 11.8% disagree, and 70.6% strongly disagreed. About 82% of all respondents disagreed that the costs were not the reason for them to opt for the school.

**Table 4.13: Child Behavior/Characteristics**

	<b>Frequency</b>	<b>Percent</b>
Strongly Agreed	2	11.8%
Agreed	6	35.3%
Undecided	5	29.4%
Disagreed	4	23.5%
Strongly Disagreed	0	0
<b>Total</b>	<b>17</b>	<b>100</b>

Source: Field data (2015)

The parents were asked if the reason for them to send the children to school were due to their children's behavior or characteristics. Of the total 11.8% were strongly agreed, 35.3% agreed, 29.4% were undecided, 23.5% disagree. One can conclude that since 47.1% is the sum of the respondents agreed means that many respondents took into their consideration their children's characteristics and behavior in enrolling their children in the respective schools.

### **4.3 Parents' Expectations**

#### **4.3.1 What are your Expectations On Child Academic Performance?**

The second objective of the study was to determine the parents' expectations on children's academic performance in the lowest performing private secondary schools

The following variables were used to answer the above question:

**Table 4.14: Possibility of a Child Passing the Final Examination**

	Frequency	Percent
High expectations	3	17.6%
Undecided	4	23.5%
Low expectations	10	58.8%
<b>Total</b>	<b>17</b>	<b>100</b>

Source: Field data (2015)

The respondents were asked if the possibility of a child to pass the final examination were one of their expectations. The results show that 58.8% of the respondents had low expectation i.e. they expected their children to fail; 23.5% they were undecided i.e. they were not sure on the performance of their children and 17.6% had high expectations i.e. they believed their children will pass the final examination.

The quantitative aspect of the study had results that showed there are different reasons for parents sending their children to the lowest performing schools in Dar es Salaam region. On the variables of the study the following sequence from the highest to lowest frequency of reasons mentioned for sending children to the lowest performing secondary schools has been observed:

**Table 4.15: Summary of Findings**

S/N	Reason	Percentage
1	Infrastructure of the school	70%
2	Access to School	47%
3	Child behaviour/characteristics	47%
4	Availability of teaching and learning material	41%
5	School's high discipline	23%
6	Previous Academic performance of the school	12%
7	Former students	6%
8	Shareholder of the school	0%
9	Costs	0%

Source: Field data (2015)

Thus, infrastructure of the school was mentioned by most respondents as the main reason for sending their children to these schools, followed by easy access to school and child's behavior/characteristics and then the availability of teaching and learning material in the respective schools. Some respondents took into consideration school's discipline. Few were influenced by previous academic performance of the school as a reason to send children to this school and very few said they were influenced by former students of the respective schools. None of the respondents mentioned that they sent their children to these schools because they were shareholders in these schools or because of the element of costs. The information obtained through the structured interview will be presented in the next chapter and be the basis of the discussion.

## **CHAPTER FIVE**

### **DISCUSSIONS OF THE FINDINGS**

#### **5.1 Introduction**

The purpose of this chapter is the discussion of findings of the study and gives recommendations. The researcher investigated the reasons and expectations of 17 parents for sending their children in to lowest performing private secondary schools. Data were collected through questionnaires and interviews.

#### **5.2 Profile of the Respondents**

The findings revealed that parents of different levels of education and economic status have children in the lowest performing private secondary schools in Dar es Salaam Region. Parents came from all levels of education and in fact majority of them (65%) had experience with secondary school level education. In regard to economic status majority of the parents (59%) are from low economic status. This means that these poorly performing secondary schools are not a choice of a particular group in the society.

Previous academic performance of the schools is a good reason for parents enrolling their children in private secondary schools. Also findings show that most parents (88%) had information on the previous academic performance of the schools their children were attending i.e. prior knowledge on the poor performance of the respective schools. The fact that one has to observe is that with this knowledge they still send their children to these. There must be very compelling reasons for making and accepting such a choice. This implies that even with this information the poorly

performing private secondary schools will continue to exist i.e. they will register students each year. The findings show that 2 (12%) were not sure of the previous academic performance of the schools.

In this statement one can wonder why parents send children to schools without getting this very significant information in regard to making a choice that has a bearing on the future of their children. One can assume that there are parents who are not aware of the importance of this information prior to choosing a private secondary school for their children. In discussion the researcher observed that these two parents would have been influenced to make a different choice in selecting the respective schools.

### **5.3 Reasons for the Parents Sending their Children to Lowest Performing Private Secondary Schools**

The findings revealed a number of reasons from the respondents, these were:

#### **5.3.1 Previous Academic Performance of the School**

The findings show that apart from those parents who reported that the previous academic performance of the respective school were not poor, others about 12% were not sure about previous academic performance of the school. During interview session these parents had this to say:

“Normally I believe that private secondary schools are business oriented, their owners are interested in good performance so as to get many students.”

Moreover one parent from Ilala had this to say;

“I don’t have any information about performance of this school, but I believe if my child Work hard he will perform well.”

### **5.3.2 Good Infrastructure of the Schools**

About 70% of respondents reported that, good infrastructure of the schools were one of the reasons that attract them to select the respective schools. During the interviews one parent from had this to say, “School has good buildings, so with good building I believe that also education given is good, how do they managed to have good building and fail to provide good education”.

The above quotation indicates that parents were attracted by the school buildings and attractive physical surroundings, leading to believing that school environment make a good school.

### **5.3.3 Availability of Teaching and Learning Materials**

Findings revealed that 12 (7%) reported that availability of learning and teaching materials were reasons for them to select the respective schools. During the interview some parents had this, to say;

*“School has enough teachers and laboratories compared to ward schools where our children already have been selected to join.”*

Moreover another parent added that, *“Although the school had a shortage of teaching and learning materials they encouraged parents by promising that they will work on the problem soon”*. Another *believed that private secondary schools have quick ways of solving the problems of shortage of teachers compared to government schools*

*which depends on the government budget which leave the student for long time without being taught.”*

These statements showed that availability of teaching and learning materials or promise of acquiring them convinced parents to enroll their children in this poorly performing private secondary schools.

#### **5.3.4 Former Student**

The findings shows that 6% of the parents agreed that former students were one of the reasons to select the school where their children were attending. During interview one of the parent from Temeke Municipal had this to say;

*“The son of my neighbor was among of the student who scored division three in that school, therefore I thought that my child will be among the students who may perform well in his final examination”.*

#### **5.3.5 Access to School**

The finding shows that 8 (47.1%) of the respondents reported that easy access to school is one of their reason to select the respective schools. Easy access means the child will spend less time travelling to and from school and also it is less expensive. During the interview one respondent from Temeke municipality had this to say:

*“My child was selected to join ward school at Kimara in Kinondoni municipal, while I am living at Mbagala, so I decided to find a nearby secondary school”.*

Kimara is on the western side of Dar es Salaam while Mbagala is on the eastern part. Even in good days it takes more than an hour to travel between the two points. From



the above quotation one can conclude that easy access to school is another reason for parents to select the respective secondary school.

However, there were few parents who reported opposite of the above reason. For example a parent from Kinondoni Municipal had this to say:

*“The school being nearby for me is not the reason, the reason is that the friend of my child had been selected to join that school” and continues “As you know now days if the child ideas will not be accepted, he/she will reject to attend the school.”*

From the above quotation one can conclude that some parents follow succumb to what their children say disregarding the academic performance of the school and easy access.

### **5.3.6 Shareholder of the School**

The findings revealed that none of the parents were strongly agreed and agreed that being shareholder of the school was one of their reason to select the respective schools where their children are attending. During interview session one parent from Temeke had this to say;

*“Myself there is nothing I will get from that school except that I want my child to study up to form four”.*

From the above quotation one can conclude that not all parents send their children to the respective schools because they are shareholder

### 5.3.7 Costs

The findings revealed that none of the parents were strongly agreed and agreed that the cost of the school were one of their reason to select the schools where their children are attending. During interview session these parents had this to say:

*“Nowadays private secondary schools are business oriented. Their school fees are very high, we are trying our best to take children to these schools regardless of our low income”.*

Moreover another parent from Kinondoni had this to say;

*“The school fees where I sent my child is small compared to other famous private Secondary school like Feza, Marian, Mzizima secondary schools and many others. My dear those famous secondary schools are for rich people and not for us”.*

From the above quotation one can say that; the cost of the school is not one of the reason for the parents to send their children in the respective schools.

### 5.3.8 Children’s Behavior/Characteristics

Findings reveal that about 48% of the respondents said that their children were very stubborn, that they decided to take them to the school in order for them to settle.

During interviews one of the parent from Ilala municipal had this to say;

*“My child is very stubborn so I decided to send him to that school because I heard the teachers from that school are very serious in dealing with children who misbehave.” For such parents the respective school is taken as a tool of rectifying the child. Another*

*reported that the child is young and there is nothing s/he can do; “it is better for the child to be in school instead of being idle at home or loitering”.*

From the above quotation it seems that many parents think that school is the place where they can change their children behavior, and therefore they disregard the poor performance of schools believing on the possibility for their children to change their behaviors.

### **Other reasons**

The above reasons were identified by the researcher based on literature. Through conversations with parents it became obvious that there are other reasons not mentioned above that parents base in selecting poorly performing private secondary schools for their children. Among these reasons included: using the situations in these schools to prepare their children for better school in the future. They pointed out that after a year or two in these schools their children will attempt selection tests for other better schools with the hope that they will pass.

Another parent said that his child was expelled from another school on disciplinary reasons and had enrolled in this school since he had no other option. This was one of the parents with high expectations who based on his/her child’s experience in the previous school. The main point here is to acknowledge there are numerous reasons for parents to enroll their children in poorly performing private secondary school in Dar es Salaam Region.

## 5.4 Parents Expectations on Children Academic Performance

### 5.4.1 Possibility of Child Passing Final Examination

One will assume that one reason of enrolling a child in any school at any level will be to gain education and consequently have a good future. The instrument for measuring success is the final national examinations the end of each level. The findings revealed that most of the respondents (82%) have low expectations on the performance of their children in their final examination. During interview one parent from Kinondoni municipal said that,

*“Continuation of poor performance for my child makes me lose hope for him to perform better in his final examination.”*

Other parents were of the opinion that although assessment results of their children looked good they believed their children will fair badly in the final examination. Most common statements were;

*“The only thing this school knows is how to fail their students!” or “the only way that my child will pass is through the intervention of God”.*

From the above quotations it proves the word of Martinez, Thomas, & Kemerer,(1994) “That parent’s expectations are based on assessment of the child academic capabilities as well as available resources for supporting a given level of achievement.”

The undecided parents indicated they were not sure if their children will pass or not. It is worth noting that the parents who were not aware of the past performance of

their respective school were in this group. Some of them commented that it all depends on “luck” or “God’s will” or said:

“You never know Bwana, things might be different this year”. Some parents in this group were not aware of the academic performance/progress of their children.

### **5.5 Summary of the Main Research Findings**

The findings of the research revealed that most of the respondents have been obtained from interview and questionnaire answered from the respondents during research field, also the findings revealed that parents reasons for sending their children to lowest performing private secondary school were influenced by the following variables namely, good infrastructure of the schools such as classrooms, libraries and other buildings, availability of teaching and learning materials, access to schools and child behavior. Similarly the findings shows that parents expectation on their children academic performance were low due to continuous assessment of their children records.

### **5.6 Conclusions**

In the view of these research findings it is obvious that majority of the parents who send their children to lowest performing private secondary school do not consider academic performance of these school as their criteria to send their children to the respective schools, hence they have low expectation for their children in academic performance.

### **5.7 Recommendations**

Based on the study findings, discussions and conclusion drawn in this study, the following recommendations are proposed for improvements of parents’ reasons in

selecting schools for their children. Government should use mass media such as newspaper, radios, and TV to educate parents on how to select best schools with good performance for their children.

### **5.8 Recommendations for Further Research**

This study was conducted in few private secondary schools in Dar es Salaam. There is a need to carry out a similar study to other private secondary school in Dar es salaam and other regions it Tanzania to help making general conclusion.

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## APPENDICES

### Appendix I: Questionnaires for Parents

I RABIA HATIBU KIMARO, am pursuing Master of Education degree in Administration Planning Policy Studies at the Open University of Tanzania.

Currently I am conducting research on parents reasons for sending their children to the lowest performing private secondary schools in Dar es salaam and their expectations.

In this case I am kindly requesting you to spare some few minutes to fill this questionnaire. The data are collected for academic purposes only, therefore confidentiality is highly

Guaranteed.

#### A Open ended questionnaires for parents

1. What is your highest level of your education?

.....  
 .....

2. What was the previous academic performance of the school in which your child is attending?

.....  
 .....

3. What are your reasons to send your children in the school with lowest performance?

.....  
 .....

4. What are your expectations on children academic performance in the lowest performing performing secondary school?

.....  
.....

**B. Closed ended questionnaires for parents**

**Tick (√) where appropriate**

1. Is school academic performance you reason to choose that school?

- (a). Strongly agree
- (b). Agree
- (c) Undecided.
- (d). Disagree
- (e). Strongly disagree.

2. Is infrastructure of the school your reason to select that school?

- (a) Strongly agree
- (b) Agree
- (c). Undecided
- (d). Disagree
- (e). strongly disagree.

3. Are you motivated by the available teaching and learning materials?

- (a). Strongly agree
- (b). Agree
- (c). Undecided
- (d). Disagree
- (e) Strongly disagree.

4. Are you attracted by the former students of that school?

- (a). Strongly agree
- (b). Agree
- (c). Undecided
- (d). Disagree
- (e). strongly disagree.

5. Did you consider the proximity to school as your reason to choose it?

- (a). Strongly agree
- (b). Agree
- (c). Undecided
- (d). Disagree
- (e). Strongly disagree

6 Is there any benefits you are getting from that school as a stakeholder?

- (a). Strongly agree.
- (b). Agree
- (c). Undecided
- (d). Disagree
- (e). Strongly disagree.

7. Did you choose that school because of high disciplined environment?

- (a). Strongly agree
- (b). Agree
- (c). Undecided
- (d). Disagree
- (e). Strongly disagree.

8. Is the school fees one of your reason to select that school

- (a). Strongly agree
- (b). Agree
- (c). Undecided
- (d). Disagree
- (e). Strongly disagree.

9.. Did you consider your child behaviuor as on of the reason to select that school?

- (a). Strongly agree
- (b). Agree
- (c). Undecided
- (d). Disagree
- (e). Strongly disagree.

10. Do you expect your child to have ability to develop career?

- (a). High expectation
- (b). Undecided
- (c). Low expectation.

**Appendix II: Interview (Structured Interview for Parents)**

1. What is your highest level of education?

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

2. Do you have child in the lowest performing private secondary school?

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

3. Can you give me reasons why you selected secondary school with lowest performance?

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

4. What is your expectation on your child academic performance in the lowest performing private secondary school?

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

**Appendix III: Research Clearance Letter****THE OPEN UNIVERSITY OF TANZANIA****DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES**

P.O. Box 23409 Fax: 255-22-2668759  
Dar es Salaam, Tanzania,  
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22/08/2015

TO WHOM IT MAY CONCERN

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1<sup>st</sup> March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1<sup>st</sup> January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology. The purpose of this letter is to introduce to you **Ms. RABIA HATIBU KIMARO** with **REG. HD/E/359/T.11** who is a Master student at the Open University of Tanzania. By this letter, **Ms. Kimaro** has been granted clearance to conduct research in the country. The title of the research is "PARENTS REASONS AND EXPECTATIONS FOR SENDING THEIR CHILDREN TO THE LOWEST PERFORMING PRIVATE SECONDARY SCHOOLS IN DSM" The research will be conducted at **Dar-es-salaam**.

The period which this permission has been granted is from 25/08/2015 to 24/09/2015.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.  
Yours sincerely,

**Prof Shaban Mbogo****For: VICE CHANCELLOR****THE OPEN UNIVERSITY OF TANZANIA**