

**FACTORS CONTRIBUTING TO POOR ACADEMIC PERFORMANCE IN
CERTIFICATE OF SECONDARY EDUCATION EXAMINATION FOR
COMMUNITY SECONDARY SCHOOLS IN URAMBO DISTRICT,
TABORA, TANZANIA**

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**DISSERTATION SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for the acceptance by The Open University of Tanzania (OUT), a dissertation titled; *Factors leading to poor Academic Performance in Certificate of Secondary Education Examination by Community Secondary Schools students in Tanzania* in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (M.ED – APPS) of The Open University of Tanzania.

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DECLARATION

I, **Grace Hermas Nghambi**, do hereby declare that this submission is my original work. It has not been submitted and will not be presented to any university or higher institution of learning for a degree or any similar award.

.....

Signature

.....

Date

DEDICATION

This research is dedicated to my husband, the late Mr. Stephen Monge - and my beloved daughter - Mary Stephen Monge. God may rest my husband's soul in peace.
Amen!

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I am grateful to the almighty God, who has given me life and enabled me to overcome all sorts of obstacles, hence completing my dissertation

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ABSTRACT

This study was carried out in Urambo District to determine the factors leading to poor academic performance in Community Secondary Schools. Both simple random and purposive sampling were used to select the responded; primary data were collected using questionnaires, interview and field observation whereas secondary data were collected from statistical records found in the district education office. Data were analyzed using descriptive statistics incorporated in Statistical Package for Social Sciences (SPSS) Version 16.0. The findings indicated that, the poor performance in form four examinations was associated with poor working environment for teachers, poor supply of teaching and learning materials (61.6%), high teacher-students ratio (1:65) and poor teaching methodology (46%). It was further found that, the effects of parental involvement on student academic achievement depend on both school characteristics and the nature of parental involvement in that, when students are having trouble with school, their parents are more likely to become involved by maintaining contact with the school. Teacher-student ratio was positively correlated with the achievement scores. It can be concluded that inadequate teaching and learning materials, high teacher-student ratio and poor working environment have a significant impact on student achievement. From the findings, it is recommended that there should be conducive working environment for teachers, adequate supply of teaching and learning materials, provision of motivation to teachers, proper recruitment and in-service training for teachers, a good education policy, teachers being responsible and accountable, use of proper teaching and learning methods, as well as community participation in schools activities and good child care.

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LIST OF ABBREVIATIONS

| | |
|----------|------------------------------------------------------------------|
| AIDS | Acquired Immune Deficiency Syndrome |
| BEST | Basic Education Statistics in Tanzania |
| DAO | District Academic Officer |
| DCIS | District Chief Inspector of Schools |
| DSEO | District Secondary Educational Officer |
| EMAC | Educational Materials Approval Committee |
| HIV | Human Immunodeficiency Virus |
| MED-APPS | Masters of Education Administration, Planning and Policy Studies |
| MOEVT | Ministry of Education and Vocational Training |
| SEDP | Secondary Education Development Plan |
| SPSS | Statistical Package for Social Science |
| URT | United Republic of Tanzania |
| WEC | Ward Educational Coordinator |
| CSEE | Certificate of Secondary Education Examination |
| TDV | Tanzania Development Vision |
| SSR | Secondary School Reports |

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Problem

Learning is a product not only of formal schooling, but also of families, communities and peers. Social, economic and cultural forces affect learning and thus school achievement (Rothstein, 2000). A great deal of research on the determinants of school achievement has centred on the relative effects of home-and school-related factors, for instance, most findings have suggested that family background is an important determinant of school outcomes, where a school characteristics have minimal effects (Brooks-Gunn and Duncan, 1997).

Over the last two decades, national Governments have invested heavily in improving access to and the quality of primary education, and also in developing strong networks of colleges and universities. The secondary level, while not forgotten, has been given lower priority and has received less attention. Governments and international donor organizations have largely neglected secondary education in favour of investment in primary education.

For several reasons, attention is now increasingly being given to secondary schooling with particular focus on the lower level of secondary education. Demand for increased secondary education provision has grown consequently greatly increased primary enrolment rates (URT 2004). Enrolment in primary schools increased from 7,541,208 pupils in 2005 to 8,419,305 in 2010, an increase of 11.6%. As school participation rates rise and retention rates improve, Tanzania will be faced with an

enormous social demand for greater access to good quality and more relevant secondary education.

In order to cope with the consequences of increasing primary school enrolment, the Secondary Education Development Plan (SEDP) was launched in 2004. It outlined the framework for achieving greater access to secondary education (URT, 2004). SEDP is a visionary plan which informs of projections that were planned for the country to have achieved a 50% transition rate from primary to secondary school by 2010. This may be translated to get over 500,000 pupils who would join Form one in secondary schools annually - about five times the 2004 rate. This was supposed to bring changes in the outlook of secondary education within the country. The enrolment of forms 1 – 6 were expected to be above 2,000,000 by 2012.

According to the Basic Education Statistics in Tanzania (BEST), (2011), enrolment in secondary education increased by 241.3% from 524, 325 pupils in 2005 to 1,789,547 students in 2011.

The Secondary Education Development Plan (SEDP I) was launched by the Government in July 2004 and was expected to be implemented for over 5 years. It was intended to be implemented within three phases of five years each but with the first phase covering the period from 2004 to 2009. The Plan had five key objectives, namely: to improve access, to improve equity, to improve quality, to improve education management systems (monitoring and evaluation including improvement of data collection system), and management reforms (URT, 2010).

According to Ministry of Education and Vocational Training, from 2009 up to 2010, the SEDP had scored some of the following successes:

- i. Increase in enrolment of students in Form 1 to 4 from 432,599 in 2004 to 1,466,402 in 2009 (249% increase) as well as enrolment of Form 5 and 6 from 31,001 in 2004 to 64,843 in 2009 (109% increase).
- ii. Improvement in transition rates from primary to secondary education from 2004 up to 2009 which amount to the rate of 36.1% to 51.6% in 2009.
- iii. Increase in number of the secondary schools from 1,291 (Government 828 and 463 non-Government - including seminaries) in 2004 and also 4,102 in 2009 (3,283 Government and 819 non-Government)

Apart from these successes, there were also several challenges that face secondary education development in Tanzania particularly in schools commonly known as community secondary schools which are often associated with unfriendly environment that does not effectively support the process of teaching and learning process. The challenges range from dropouts to poor academic performance.

According to Ministry of Education and Vocational Training (MOEVT), enrolment in secondary education increased by 241.3% from 524,325 pupils in 2005 to 1,789,547 students in 2011 (Basic Education Statistics, 2011).

Table 1.1: Form 1 – 6 Enrolment in Government and Non-Government Schools

| Year | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|--------------|---------------|---------------|----------------|----------------|----------------|----------------|----------------|
| Govt. | 355188 | 490492 | 829094 | 1035873 | 1293691 | 1401330 | 1515671 |
| Non-Govt | 169137 | 185180 | 191416 | 186330 | 172711 | 237369 | 273876 |
| Total | 524325 | 675672 | 1020510 | 1222403 | 1466402 | 1638699 | 1789547 |

Source: Ministry of Education and Vocational Training (BEST, 2011)

As a result of the growth in secondary education, there has been a sharp increase in demand for high quality secondary teachers, more education infrastructures, teaching and learning materials and more financial support.

Quality education primarily depends on teachers and their capacity to improve the teaching and learning process and is widely recognized that quality of teachers and teaching lies at the heart of all schooling systems intending to offer quality education. Mosha (2004), observed that the teaching force is the foundation of quality education at all levels of education. The Community Secondary Schools were established by collaboration between the Government and the local community initiatives. These schools are operated and managed by both Government and local community. Inefficiencies at school level are common and result from lack of effective teacher management and supervision. These inefficiencies translate in perverse teacher deployment, dropouts and repetitions amongst student. There is a serious scarcity of standard inputs which includes low textbook/student ratios across schools and subject areas - but mainly in mathematics, Physics Chemistry, Biology and English. Both learners and teachers - in these ward based secondary schools, have serious deficiencies in their mastery of the language of teaching and learning which is English. This result in adopting pedagogical approaches which are not learner-centred, participatory and optimally interactive.

Community secondary schools in Urambo District have been affected by bad results in the Certificate Of Secondary Education Examination since time of their commencement. As a result, the stakeholders in education at District and National

level have made various efforts to rescue this disturbing situation. Unfortunately, the performance continues to be poor as shown by the results of Certificate of Secondary Education Examinations for three years from 2009, 2010 and 2011.

Table 1.2: CSEE Results Performance in Urambo District for Three Years (2009 – 2011)

| Year | 2009 | 2010 | 2011 | Total |
|--------------|-------------|-------------|-------------|--------------|
| Division I | 3 | 7 | 4 | 14 |
| Division II | 66 | 24 | 25 | 115 |
| Division III | 137 | 79 | 124 | 340 |
| Division IV | 779 | 616 | 906 | 2298 |
| Division 0 | 530 | 1200 | 1567 | 3293 |
| Total | 1515 | 1923 | 2626 | 6064 |

Source: NECTA, 2009-2011

Total number of students who passed with division I for the three years were 14 (0.23%), while those with division II for three years were 115 students (1.9%) but the total of division III for three years were 340(5.6%) and those with division IV for three years were 2298(37.9%) hence for those with division O for three years is 3293(54.3%). The total number of students who scored division zero was greater than the number of students who passed the Certificate of Secondary Education Examination. Therefore, the statistical data indicate that there was mass failure among students completing Certificate of Secondary Education Examination in Urambo District.

Various scholars have noted several factors that affect students' academic performance in the Certificate of Secondary Education Examination in community

secondary schools. Agyeman (1993) reported that a teacher who does not have both the academic and the professional teacher qualification would – undoubtedly, have a negative influence on the teaching and learning of his/her subject. He further stated that a teacher who is academically and professional qualified - but works under unfavourable condition of service, would be less dedicated to his work thus becoming less productive than a teacher who is unqualified but works under favourable condition of service.

Neagley and Evans (1970) were of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Etsey, et al. (2004) in a study of 60 schools from 29 per-urban schools and 31 rural schools in Ghana also found that students' academic performance is better in private schools than in public schools because of more there is efficiency in work supervision. The shortage of teachers has a negative effect on efforts to improve the quality of education in schools. Unless urgent measures are taken to address the problem of the acute shortage of teachers, the quality of learning in schools will be seriously affected (URT, 2004).

Similarly, Mac Donald (1999), disclosed that most secondary schools have an acute shortage of text books. For example, one text book being shared by 22 students. Newly established public and private secondary schools are worse off in terms of text and reference books as well as supplementary ones. In addition, most of the schools do not have laboratories or libraries and those with report that they are adequately stocked with books.

1.2 Problem Statement

The Tanzania Development Vision (TDV) of 2025 states that education should be treated as a strategic means for mindset transformation and creation of a well-educated nation, sufficiently equipped with the knowledge needed to solve the development challenges which face the nation. Consequently, the Tanzania Government has established UPE programme which enable many students to complete Primary education. To cope with the consequences of increasing primary school enrolment, the Secondary Education Development Plan (SEDP I) was launched in 2004. This plan outlines the framework for achieving greater access to secondary education while simultaneously tackling the quality issue. SEDP is a visionary plan with projections up to 2010 (United Republic of Tanzania, 2004). In implementing SEDP, Tanzania Government has made efforts of mobilizing the community to construct secondary schools in each ward. On the other hand, Government is providing books, teachers, chairs, tables and other necessary facilities such as teaching and learning materials to those schools. The major objective of establishing community secondary schools is to cope with the consequences of increasing primary schools enrolment that lead to the big number of primary school leavers to have qualification of continuing with secondary education level, but who did not have the opportunity of being enrolled in Government secondary schools.

Regardless of the efforts being made by the Tanzania Government and other stakeholders to expand education since, 2004 and the supply of necessary materials needed in the schools but still there is a problem of low performance among these community secondary schools.

The community secondary schools in Urambo District have been experiencing bad results in the certificate of secondary education examination since their commencement. As a result, the stakeholders in education at District and national level have made various efforts to rescue this disturbing situation. Unfortunately the results are still poor, as shown by Certificate Secondary Education Examinations for three years 2009, 2010 and 2011. While a total of 6064 candidates in Urambo District sat for Certificate of Secondary Education Examination (CSEE) for the past three consecutive years, only 2667(45.790) students scored division I up to IV .

On the other hand, 3293(54.3%) students scored division 0. The total number of students who scored division zero is greater than the number of students who passed the Certificate of Secondary Education Examination. Therefore the data indicate mass failure for students completing Certificate of Secondary Education Examination. Thus, this study sought to find out the academic performance in community secondary schools in Urambo District.

1.3 Conceptual Framework

A number of models have been developed to evaluate the idea of service delivery particularly for teachers. Among the models used are the Stufflebeams (1971) CIPP Model and Scheerens (2000) programme impact model that integrate the elements of context, input, process, output and outcome.

Therefore, in order to make a logical analysis it is very important to develop a clear analytical framework. This study made use of the CIPP Model of evaluation (Figure

1). It is useful to apply educational evaluation due to the reason that it has major elements of this conceptual framework which guided this study.

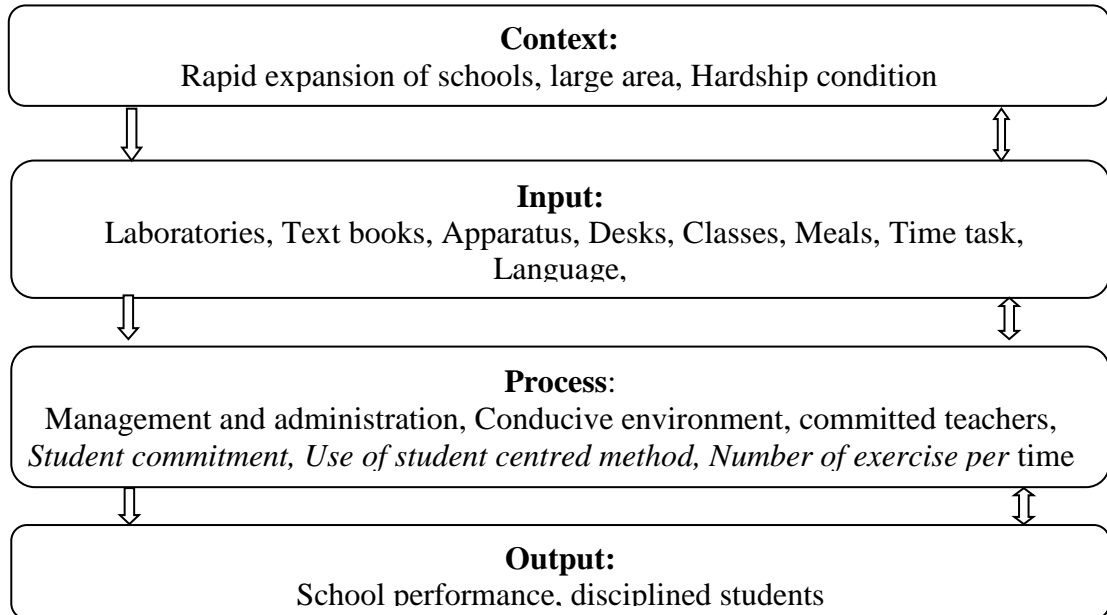


Figure 1.1: The CIPP Education Evaluation Model

Source: Modified from Stufflebeam, 1971

This conceptual framework - which informed the study, has been modified or adopted from Stufflebeams (1971) CIPP model. In this model, the acronym CIPP stands for context, inputs, processes and products. Context evaluation means the identification of needs, goals and specific objectives for the programme which help decision makers to define goals, priorities and judge the outcome. In this study, context evaluation enables teachers to enhance their job performance and professionalism.

Input evaluation assess alternative approaches, competing action plans, and budgets for their feasibility and potential cost effectiveness to meet targeted needs and achieves desired goals. Process evaluation assess the implementation of the plan to

help staff carry out activities and later help the broad group of users judge programme performance and interpreted outcomes, examines daily running of programmes in terms of utilization of resources identified in the input stage through good governance and good management. Product evaluation identifies and assess outcomes intended and unintended, short and long term and to help a staff keep an enterprise focus on achieving important outcomes. This model was applied to the teachers in order to assess themselves how they achieve the national goals.

1.4 Objectives

1.4.1 Main objectives

Main objective of the study was to assess the factors which contribute to poor academic performance of community secondary school students in CSEE in Urambo District.

1.4.2 The specific objectives of this study were to:

- i. Examine the influence of teachers' qualification on academic performance.
- ii. Investigate the role of teaching process in improving academic performance
- iii. Assess availability and application of teaching and learning material for learning.
- iv. Examine student's commitment to the learning process.

1.5 Research Questions

- i. How do teacher's qualifications influence academic performance?
- ii. Does the teaching and the learning process affect the performance of students?

- iii. Do teaching and learning materials contribute to poor academic performance?
- iv. Does student's attitude effect the knowledge received from their trainers?

1.6 Significance of Study

The researcher provided answers to the questions - particularly those which contribute to the academic poor performance in community secondary schools. The findings are expected to provide useful information that can be used by the Ministry of Education and Vocational Training in devising a more appropriate system based on sufficient and effective method of recruiting, training, deploying, retention of teachers and financing secondary Education.

The study is expected to shade light on why community secondary schools perform poorly so as to increase performance and also provide awareness to the government to take remedial measures in Education Sector. Not only that, but the findings would also provide the useful information which can be used by the education administrators and policy makers in education system in devising a more appropriate system of delivering teachers' services as well as providing alternative ways of improving quality teachers' services.

Further, the study was expected to advance knowledge and provide basis for further research on similar topical issues.

1.7 Summary

Generally chapter one based on the proposal of the research which includes background of the problem, problem statement, and conceptual framework,

objectives which carries main and specific objectives, research questions and significance of the study. So this chapter carries general overview of the whole research which based on the factors contributing to the poor academic performance in certificate of secondary education examination for community secondary schools, particularly in Urambo District Tanzania.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter covers review of literature relevant to this study which is about factors affecting students' academic performance in community secondary schools. The review focused on the concepts of academic performance, indicators of quality secondary education, factors affecting student's academic performance, teacher supply and demand teachers' morale and motivation, teaching/learning materials, education infrastructure, and secondary education financing. Also presented are empirical studies on factors affecting students' academic performance worldwide followed by the findings from developing countries, including Tanzania.

This chapter will also provide arguments from various authors on factors affecting student academic performance teacher supply and demand, educational instruction and teaching/learning materials are presented.

2.2 The Concept of Academic Performance

Butter (1987) found home-work to be a correlate of academic performance. The author has stated that homework bear positive relationship with learning outcomes when it is relevant to the learning objectives. Lockheed et al. (1991), indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically.

Babyegeya (2002:22) has revealed a number of factors that affect students' academic performance. One of the factors is how students actually learn or intend to learn and what teachers actually teach. In his view, other factor - like shortage of books and materials, teaching and teacher education affect students' academic performance. He adds that the type of teachers, their experience professional, qualifications and commitment to work may contribute to the students' achievements. In addition to his findings, he insists on instruction time in which students spend in actual learning activities. The author contends that the more they understand the better they perform.

2.3 The Concept of Quality Education

The World Conference on Education for All – Jomtien (1990), included the aspect of quality for the first time among the major objectives of an international programme to improve education (Bergmann, 1996). Earlier on, the emphasis had been on expansion. Education quality is most important because it sets the standards that define the intellectual environment, which in turn conditions the vision and capacity of schools or graduates and the capacity of a nation to manage its affairs well. Bergmann (1996) asserts that it is hard to find a definition of the concept 'educational quality'. He argued that the concept is used in a matter-or-fact way.

According to Chapman & Mahlck (1993), the most common implicit meaning is student achievement. Mosha (2000) conceptualizes quality as the level of excellence in performance and that quality of education is a multidimensional concept which

involves a study of the interaction between contextual factors, inputs, and processes of teaching and learning in order to realize cherished goals (outputs and outcomes). Otieno (2000) considers the meaning of quality education as consisting of two basic concepts. The first aspect refers to the level of knowledge and skills that society wishes schools to impart to students. This aspect defines quality education by looking at the level of achievement of either academic attainment or values. The second aspect refers to the characteristics of the school environment that produces skills, knowledge and values through the teaching and learning process. In this aspect, education is viewed as an industry whose effectiveness rests on input, process and output.

By understanding that education is a subsystem of human action, Bergmann (1996) argues that the definition of educational quality has to take its systematic nature into account. He found that it is useful to break down the definition into components, and asserts that there could be competing or complementary definitions of educational quality depending on which components one chooses to emphasize. Therefore, he defined education quality as the quality of the system components, where the overall definition of educational quality is the quality of these components.

2.3.1 Indicators of Quality Education

According to the ADEA (1991), quality is a relative idea and not something that is absolute. Selecting or designing a range of education indicators as explicit and measurable presentations of quality in education can therefore, determine the quality of education. Steers, (1997) adds that the selected education indicators are like a

doctor taking the temperature of a patient who has symptoms like vomiting and headache, to confirm the diagnosis of malaria. Likewise the quality of education can be determined through assessing educational indicators over time. However, evidence of quality needs to be supplemented by evidence from school inspectors, teachers, students and parents. According to Osaki (2000), elements of quality education can be a supportive external environment, desirable internal characteristics, effective teaching and learning and a favourable school climate. Saint (1992), points out that, several aspects of quality of education includes inputs, process, quality and output. According to Mosha (2000), inputs are divided into external and internal inputs of the organization. Major external inputs are effective financing, strong parent and stakeholder support and the quality of students.

On the other hand, quality education cannot be achieved if no decisions are made on who should be allowed to teach. Accepting that teaching is a profession and abiding by ethics is one way of promoting quality education in the country. The country needs motivated teachers who are free from HIV and AIDS and those who have been empowered by the Government to promote their profession in terms of pedagogy and freedom of choice on which pedagogy should be applied in a classroom (ADEA, 1991).

2.3.2 Factors Affecting the Quality of Education

Delors (1998, cited five factors affecting quality of education. He mentioned among others, the level of training of teachers, instructional materials, language of instruction, class size and curriculum reforms. However, he cautioned that the importance of individual aspects might vary substantially from place to place and

from time to time. From his experience, the shortage of trained teachers is so widespread that under-qualified persons are frequently employed as teachers, especially in remote locations where teachers with high qualifications particularly scarce. He adds that this scarcity is not the only reason for employing untrained persons. As extreme cases also occur when budget limitations become so acute that they necessitate the choosing of under-qualified teachers, since the cost of employing them is low compared with teachers' pay scales that are geared to formal qualification level.

Arguing on the same problem, Cohn and Rossmiller (1997) requested developing countries to give a great deal of attention to the task of recruiting, preparing and retaining competent teachers. They referred to empirical results relating to teacher variables and student academic achievement. In addition they assert that the findings of various studies strongly support the notion that trained teachers make difference as regards their achievement of more advanced grade especially in the more difficult subject while there may be evidence to suggest that untrained teachers can effectively teach literacy and numeracy. The main factors which affect quality the provision of quality education are discussed below.

2.3.2.1 Teachers' Morale and Motivation

While the demands on teachers are increasing, there is mounting evidence that teachers' morale and status are falling (Fry, 2003; Gaynor, 1998; Towse, et al., 2002 Mosha, 2004). Declining morale has serious implications for the recruitment and retention of teachers as well as for teacher performance.

The perception that the status of teachers in society is declining is encouraged by the use of shorter teacher training programmes and lowered entry qualifications for teaching (Gaynor, 1998). Qualified teachers believe that their work is diminished in the eyes of the public by the employment of unqualified people who are also called teachers (Halliday, 1999; Omari Mosha, 2010). The combination of increased demands and falling status does not depend on teachers' recruitment or retention. While pay and conditions are important contributors to motivation, there is evidence that other issues are almost as important as the actual level of remuneration (Fry, 2003).

Motivation is highly related to career-path projections and opportunities for progressions. However, promotion opportunities within the profession are often limited. As a result, many skilled teachers leave the classroom, while others become demotivated by the lack of status and recognition (Fry, 2003). In many countries, teachers are demoralized by the lack of transparency and information on the promotion process (Gaynor, 1998). Teachers need both support and supervision throughout their careers. It would be naïve to assume that teachers can go through a pre-service programme and then perform well for the remainder of their careers without further profession development (Mosha, 2004).

Support of teachers can take a variety of forms, including access to resources, in-service courses, and peer groups. A key form of teacher support missing in many school systems is the ongoing opportunity to talk with other professionals regarding personal challenges and experiences in the classroom. Such practice has been

successful with principals and other promoted staff in monitoring new teachers at the induction stage so that they improve their teaching and classroom management abilities in the first years of teaching (Halliday, 1999).

Parallel with teacher support, there is also a need for teacher supervision and monitoring. There needs to be a system to help teachers develop good practice and ensure that teachers are in place and teaching the required course materials. However, in many African countries such inspection systems focus on fault-finding rather than support. In some cases, supervisors or inspectors lack the resources to travel to schools. Supervision visits can be infrequent and haphazard (Fry, 2003).

2.3.2.2 Teaching and Learning Materials

Teaching and learning materials are all those things which the teacher and the students do or use to interact with in order to achieve certain objectives in a classroom situation, such as maps, models, and board. Those materials help the students to see touch, hear, smell and taste, and in so doing they are able to conceive abstract information, from concepts, practice some skills, and draw some conclusions out of what they are handling. Teaching materials can be audio (that we can hear only or see – radios) or can be printed (textbooks, charts) or non– printed (real objects, machines).

The use of teaching materials will help students retain a good part of what has been presented or is being presented particularly when the students are manipulating the materials themselves. A study by Mosha et al. (2007), revealed that despite the claim

by the World Bank that there is no absolute shortage of teachers, there is a very high shortage of qualified secondary school teachers in Tanzania.

Also Nyaki (2006), pointed out the shortage of teachers especially in science subject as one of the major problems facing secondary schools in the country. He lamented that besides the insufficient number of teachers, there are very few teachers in secondary schools with proper teaching qualifications. Consequently, the situation has affected the quality of education. Chonjo (1994), observed that the uncondusive state of buildings, teaching/learning materials, teachers' working conditions and learners' environment in Tanzanian schools can rarely facilitate the provision of high quality education.

Experience has shown that there has been a mismatch between the quality of education and expansion in education. A study conducted by Mwesiga (2000) sought to identify the demand for and provision of quality secondary schools in Tanzania. The results confirmed that while there had been a rapid increase in enrolment in secondary education, capital expenditure on secondary education has remained almost the same or has actually showed a declining trend. This situation, twinned with the shortage of teaching and learning materials caused by the lack of adequate funds has led to an environment that is unfavourable for attaining quality education.

Generally, teaching materials are part and parcel of the elements of teaching which enable the students to get set for the lesson, arouse their interest and provoke enquiring minds. Further, teaching materials help to develop concepts among

students and standardize the information being presented by teachers as well as their needs. The availability and use of teaching and learning materials affect the effectiveness of a teacher's lesson. According to Broom (1973), the creative use of a variety of media increases the probability that the students would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop.

Ausubel (1973) stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand. Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' achievement. Asiedu and Akrofi (1978) indicated that since children have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention. Therefore academic performance is an indication of excellence in learning emanating from one's experience.

2.3.2.3 Teachers Supply and Demand

Teacher supply and demand is predicted that secondary education is about to expand dramatically in many countries in Africa as a result of both rising populations and growing participation in secondary education. The overall trend reveals an increased share of primary students entering secondary schooling. Most countries have policies in place for the expansion of secondary education, in response to growing demand.

According to Omari and Mosha (2010) in Tanzania, the education strategy had aimed to increase secondary enrolment from 415,973 in 2004 to 1,446,402 in 2009.

The rapid expansion in secondary education has resulted in an escalating demand for teachers. It was assumed that a gross enrolment rate (GER) of 22 percent (the median GER reported for secondary education across the continent in 2005 (UNESCO, 2002), with a 20:1 student: teacher ratio, would require 1,005,994 teachers. This number would almost double the 576,770 secondary teaching staff estimated to have been available in 1998, based on data from 40 countries (UNESCO, 1998). In the Tanzanian context, Mosha et al. (2007), established that there is a shortage of 28,850 graduate teachers in secondary schools. The implication of this is that it is going to take long to resolve the problem of teacher shortage.

2.3.2.4 School Infrastructure

Bennel & Mukyanuzi (2005) disclosed that parents in the villages are unenlightened and do not support schools which is frustrating and undermines teachers morale. Housing conditions for secondary school teachers are generally poor. The scarcity of decent accommodation is a constant problem mentioned in nearly all reports, both official and by independent researchers. The 2000 World Bank report states that typically, rural secondary teachers live in dilapidated, poorly-maintained school or Government accommodation on or near the school compound and concludes that most houses are in a bad state of disrepair. Rajan (2006) also disclosed that wherever possible, a school needs libraries, laboratories, and basic equipment. He adds; that “Every secondary school, therefore requires at least a consuming, costly and tiring.

This problem is particularly acute for rural teachers. The World Bank (2000) revealed that around one-third of rural teachers lived near their school compared to three-quarters of urban teachers.

2.3.2.5 Medium of Instruction and quality of Education

The issue of medium of instruction cannot be ignored when considering the quality of secondary education in Tanzania, (Wedgwood 2005). English is the official medium of instruction in Tanzania secondary education. According to Brock and Holmarsd Ottir (2004), the choice of the medium of instruction in education has been hotly debated throughout Tanzania history.

Data from numerous studies imply that the level of English of both teachers and students is a severe limitation in the quality of learning in secondary schools (Wedgwood, *ibid*). Many academicians argue that it is no longer feasible to achieve effective learning in the majority of secondary schools using English medium (Roy-Campbell and Qorro, 1997, Senkoro, 2004).

2.4 Empirical studies on Quality Education Worldwide

This section contains an analysis of research findings on the quality of education. The presentation covers international empirical findings. It is widely recognized that the quality of teachers and teaching lies at the heart of all schooling systems intending to offer quality education. Strauss & Sawyer (1986) conducted a study on the relationship between teachers and student competence in mathematics in North Carolina in the USA. The research findings disclosed that the quality of teacher's knowledge on the subject matter is a cardinal factor influencing test scores.

In this case, teacher's competence made a remarkable contribution to the quality of education. Similarly, Hammond (2000) conducted a study to find out the ways in which teacher's quality and other inputs correlate to students' achievement. Data were collected from 50 states of the USA.

The findings revealed that teacher quality appeared to be stronger when related to other school inputs. Lessons learnt from the study were reflected in efforts to prepare teachers and support those in service, especially in states wanting to improve education quality.

Other studies conducted in India, Guinea, Mexico and China through a review done by Caron & Chau (1996) disclosed that teachers played a key role in improving the quality of education. However teachers' constraints such as transfers, social status, and working conditions that tend to grind down their motivation and commitment to teaching were not seriously considered, although they have a remarkable effect on teachers' work and ability. Conventional wisdom suggests a decline in their work and ability affects the quality of education.

Quality of educational outcomes depends heavily on the quality of the individual teacher. Recent research in the United States reported that teacher quality is the single most important variable in determining student achievement (AFT, 2000). It is no surprise, that improvements in teacher education are frequently suggested as a solution to educational problems. The quality of teachers is likely to assume even greater importance in the future, as changing needs place greater pressure on teachers.

2.4.1 Empirical Findings from Developing Countries

In the context of Kenya, school quality is heavily dependent on the quality of teachers, their motivation and the leadership they experience (Eshiwani, 1993). This is believed to be the only way of recognizing differences in performance between schools with similar levels of physical provision.

In times of rapid expansion of the education system, additional strain is generally placed on teacher supply and bottlenecks are increasingly highlighted. These bottlenecks in teacher supply vary from country to country. In Ghana, the teacher education system is the limiting factor of teacher supply. Teachers' colleges are oversubscribed and more teachers could be prepared if spaces were available. Yet, achieving the target primary enrolment rate would involve increasing teacher supply by up to four times the current level (Lewin, 2002).

In Lesotho, the number of suitable graduates from secondary schools limits the numbers of the teaching force. Only about 2,000 students each year achieve marks in the Cambridge examination - that would qualify them for pre-service teacher education and up to half of these would need to opt for teacher preparation in order to satisfy the demand for teachers (Lewin, 2002).

In many countries there are difficulties in implementing deployment systems. For example, according to Lewin (2002), in Ghana, significant numbers of trained teachers fail to take up their postings in rural areas. In a recent survey of 262 newly trained teachers posted to four Districts in the Upper West Region of Ghana, 115

(44%) failed to arrive at their teaching posts. This is due to the posting of teachers in the least attractive locations, such as rural areas or the poorest urban areas.

2.5 Empirical findings from Tanzania

This part contains an analysis of research findings from various studies done in Tanzania, particularly on the quality of education.

The increasing demand for secondary education in Tanzania is regarded as critical for both the individual and the community to progress since post- primary educational programmes have proved inadequate and continue to have low status. Parallel to the increased demand many secondary schools have been established to supply secondary education. Therefore it is obvious that this increased demand for secondary education in Tanzania is partly due to the rapid expansion of primary education. In his study, Mwesiga (2000) observed that over 90% of standard seven leavers wished to continue with secondary education and this were perceived as receiving great encouragement from parents. Many parents were prepared to send their children to secondary schools.

2.6 Knowledge Gap

In spite of the various efforts taken by various stakeholders in education with the aim of addressing the problem facing community secondary schools, the examination results of the community secondary schools depict a disturbing picture in Urambo District. It has consequently created a need to conduct a research in the area in order to explore the factors for poor academic performance in community secondary

schools in the district. So far, there is a need to study on community secondary schools, because no any study has been done at Urambo District concerning poor academic performance in community secondary schools since they were introduced in this area in 2006.

2.7 Summary

This chapter consist of ideas, conceptual framework of the research. And it provides definitions of the key terms which is used within this research, arguments from various authors on factors affecting students' academic performance including teacher supply and demand, educational instruction and teaching and learning materials are presented.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter is on the methods and techniques that were used for conducting the research. It also contains justification for using the methods. Both quantitative and qualitative techniques were employed in collecting the relevant data. This part outlines the research methodology used in the current study. The section is divided into four subsections: design, sampling technique, data collection methods, and data analysis techniques.

3.2 Description of the Study Area

Urambo District which was selected as the area of the study, is among the seven Districts in Tabora Region. Other districts in the region include Sikonge, Nzega, Igunga, Uyui, and Tabora municipality. The District covers an area of 25,995 square kilometres. It is located 90 km west of Tabora - the region's capital. The District's geographical location is 30°-32.37° Longitudes East and 40°-50.55° Latitudes South. To the East of the region are Nzega, Uyui, and Sikonge Districts. In the North is Kahama District (Shinyanga Region) while Kigoma District (Kigoma Region) is on the Western side. The District has very poor infrastructure which make it inaccessible, especially in very remote districts. The researcher was interested to make a study at Urambo District and not in other District because it is among the lagged behind District in a remote area where people do not involve in education issue and most of them depend on agricultural issues. Therefore the area was selected

by the researcher because is one of the district in Tabora Region has poor performance in form four National examinations. So it has the characteristics relevant for this.

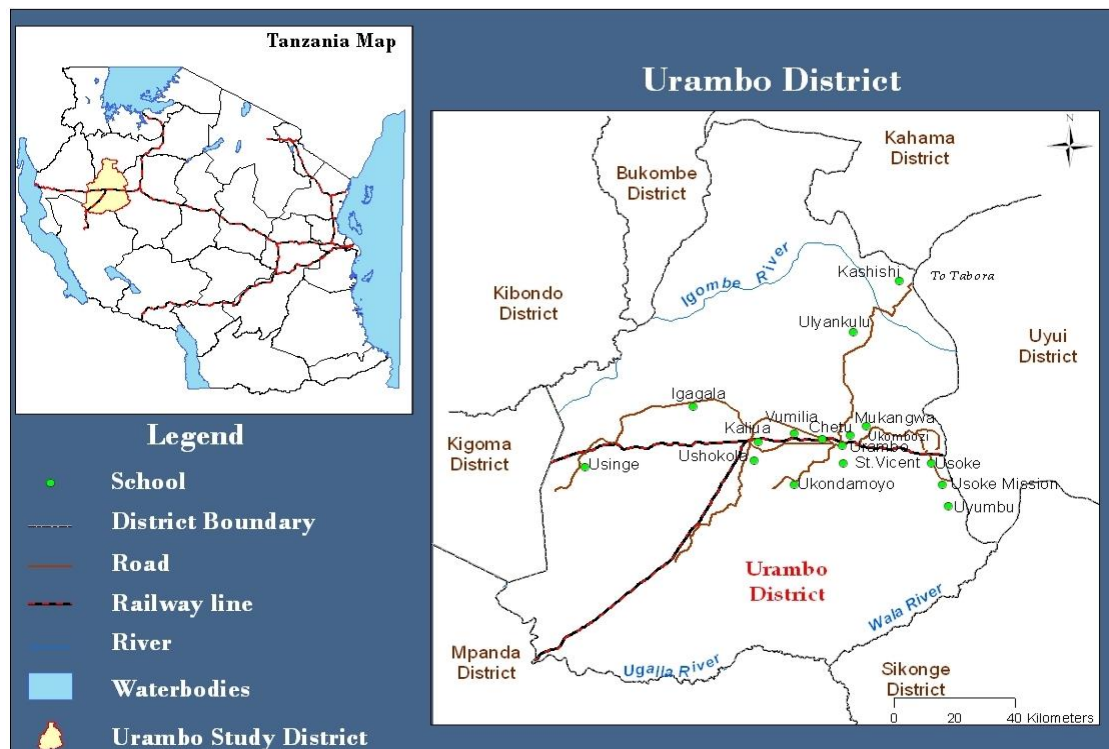


Figure 3.1: A Map of Urambo District with Wards and Secondary Schools

Administratively, Urambo District is divided into four divisions of Urambo, Ulyankulu, Kaliua and Ussoke. Urambo division has eight wards i.e. Urambo, Songambebe, Muungano, Kapilula, Ukondamoyo, Imalamakoye, Vumilia and Itundu. In ussoke division, there are only four wards namely Kiloleni, Usisya, Uyumbu and Ussoke. Kaliua division has eight wards i.e. Kaliua, Igagala, Kazaroho, Ugunga, Ushokola, Ukumbisiganga and Usinge. But part of Ulyankulu division, there are wards namely Ulyankulu, Igombemkulu, Kanindo, Kashishi, Mwongozo, Ichemba and Uyowa. In each ward there is one community secondary school. Hence up to

2011 there were 27 community secondary schools in Urambo District (Taarifa Shule za Sekondari, 2011).

The District has a total population of 370796 people (The Census Report, 2002) of which 183229 are males and 187567 are females living in 62633 households with a family size of 5.8. The districts annual growth rate is 4.8 and population density is 14 people per square kilometre. Due to this growth rate, by December 2006 the district was estimated to have the population of 446227.

Occupations of people in the district are predominantly agricultural and livestock keeping. They also participate in bee keeping and fishing. Agricultural crops include maize, paddy rice, cassava, beans, and sweet potatoes as food crops while cured tobacco, groundnuts and sunflowers are cash crops. Tobacco is the main cash crop in terms of economic contributions. The social-economic status of the District is very high. According to (2002 District Survey Report, the District has per capital income of Tshs 172000. Urambo has a very high poverty rate due to the fact that peasants depend on subsistence farming.

According to the 2002 census, literacy in the District was 49 percent among the population aged 5 years and above. Literacy in Kiswahili stood at 45 percent while 4 percent were literacy in both Kiswahili and English. Furthermore, literacy rate is the highest among those aged between 10 and 19 years. Literacy is also higher among the urban population than in rural areas. In regard to education, the District has shown a net enrolment rate of 82% in the year 2012 while the District has 150

primary schools with 93642 pupils and 31 secondary schools - two of them are advanced level secondary schools. Day students in these secondary schools are 13439 while boarding students are 537.

3.3 Research Approach

The study used both qualitative and quantitative research methods. The two methods have been employed giving their philosophical roots, since no single method is sufficient. According to Kombo and Tromp, (2006), qualitative and quantitative research approaches have often been used together in the same research project and in many cases. A combination of different qualitative and quantitative methods was used in order to obtain methodological triangulation so as to maximize the quality of the collected data. According to Kothari (2004), as opposed to qualitative research, quantitative research produces findings arrived at by means of statistical procedures and other means of quantification. They also and provide the researcher with fixed steps to follow.

3.3.1 Research Design

Kothar, (2004), defines research design as the conceptual structures within which the research is conducted. It constitutes the blueprint for the collection, measurement and data analysis of the data.

The research design for this study is both descriptive and diagnostic research simply because it is concerned with describing the characteristics of a particular individual, or of a group, whereas diagnostic research studies determine the frequency with which something occurs or its association with something else. Collection of data

involved both primary and secondary cases obtained through observation, documentary reviews interview etc. The application of more than one instrument in data collection is useful in the sense that it provided checks and balances and avoid shortfalls on data collection.

The design helped the researcher to get relevant data to achieve the objectives of the study. The present study employed a case study design. A case study design is selected on the basis that it provided an opportunity for a specific problem on student poor performance to be studied in depth within a limit of time. Also a case study gives a fair and accurate according of the case in such a way that readers are allowed to penetrate the superficial records and check the researcher's interpretation by examining evidence on which the case study is built. Moreover, case study provides suggestions for intelligent interpretation of other similar cases (Kothari, 2004). Therefore this study was conducted in eight secondary schools two from each division as bounded situation.

3.3.2 Target Population, Sample and Sampling Procedure

3.3.2.1 Target Population

The target population of this study included all community secondary school stakeholders in Tanzania. These involved teachers, students and all surrounding members of community secondary schools. The study targeted respondents from eight community secondary schools; which included students, teachers, school Board Member and District education officers. Ninety eight respondents were involved in the study.

3.3.2.2 Sampling

Sampling is the process of obtaining the information about an entire population by examining only a part of it. Also a sample, according to Cohen *at al.* (2000), is a small group of the respondent's deacon from the population in which the researcher is interested in gaining information and drawing conclusion. Sampling is done for the purpose of measuring some elements of the population and drawing conclusions regarding the entire population. Therefore, sampling is a process of selecting a given number of representatives of the targeted population in such a way that they represent all attributes of the population. Two sampling techniques were used in this study - purposive and simple random sampling.

On the other hand, random sampling procedure for schools was applied to schools to select students and teachers. Students were selected by count the number from 1 to 50 and all who announced 50 were involved in the study.

Pieces of papers written YES and NO were put into a box and thereafter teachers were asked to pick one each to obtain exactly 16 teachers. Those who chose YES were involved in the study. This technique was applied to avoid biases and made it possible to draw valid inferences and generalization on the basis of careful observation of variables.

Purposive sampling was used purposely to School Board members, District Education Officer and District Chief Inspector of Schools because they deal with educational issues.

The sample consisted of sixty four students, eight from each selected school, gender equality was considered from eight selected secondary schools, namely: Uyumbu, Usongelani, Chetu, Ukodamoyo, Igagala, Ukumbisiganga, Mwongozo and Isike Igombenkulu.

The sample consisted of 16 teachers from community secondary schools, 8 heads of those schools and 64 students. The sample included also District Academic Officer, District Chief Inspector of School, the District Secondary Education Officer, and committee chairpersons or (school board chair persons. Table 3 indicates the sample composition.

Table 3.1: Summary of Sample Composition for the Study Respondents

| Type of Respondents | Projected respondents | Actual respondents |
|--------------------------------------|------------------------------|---------------------------|
| Students | 64 | 64 |
| Head of schools | 8 | 8 |
| Teachers | 16 | 16 |
| District Academic Officer | 1 | 1 |
| District Secondary Education Officer | 1 | 1 |
| School board chair persons | 8 | 8 |
| Total | 99 | 99 |

3.3.2.3 Data Collection Methods

Both qualitative and quantitative data were collected. During this study, questionnaires, documentations, interviews and observation methods were used to collect information. Primary data are original in character (Kothari 2007). Document

review, such as review of books, reports, publication are obtained from local or central Government and professional journals used to search secondary data which have already been collected by someone and passed through the statistical process (*Ibid*) in order to see what the researcher obtained and suggested for further studies.

According to Denscombe (1998), using more than one specific method enables the researcher to cross validate information and data collected from a variety of sources. Due to the nature of this study, the researcher used the triangulation approach which implies multiple data gathering sources. Combination of documentary review, interviews, questionnaires and observation have been used.

Document review refers to analyzing and deriving relevant information from primary and secondary sources. Primary sources contain records of events or original information and data from authentic sources. These include the teachers report in school, Secondary School Reports, subject log books, and schemes of work, lesson plans and lesson notes.

Secondary data were derived from second-hand information - such as dissertations, published and unpublished theses, newspapers, pamphlets, reports, journal articles, brochures and other resources downloaded from the internet. In addition - as Denscombe (1998) asserts, documentary review provides vast amount of information .It is cost effective and can be checked by others.

Interviews: An interview is the method of collecting information which involves face to face interview and presentation of oral verbal stimuli that reply in terms of

oral verbal responses In the process of data collection personal interviews were used. Under this, the researcher dealt with DSEO, and secondary school teachers and students. Through this method the researcher collected more information concerning the factors which leads to poor performance by students in community secondary schools in Certificate of Secondary Education Examination in Tanzania. However, during the study, the researcher observed some shortcomings. The study was time-consuming. In some places, interviews were very long and some key persons - who were the sources of information, were unavailable.

Questionnaires: A questionnaire is a tool of data collection which consists of a number of questions printed or not in definite order on a form or set of forms (Kothari 2007). The questionnaires were administered by distributing them to respondents who expressed themselves freely by giving thorough answers. This technique enables the researcher to collect a lot of information over a short period of time. It is also suitable for large populations and information collected are easily described in writing. The questionnaires consisted of both open ended and closed-ended questions. Due to this, questionnaires were administered to students and secondary school teachers Data collected using this tool were related to availability of teaching and learning materials, number of teachers available at school, etc.

This method is useful in data collection but the researcher faced some problems like delay in of answering question items ,negative responses from respondents, and unfilled questions items in the questionnaires. Close follow-up was needed in order to solve this hurdle.

Observation: This is another technique of which was used for gathering information. This technique relies on researcher's seeing, hearing, testing, touching and smelling things and recording these observations rather than relying on peoples self-report responses to questions or statements. It requires the researcher's personal ability and understanding of the phenomena (Frankael and Wallen, 2000). The method has been chosen because; it allowed the researcher to see for himself/herself what people actually do rather than what they say they will do. Further to that the method helped to differentiate real situation from the theories which were written in many publications about the community. Field visit around the community secondary school is conducted to observe and collect information about the real situation of the academic performance.

Table 3.2: Summary of the Instruments Administered to Sample Respondents

| Type of respondents | Number of Respondents | Instrument/technique used |
|---------------------------------------------|-----------------------|-------------------------------------------------------------|
| Students | 64 | Questionnaires and documentary review. |
| Heads of schools | 8 | Questionnaire Interview and documentary review. |
| Teachers | 16 | Questionnaire Interview, observation and documentary review |
| District Academic Officer | 1 | Interview, Questionnaire |
| District Secondary School Education Officer | 1 | Interview, Questionnaire |
| School Board Chair Persons | 8 | Interview, Questionnaire |
| Total | 99 | |

Source: Field Data, 2012

The findings have noted that some of the teachers were teaching without preparing schemes of work, lesson plans, lesson notes, teaching and learning material which are necessary tools in the learning process to enhance and facilitate learning.

Through observation only 30% of the respondents found to have teaching materials while 70% were not well prepared with neither teaching materials nor lesson plans as shown in table 4.7. Table 3.2 presents the participants of the study and instrument administered to them.

3.3.2.4 Validity and Reliability

To ensure validity and reliability of the instruments, a pilot study was made at School of Education, The Open University of Tanzania. To achieve the purpose of this study, triangulation method of data collection (interview, questionnaires and documentary review) was employed. This was done to ensure the information collected was valid by counterchecking contradictory information. The instruments were reviewed and corrected by the supervisor to examine if they were relevant for collection of the required data. Before administering the research instruments to respondents, the researcher distributed questionnaires and interview schedules to fellow classmates of MED.APPS degree programme in the school of Education, The Open University of Tanzania. The aim of this review was to check effectiveness of the instruments in tapping the required information for the study. Findings from the review disclosed the necessity for modification of some items. Each item in the questionnaire and interview schedule was crosschecked. Anomalies were modified accordingly before administered to intended respondents.

3.3.2.5 Ethical Considerations

A research clearance letter was obtained from the Vice Chancellor (VC) of The Open University of Tanzania), which introduced the researcher to Tabora Regional

Administrative Secretary (RAS) who then issued an introductory letter to District Executive Director (DED) of Urambo district for permission to conduct the research in the selected area. During administration of questionnaires and interviews, the researcher assured respondents of privacy, confidentiality and anonymity by not letting the respondents to identify their names on questionnaires and identifying respondents by their status. For ease of clarification, respondents were free to discuss in English or Kiswahili. The researcher finally recorded the notes using the operational language which was English.

3. 4 Data Analysis

Data analysis is a process that involves editing, classifying and tabulating the collected data (Kothari 2004). In this study, the researcher employed both qualitative and quantitative data analysis techniques. Data collected were edited, coded, summarized and analysed using SPSS software in conformity with objectives of the study.

Descriptive statistics such as frequencies, and percentage were used in the analysis of the demographic and characteristics of respondents. Collected data from the field were recorded, tabulated, computed and described according to objectives of the study.

Quantitative data were derived from questionnaires and documentary review salary levels were classified, tallied and computed into percentages. Tables were used to interpret, summarize, justify and conclude the study. The Microsoft excel computer

programme was applied to compute percentages of quantifiable data so as to simplify data analysis process.

Qualitative data analysis was made using content analysis technique by examining data collected from interviews and questionnaires. The data collected from interviews and questionnaires were summarized. Quotations were interpreted in terms of their contents in relation to a particular research question and objectives. In the process of coding and analysis, the content of the same categories were considered and accordingly worked upon.

3.5 Summary

This chapter explain clearly how the research identified factors contributing to the poor academic performance in certificate of secondary education examination for community secondary schools, particularly in Urambo District Tanzania. And it reveals the tools and ways which were used in collecting data these techniques reflect the justification of data analysis.

CHAPTER FOUR

4.0 PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Respondents Characteristics

The characteristics of the sample respondents were categorized into sex and occupational variables. Table 4.1 summarizes the distribution of sample respondents by sex while Table 4.2 presents the distribution sample respondent's occupation status. Table 3.2 shows different research of participants. In the process of bringing development to the community equal representation is necessary to be considered. The study involved made (44.4%) males and (55.6%) females which indicate that, gender equality is observed in the whole process of data collection.

Table 4.1: Gender Analysis of Respondents

| Sex | Frequency | Percent |
|--------------|------------------|----------------|
| Male | 44 | 44.4 |
| Female | 55 | 55.6 |
| Total | 99 | 100.0 |

Source: Field Data, 2012

Table 4.2 shows the occupation of respondents. The data were aimed at providing clear insights for the research so as to enable her to know the category of respondents who would had failed to present unfilled questionnaire. . But 100% of expected respondents as representative sample according to their categories participated fully in answering the questions provided.

Table 4.2: Respondent's Occupation Status

| Respondents | Frequency | Percent |
|---------------------------|------------------|----------------|
| Learners | 64 | 64.6 |
| Teachers | 16 | 16.2 |
| Heads of school | 8 | 8.1 |
| School board chairpersons | 8 | 8.1 |
| Education officers | 3 | 3.0 |
| Total | 99 | 100.0 |

Source: Research Finding, 2012

4.2 Number of Teachers According to Their Education Qualifications Specialization and Their Commitments Who Are Available At Selected Community Secondary Schools

In this objective the researcher found out the teacher's qualification, specialization and their commitment to perform various duties in community secondary schools was not considered. Table 4.3 shows teacher subject specialization in selected schools.

Table 4.3: Teacher Subject Specialization in Selected Schools

| S/n | Name of school | Teacher's qualification | | Total no. of teachers | No. of students | No. of streams | Ratio |
|------------|-----------------------|--------------------------------|----------------|------------------------------|------------------------|-----------------------|--------------|
| | | Degree | Diploma | | | | |
| 1 | Chetu | 4 | 6 | 10 | 507 | 11 | 1:51 |
| 2 | Igagala | - | 6 | 6 | 405 | 10 | 1:68 |
| 3 | Mwongozo | - | 9 | 9 | 459 | 10 | 1:51 |
| 4 | Ukondamoyo | - | 5 | 5 | 378 | 8 | 1:78 |
| 5 | Ushokola | 1 | 4 | 5 | 393 | 8 | 1:79 |
| 6 | Usongelani | 1 | 5 | 6 | 392 | 8 | 1:65 |
| 7 | Uyowa | - | 5 | 6 | 483 | 10 | 1:80 |
| 8 | Uyumbu | 2 | 5 | 7 | 494 | 10 | 1:70 |
| | Total | 8 | 46 | 54 | 3511 | 78 | 1:65 |

Source: Secondary School Reports, 2011

Table 4.3 shows the number of teachers available in those schools with their qualifications. The aim was to compare the actual present ratio of teachers verses

students as the national education policy states that, teachers with diploma holders are qualified to teach form one and form two only while degree holders teachers are qualified to teach form three to form six. The researcher was eager to know whether the above explanation was the source of students to perform poor.

The result of the study indicated that the community secondary schools had a large number of unqualified teachers. There were only 17% of teachers with degree qualification who were qualified to teach forms three and four students.

83% of the teachers were diploma holders who were suitable for teaching from forms one and two only. The study revealed that, in community secondary schools the large number of unqualified teachers was the leading factor for poor performance of students in CSEE.

Apart from that, the study observed that there was a heavy workload among teachers in community secondary schools. The standard teacher: student ratio in secondary schools is 1:20, meaning that one teacher should teach twenty students. However, the study has revealed that, in community secondary schools the ratio was more than 1:50 meaning that one teacher should teach for fifty plus students. Table 4.3 presents the real situation observed in the eight selected schools. These statistics show that the teachers are overworked in community secondary schools. The situation may lead to poor performance in CSEE.

In general, the findings have indicated that public secondary school teachers were not allocated to schools according to schools' demand. There were differences between

urban and rural areas in terms of Government teacher allocation criteria and practice. The urban schools were found to be over-staffed, with qualified teachers. As shown in Table 4.3, Chetu secondary school in Urambo urban has many qualified teachers compared to the others.

Qualitative data have shown that the quality of teachers is an important factor affecting performance at the school level. Teachers in the high-performing schools indicated that they were proud of themselves and appreciated the presence of high quality teachers in their schools. On the other hand, teachers in the low performing schools complained about the absence of good quality teachers, especially in Science and Mathematics. (Justiz 1987:7) arguing as follows: “The strength of the nation depends on the high quality of its education system, and the strength of a high quality education system rests with high quality teachers (Abdo, 2000:117). In assessing teachers’ quality, two variables should be taken into consideration. The first is the ability of teachers, and the degrees they attained before joining the teaching profession. The second is the quality of their work. For the case of teacher’s ability, many studies indicate that students with high academic abilities are attracted to careers other than teaching such as those with high status and good working conditions. Therefore the teaching profession is left to individuals with lower academic abilities (Solmon and LaPorte, 1986, cited in Abdo, 2000).

Moreover, the presence of diploma or degree holders in the teaching professional (1.3%) and (0.2%) respectfully - as shown in Table 4.3, establishes grave consequences regarding the quality of teachers in these schools. However, the current

requirements are that one must have a first degree from a recognised university and a teaching diploma. According to the data in Table 4.3 it will take some time to have adequate number of university graduates in the teaching profession. Table 4.6 shows that there were fewer teachers with university degrees compared to those with diplomas. In addition to that most of the teachers specialize in arts subjects. Therefore, the schools have to hire form six leavers to help them in teaching science subjects.

The researcher argues that teacher's academic qualification is one of the factors that determines teacher's quality. Zacharia (2002), argues that the quality of education depends on the quality of teachers. Teacher quality is important for three major reasons: it is central to the development of principal attitude towards learning and self-image of the learners, it establishes a base upon which subsequent learning will be built, and it is essential to the improvement of the schooling quality. Moreover, student's performance is affected by the factor level of their socio-economic status and home education culture.

In this study, the researcher argues that the opportunity to develop and use skills is based on external and internal factors. This refers to every single detail affecting the teaching-learning process. These internal conditions includes, shortage of quality teachers, teacher's motivation and commitment if action cannot be taken on time to resolve, should cause effect in student performance. The principle leadership style, and the extent to how the teachers perform the functions, can be effective in both school improvement and its sustenance. The quality of students is another internal

condition which is highly depended on the social economic status (SES) of students, and home education culture.

The last aspect is on the physical working conditions. The school which its environment, is suitable architectural design, well equipped with all necessary tools and materials including rich library, additional laboratory and computer, suites teachers and students to learn comfortably and student perform wonders.

Another factor which was found to affect academic achievement among student were, teacher student ratio, class size, in-service teacher training, school facilities and teacher education levels. Interestingly, teacher student ratio is positively correlated with achievement scores.

A significant positive relationship between teacher/student ratio and academic achievement depend on greater availability of resources, including better teaching aids and physical equipment in schools. This study noted that, the average teacher student ratio was above (1:40) which was not the figure suggested by educators for effective school. Hanushek and Lague (2003), noted that class size with a ratio of more than 40 students have no significant effects to student academic achievement.

In addition to class size, teacher-student ratio according to them is that, the estimated effects of reduction class size are not systematically larger on science and mathematics subjects in poorer country. Secondary schools are well equipped with art teachers rather science teachers who are in a great demand.

The study deeply examined teacher's education qualification in order to see how they perform their duty so as to avoid poor academic performance of students in community secondary schools in Urambo District in Certificate of Secondary Education Examination (CSEE). The study examined the number of teachers with their educational level who were available in secondary schools. The aim was to compare the actual present ratio of teachers versus students in community secondary and national standard ratio. Also to know how far the Educational Policy is followed, which states that diploma holders are supposed to teach form one and form two students only, degree holders teachers are supposed to teach from form three to form four students.

The study found that, in the real situation in community secondary schools there were large number of unqualified teacher according to the policy statement. Normally in schools there were only 17% of teachers with degree qualification who qualify to teach form three to four. While the 83% were diploma holders who were suitable for teaching form one to form two only. This evidence supports a study by Moshia et al., (2007) who pointed out that there is a very high shortage of qualified secondary school teachers in Tanzania. Nyaki (2006) states that, there is a shortage of teachers - especially in science subject, as one of the major problems facing secondary schools in Tanzania.

The study revealed that, in community secondary schools large number of unqualified teachers is a leading factor for poor performance of students in Certificate of Secondary Education Examination (CSEE).

In addition, the study observed that teacher in community secondary schools are over worked. This means one teacher teaches forty students but in the community secondary schools in Urambo District the ratio is that one teacher teaches fifty or more students (1:50). This shows that, in community secondary schools - the teachers are overworked. Hence, from this scenario, it shows large number of periods for teachers in secondary schools - is a factor making students in community secondary school to perform poorly in their Certificate of Secondary Education Examination (CSEE). A teacher who is overworked cannot make good preparations for teaching and as a result this leads to ineffective and inefficient classroom participation.

4.3 Applicability of Teacher's Subject Specialization at Community Secondary Schools

In secondary school, all teachers should have a special subject(s) to teach. Table 8 indicates how the principle was considered. Statistics in Table 8 indicates that 66.7% of respondents said that, subject specialization in community secondary school was not applicable as most of the teachers were hired based on arts subjects and they later found themselves teaching science subjects due to shortage of science teachers. Hence subject's specialization was not considered as shown in Table 4.4.

Table 4.4: Applicability of Subject Specialization in Teaching

| Subject specialization | Frequency | Percent |
|-------------------------------|------------------|----------------|
| Considered | 33 | 33.3 |
| Not considered | 66 | 66.7 |
| Total | 99 | 100 |

Source: Field Data, 2012

Table 4.5 shows 46.5% of the respondents argue major cause of poor performance was shortage of teachers in community secondary schools. Presence of unqualified teachers in community secondary schools was another factor which influences the teacher to leave out subject specialization during teaching process.

Table 4.5: Factors behind the Situation

| Factors | Frequency | Percent |
|---------------------------------|------------------|----------------|
| Shortage of teachers | 46 | 46.5 |
| In adequate time | 10 | 10.1 |
| Presence of unqualified teacher | 43 | 43.4 |
| Total | 99 | 100.0 |

Source: Field Data, 2012

As indicated in Table 4.6, there were also some schools which had only five teachers who were responsible to teach all compulsory and option subjects from form one to four.

Table 4.6: Teacher's Subject Specialization in Selected Community Secondary Schools

| Name of School | Kiswahili | | English | | Mathematics | | History | | Geography | | Civics | | Physics | | Chemistry | | Bios | |
|----------------|-----------|-----|---------|-----|-------------|-----|---------|-----|-----------|-----|--------|-----|---------|-----|-----------|-----|------|-----|
| | Deg | Dip | Deg | Dip | Deg | Dip | Deg | Dip | Deg | Dip | Deg | Dip | Deg | Dip | Deg | Dip | Deg | Dip |
| Chetu | 3 | 3 | 2 | 3 | 0 | 1 | 1 | 2 | 1 | 2 | - | - | 0 | 1 | 0 | 1 | 0 | 1 |
| Igagala | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | - | 1 | - | - | 0 | 0 | 0 | 0 | 0 | 0 |
| Mwongozo | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | - | - | 0 | 1 | 0 | 0 | 0 | 0 |
| Ukondamoyo | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | - | - | 0 | 0 | 0 | 1 | 0 | 1 |
| Ushokola | 1 | 1 | 0 | 2 | 0 | 1 | 1 | 2 | 0 | 1 | - | - | 0 | 1 | 0 | 1 | 0 | 1 |
| Usongelani | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | - | - | 0 | 1 | 0 | 1 | 0 | 1 |
| Uyowa | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 1 | - | - | 0 | 0 | 0 | 1 | 0 | 1 |
| Uyumbu | 1 | 2 | 1 | 1 | 0 | | 1 | | 1 | 1 | - | - | 0 | 1 | 0 | 1 | 0 | 1 |
| Total | 5 | 12 | 3 | 12 | 0 | 4 | 4 | 11 | 3 | 8 | | | 0 | 4 | 0 | 6 | 0 | 6 |

Source: Secondary School Reports, 2011

4.4 Commitment of Teachers in Community Secondary Schools

In order to determine the exact factors leading poor performance in community secondary schools in rural areas, commitment of teachers was also observed. The researcher used documents - such as teacher's scheme of works, lesson plans and subject log books which usually used to shows topics already taught and number of test or exercise provided by the teacher to the learner. Findings show that in rural areas, CSEE performance is poor compared to community secondary schools which are mostly found in urban areas.

Table 4.7: Number of Lesson Plans, Scheme of Works and Monthly Test Provided in Selected Community Secondary Schools in the Year 2011

| Subjects form 1-IV | Existing lessons plans in % | Existing scheme of work in% | Number of topics taught in % | Monthly test provided in % |
|--------------------|-----------------------------|-----------------------------|------------------------------|----------------------------|
| Kiswahili | 30 | 30 | 60 | 45 |
| English | 28 | 8 | 54 | 54 |
| Mathematics | 2 | 6 | 4 | 12 |
| History | 27 | 25 | 49 | 40 |
| Geography | 19 | 6 | 39 | 36 |
| Civics | 30 | 29 | 60 | 24 |
| Bios | 3 | 10 | 10 | 4 |
| Physics | 1 | 10 | 4 | 3 |
| Chemistry | 4 | 9 | 10 | 1 |

Source: Secondary Schools Reports, 2011

Table 4.7 illustrates the actual picture on how teachers perform their duties such as in preparing scheme of works, lesson plan, teaching aids, text and reference books and how they use them in teaching process. The study found that there were poor preparations of schemes of work as shown in Table 11. For example, in Kiswahili

subject, only 30% of schemes of work were prepared. This implied that 70% of the teachers did not plan their work. Therefore, majority of teachers in community schools were not committed to preparing teaching materials which lead to ineffective learning process. This might be one of the reasons why students fail in their Certificate of Secondary Education Examination.

Furthermore, teachers who do not prepare lessons plans or schemes of work and who do not mark their pupils' books consistently or determine - satisfactorily the goals for teaching, end up causing the students to fail their studies. The review showed that for the whole year in these schools, available average lesson plans was below 30% for all teaching subjects. In teaching, a lesson plan is a very important tool which directs teachers and learners. In general, the lesson plan directs - stage by stage, what is to be taught systematically within a single or double periods subjects. These statistics imply that teachers were not committed to their work.

In a formal education system, syllabus guides teachers what to teach in the particular year so as to fulfil the national goals. The problem is where teachers fail to assess themselves on how to teach, what to teach especially when it comes to test the capability and the understanding of the student they teach through exercises, weekly tests, monthly tests and annual examination. Through Table 11, the study revealed that teachers did not teach all topics as prepared in the syllabus. The documents showed that the average topics taught were below 60% out of all topics in the syllabus for a particular subject. For example only 4% out of all topics in basic mathematics was taught.

The studies revealed that in community secondary schools, teachers were not committed to teach effectively and as a result caused students to perform poor during examination period.

4.5 Availability of Teaching and Learning Materials in Community Secondary Schools

Teaching and learning materials also encourage learners and facilitators to participate fully in whole process of teaching and learning effectively. Teaching and learning materials includes all teaching aids, buildings, books, teachers houses, laboratory apparatus as well as furniture like desks and chairs, availability of these items facilitate the whole process of teaching and learning to both teachers and students respectively. Table 4.8 illustrates the existing status of education infrastructure in community secondary schools,. The data shows that there were inadequate teaching and learning materials in these schools, this is according to 61.6% of all respondents interviewed.

Table 4.8: The Existing Status of Education Infrastructure in Community Secondary School

| Status of education infrastructure | Frequency | Percent |
|--------------------------------------------------------|------------------|----------------|
| Satisfy the need of teaching and learning process | 38 | 38.4 |
| Not satisfy the need of teaching and learning process. | 61 | 61.6 |
| Total | 99 | 100.0 |

Source: Field Data, 2012

Apart from that, the respondents argued that existing environment made the students and teachers to despair - as shown by Table 13 - whereby 44.4% of the respondents

commented that shortage of teaching and learning infrastructure made the teacher and learners to lose morale in the whole process of teaching and learning at school. Either, 36.4% commented that the environment had no effect in the learning process and the rest 19.2% were not aware about this. In general data in Table 4.9 reveals that existing lack of teaching and learning facilities and education infrastructure led to failure of students in their CSEE.

Table 4.9: The Effect of Shortage of Education Infrastructure to the Teaching and Learning Process

| Effect of shortage of education infrastructure | Frequency | Percent |
|-------------------------------------------------------|------------------|----------------|
| Loose Students and teachers morale | 44 | 44.4 |
| Does not affect the process of learning | 36 | 36.4 |
| None of them | 19 | 19.2 |
| Total | 99 | 100.0 |

Source: Field Data, 2012



Figure 4.1: One of the Teachers' Office

Source: Field Data, 2012

Figure 4:1. Shows a classroom which is used by all teachers as well as the head of school as office and is also used as a store room. This situation was found in one of the selected schools for this study. The teachers are seen taking breakfast during the break time.

Table 4.10: Availability of Textbooks in Selected Community Secondary Schools

| Subject | Levels | | | | No. of books available | Students Book Ratio |
|-------------|--------|--------|--------|--------|------------------------|---------------------|
| | Form1 | Form 2 | Form 3 | Form 4 | | |
| Mathematics | 40 | 40 | 40 | 40 | 160 | 1:22 |
| Civics | 16 | 24 | 24 | 32 | 96 | 1:37 |
| Physics | 16 | 16 | 16 | 24 | 72 | 1:48 |
| English | 8 | 8 | 16 | 16 | 48 | 1:73 |
| Kiswahili | 8 | 24 | 32 | 32 | 64 | 1:54 |
| Geography | 8 | 8 | 8 | 16 | 40 | 1:87 |
| Chemistry | 24 | 32 | 16 | 24 | 96 | 1:37 |
| Biology | 24 | 32 | 16 | 24 | 96 | 1:37 |
| History | 24 | 8 | 16 | 16 | 56 | 1:62 |
| Total | 168 | 192 | 184 | 224 | 728 | 1:55 |

Source: Secondary School Reports, 2011

Table 4.10, illustrates the availability of textbooks in selected community secondary schools. The finding shows that unavailability of textbooks is a critical factor for causing student to perform poor. On the average, student books ratios was 1:29 means one book shared by twenty nine students or more - as shown in Table 4.10, while the national standard ratio is 1:3 (one book for three students). Likewise, in some schools teachers were unaware of the syllabus in use and did not have any copies of this. The study also found out that schools had no libraries. Students depended entirely on teacher's notes. From the findings above, one can conclude that, there is inadequate teaching and learning materials in community secondary

schools. Also the teaching and learning environment was not conducive to encourage teachers and students to learn effectively.

Teaching and learning materials include teaching aids, laboratory apparatus as well as furniture's like desks. Availability of these materials facilitates the process of teaching and learning and encourage learners and facilitators to participate effectively and efficiently in the whole process of teaching and learning. Adequate physical resources, the adequate teaching and learning materials enhance to perform the job effectively. Table 4.8 illustrates the existing status of education infrastructure in community secondary schools. High performing schools are better equipped than low achieving ones and the majority of this benefit from the presence of the required materials and tools for the implementation of the new curriculum. Abdo (2000) argues that supplying instructional materials works well in supporting teachers and improving student achievement.

The accessibility to instructional materials by teachers reduces the difficulties of tasks and helps teachers in selecting, arranging and sequencing the curriculum. Also it reduces the amount of time required for methodical presentation of knowledge which could affect students' achievement. Also increases teacher's sense of self-efficacy and job satisfaction (Chapman et al 1993). The quality and availability of materials and equipments are considered as one of the factors which affecting teacher's expectancy perceptions about their job performance level.

Lack of books and shortage of teachers in community schools is another issue which affecting students' performance. The findings provided that the relationship between

school resources, student achievement and measurements are inconsistent. Even though some research suggested that more resources do not necessarily yield performance gains for students (Hanushek 1997, Hanushek and Luque 2003, Hakkinen et al 2003). Apart from that, other research provides clear evidence that variations in school characteristics are associated with variation in student outcomes. So far the availability of adequate resources enhances academic achievement and attracts learners to learn. Awareness of the fundamental role of education is producing social and economic disadvantages (Machin, 2006), coupled with the understanding that children who experienced favourable material conditions at home and at school achieve greater academic success.

The findings shows that 61.6% of the respondents who were asked about the availability of teaching and learning materials in the community secondary school were not satisfied with education infrastructure including classrooms, Libraries, laboratories, administration blocks, latrines, furniture such as chairs, desks, tables, cupboard and other teaching materials while 38.4% of the respondents were satisfied. Apart from that, 44.4% of the respondents argued that existing environment led to the students and teachers to despair.

Shortage or lack of teaching and learning infrastructure demoralize the teachers and learners morally in the whole process of teaching and learning in school. Either 36.4% commented that situation has no effect on the whole process and the remaining 19.2% said that they were not aware about that. The study revealed that lack or shortage of an education infrastructure lead to the failure of students in their

Certificate of Secondary Education Examination simply because both students and teachers are despaired and lose morally in teaching and learning process.

The Figure 4.2 shows how learning environment demoralize both teachers and student in the process of learning



Figure 4.2: Students were Getting Their Lesson under the Tree

Source; Field Findings, 2012.

During the study, the researcher found that some students were getting their lesson under trees. This showed the situation in these schools - shortage of infrastructure. Shortage and lack of textbooks in these community secondary schools, was a critical factor for poor performances. The average student's books ratio is 1:29 while the national standard ratio is 1:3. However, both teachers and students were seemed to be

unaware of the titles and authors of the textbooks in use. Likewise, at some schools teachers were unaware of the syllabus in use and did not have copies. The study also found out that Libraries were not available. Students depend entirely on teacher's notes. Other findings show there is lack or shortage of laboratories, apparatus, and specialized rooms for teaching. From the findings above, one can conclude that, overall the Availability of teaching and learning materials at community secondary school is very poor. Hence teaching and learning environment in the studied schools is not conducive enough. Therefore accelerate the poor academic performance among community secondary schools in Urambo District.

4.6 The Teaching and Learning Process in Community Secondary Schools

The study was geared to examine how the process of teaching and learning conducted by both teachers and learners. The researcher assessed the effectiveness of the application of teaching aids, type of teaching methodologies employed by teachers in whole the process of teaching and learning relating in relation to poor academic performance of community secondary school students in Tanzania. The study found that the use of teaching aids is very rare. Also some of the teachers did not conduct remedial classes. The teaching and learning environment in the studied schools was not conducive enough. Table 15 shows how teacher involve students in the teaching process. It means that whether teachers did apply participatory methodologies or not. From the data it can be explained that 46% of the participants argued that non participatory methodology was mostly applicable in community secondary schools. This situation implies that teachers did not use teaching aids. In this case, teachers were the source of knowledge and students were passive receivers

of knowledge. In teaching context, this technique usually does not motivate; a learner can forget what he or she has learnt immediately. That's why during examinations, learners do not remember what they have learned before.

Generally teachers use lecture method in teaching and learning process. This was proved by 46% of the respondents as shown in Table 4.11.

Table 4.11: Techniques Employed By Teachers in Teaching and Learning

Process

| Techniques employed by teachers | Frequency | Percent |
|--------------------------------------------|------------------|----------------|
| Participatory techniques (learner centred) | 22 | 22.2 |
| Lecture method (teacher centred) | 46 | 46.5 |
| Both number 1&2 | 21 | 21.2 |
| I don't know | 10 | 10.1 |
| Total | 99 | 100.0 |

Source: Field Data, 2012

Empirical evidence clearly shows that formal schooling plays an important role in the enhancement of economic growth (Barro, 1997) ; Krueger and Lindahl, (2001),states that by increasing economically productive knowledge and skills (e.g. literacy, numeracy, and problem solving skills), can improve individual productive and thereby increase individual earnings. (Psacharopoulos, 1994) says that apart from food, shelter and clothes Education appears to be one of the most essential need to people in the contemporary world. So it secures and helps to improvement the life of people and increase their earnings.

The study was geared to examine how the process of teaching and learning was undertaken by both teachers and learners. The questions asked in order to assess the effective application of teaching aids, type of teaching methodologies which applied by teachers in the whole process of teaching and learning relating with academic performance of community secondary school students in Urambo.

The study found that the use of teaching aids was very rare. Some of teachers also conducted remedial classes without using teaching and learning materials. The learning environment in these studied schools was also not conducive enough to attract both teachers and students to learn comfortably. The findings indicate that, 46% of respondents argued that non participatory methodology is applicable in community secondary school. This situation implies that teachers do not use teaching aids, and if this is the case, teachers remain to be the source of knowledge and students become receivers. In teaching context this technique usually does not motivate students to learn and then it is very ease for a learner to forget what he or she has learnt. That is why during examinations students do not remember what they were taught in classes due to application of teacher-centred methods of teaching.

4.6 Commitments of Community Secondary School Students in Learning Process

Learning as a process, is determined by readiness and commitment of both the facilitator and learners. If at all or one of them loses his or her temper, it will have a negative effect on how community perceives their students' CSEE result, concentration on the study, and the responsibility of parents at home. One would also

want to know how the former encourage, guide and counsel their children to concentrate more on studying rather than other business such as raising income of family.

Table 4.12: General View of Students' Academic Performance in CSEE 2009 – 2012

| Students' Academic Performance | Frequency | Percent |
|---------------------------------------|------------------|----------------|
| Very good | 3 | 3.0 |
| Good | 6 | 6.1 |
| Average | 15 | 15.2 |
| Poor | 36 | 36.4 |
| Very poor | 39 | 39.4 |
| Total | 99 | 100.0 |

Source: Field Data, 2012

Table 16 presents the general views of the community on students' performance in CSEE in three consecutive years, 2009 - 2011. The statistics indicate that 39% of all respondents' supported the view that students' performance was very poor, while 36% said the performance of students was poor. It can be argued that academic performance in community secondary schools is therefore very poor.

Table 17 illustrates that 65% of respondents' showed that students in community secondary schools are not ready to learn effectively. Most of them go to school as a fashion, forced by law - and sometimes they consider school to be a contact place - for them to contact their peer groups and chat as well as escaping from domestic chores/activities at home - such as tilling the land - for those who live in rural areas. In general, the study revealed that students in community secondary schools are not

committed to learn because they rely on teachers' effort which only contribute for 25% of their achievements.

Table 4.13: Evidence Factors Which Shows Uncommitment of the Student to Learn Effectively

| S/N | Evidence Factors | Respondents Views | | | | | Total | % |
|-----|------------------------------------|-------------------|----------|-----------------|--------------------|--------------------|-------|------|
| | | Students | Teachers | Head Of Schools | Education Officers | Board Chairpersons | | |
| 1 | Poor taking exercise | 42 | 16 | 8 | 0 | 3 | 69 | 69.7 |
| 2 | Day to day truancy and absenteeism | 37 | 8 | 8 | 1 | 1 | 55 | 55.6 |
| 3 | Laziness for self-study | 54 | 2 | 0 | 0 | 3 | 59 | 59.6 |
| 4 | Coming late at school | 25 | 3 | 1 | 0 | 0 | 29 | 29 |
| 5 | Poor concentration in lessons | 48 | 16 | 5 | 0 | 0 | 69 | 69.7 |
| 6 | Engagement in other business | 21 | 3 | 2 | 0 | 0 | 26 | 26 |

Source: Field Data, 2012

Some researchers have indicated that the educational level of household members is particularly influential in determining whether and for how long children access schooling. Higher Parental/head of household level of education is associated with increased access to education, higher attendance rates, lower drop out as well as good academic performance. It is generally agreed that parental education is the most consistent determinant of children's education and employment decisions.

Table 18 presents data which sought to know whether parents or guardians take trouble to assist and insist on their sons and daughters to put effort in learning. The table indicates that 58% of parents were not involved in encouraging, counselling or

guiding their children to struggle in searching for other learning materials rather than depending on their teacher also in using their spare time for self-study. The study found that uneducated parents did not provide support or appreciated the benefits of schooling as most of the schools are in rural areas where the majority of residents are illiterate. Consequently, the academic performance of student in community secondary schools become very poor.

Moreover, the results showed that poor academic poor performance is mainly the result of the behaviour of both parents or guardians and students themselves. In some schools, some teachers played their role effectively as their schools had necessary teaching and learning materials and teachers prepared schemes of work and lesson plans. They applied teaching aids and gave out enough exercises. However, the main problems were that parents or guardians forced their sons and daughters to get involved in their economic activities such as tobacco harvesting. On the other hand, students' laziness, absenteeism and other indiscipline actions demoralized teachers' eager to teach since they got disheartened. Consequently, they neither showed interest in the student nor encourage them to learn. Table 18 indicates the situation.

Table 4.14: The Extent of Parents or Guardians Initiatives in Encouraging Their Children to Concentrate in Their Children

| Parents initiatives in encouraging their children | Frequency | Percent |
|----------------------------------------------------------|------------------|----------------|
| Yes | 41 | 41.4 |
| No | 58 | 58.6 |
| Total | 99 | 100.0 |

Source: Field Data, 2012

Learning, as a process, is determined by readiness and commitment of both facilitator and learner, if one of them loses his or her temper automatically the impacts should be worse. Learning also is a product not only of formal schooling, but also families, communities and peers, social, economic and cultural forces affect learning and thus school achievement (Rothstein, 2000). A great deal of research on the determinants of school achievement has centred on the relative effects of home and school related-factors. Most findings have suggested that family background is an important determinant of school outcomes, whereas school characteristics have minimal effects (Brooks-Gunn 1983). Various studies have shown that both home and school environment have a strong influence on the performance of children, especially at the primary_ school level (Carron and Chau, 1996; Griffith, 1999; Mancebon and Molinero, 2000). In addition to influences related to home and school, academic achievement is also affected by students pre-existing human capital, which includes their unique way of interacting with each type of educational institution, namely; family, community, school, peer group, the economy and the culture (Rothstin, 2000). Individual characteristics such as attitude towards school, perceptions of the school environment, involvement in scholastic activities and level of motivation have also been found to influence academic achievement (Connolly et al., 1998; Ma, 2001; Veenstra and Kuyper, 2004).

The study intended to ask and to get information about how community perceive their students' Certificate of Secondary Education Examination (CSEE) result, concentration of students on the study, and then the responsibility of parents at home

to encourage, guide and council their children to concentrate more on studying rather than other business such as raising income of family.

The general view of the community on students' performance in Certificate of Secondary Education Examination (CSEE) in three years consecutively 2009, 2010 and 2011 indicate that 39% of all respondents said it was very poor, while 36% argued that the performance was poor. Based on the study, academic performance in community secondary schools in Urambo District was generally very poor at that particular time. The findings indicate that students in community secondary school were not ready to learn effectively.

The findings revealed that 58.6% of respondents argued that parents are not involved in encouraging, counselling and guiding their children to struggle more in learning, also they do not give them chance for self-study. The researcher found that uneducated parents neither provide support nor appreciate the benefits of schooling; this is because most of the people living in rural areas do not see the importance of educating their children.

Also the study discovered that both parents or guardians and students in community secondary school were to blame for poor academic performance. In some schools some teachers played their role effectively and had some important teaching instruments such as scheme of works and lesson plans as well as teaching aids. In some case, they applied teaching aids and gave students enough exercise, but the problem were parents or guardians who forced their sons and daughters to work in

their economic activities such as tobacco harvesting, other factors are students' laziness and absents demoralize teachers' morale.

4.7 Summary

This chapter provides for the outcomes of the research which stated that, factors contributing to the poor academic performance in certificate of secondary education examination for community secondary schools, particularly in Urambo District Tanzania, and the researcher found that students failed due to the reason that, teachers are working in poor working environmental conditions, poor supply of teaching and learning materials, higher teacher student ratio as well as poor teaching methodology and are not committed to work.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The results indicate that there is a poor academic performance in community secondary schools and the causes of this poor performance were poor working environment for teachers, poor supply of teaching and learning materials, lack of motivation for teachers, poor recruitment and lack of in-service training for teachers, inadequate government education policy, irresponsibility and unaccountability of some teachers, poor professional qualifications for some teachers, inadequate teaching methods, poor awareness of community about their roles to their schools, and poor children care by parents.

5.2 Recommendations

According to the above findings, it is recommended that the problem of Academic Poor Performance in Community Secondary Schools in Urambo district can be alleviated by providing conducive working environment to teachers, adequate supply of teaching and learning materials, provision of motivation to teachers, proper recruitment and in-service training for teachers, a good education policy, teachers being responsible and accountable, use of proper teaching and learning methods, as well as community participation in schools activities and good child care.

It is further recommended that;-Community members should participate fully in school activities as they are owner of these schools, teacher's recruitment should be

based on teacher's subject specialization. Apart from that the Ministry of Education and Vocational Training should train science teachers in adequate to fill the gap of shortage of science teachers in these schools. In order to reduce the problem of teachers' services delivery as revealed in this study, the Government through Ministry of Educational and Vocational Training has to consider employing competent and enough science teachers to enhance students to learn science subjects practically.

Furthermore, this study was confined to one district which is Urambo in Tabora region. It is suggested that a similar study be conducted in other districts in the country in order to assess the factors contributing to poor academic performance in community secondary schools.

With regard to teachers' services delivery in Tanzania, an extensive research is needed to examine the strategies and methods that can be used to facilitate the relatively adequate number of qualified teachers so as to enhance consistent of teachers' services.

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APPENDECIES**APPENDIX A: RESEARCH QUESTIONNAIRES**

Dear Respondent,

All information given will be used only for academic purposes and the information you provide will be treated with utmost confidentiality it deserves.

Please tick in the blank spaces provided

1. Gender:

- i. Male
- ii. Female

2. Respondents' status. (tick one)

- i. Head of secondary school
- ii. Secondary teacher
- iii. School board chairperson
- iv. Student
- v. Education officers

3. How do you grade the students performance in community secondary schools in Certificate of Secondary Education Examination and how do they perform? (Tick *one*).

- i. very good
- ii. good
- iii. average
- iv. poor
- v. very poor

4. (a) How does the existing status of education infrastructure facilitate the teaching and learning in community secondary school? (*tick one*)
- i. Satisfies the need of teachers' and learners' activities.
 - ii. Does not satisfy.
 - iii. I do not know.
4. (b). If the answer is number 2 from question 3 (a), in your own view to what extent does the existing situation would affect the process of teaching and learning? (*tick one*).
- i. Students and teachers may lose their interest
 - ii. Nothing happens.
 - iii. I don't know.
5. (a). At home, do the parents or guardians take trouble to encourage, t guide or t counsel their children to concentrate on studying? (Tick one)
- i. Yes
 - ii. No
5. (b). If the answer in number 5 (a), is yes give a short explanation on how parents or guardians encourage, guide or counsel their children.....
6. (a). Explain in your own view what you believe students attitude towards learning? (Tick one.)
- i. Very committed
 - ii. Committed
 - iii. Not committed

6. (b). If the answer is number (3) from question (6 (a)), mention three factors which you think can lead students to be un committed to their studies with the study. (*tick three*).

- i. Poor in doing their homework
- ii. Truancy and day to day absenteeism
- iii. Poor concentration during the lesson
- iv. Laziness in self study
- v. Coming late to school
- vi. Engagement in other business

7. What are the teaching and learning techniques employed by the teachers? (*tick one*).

- i. Participatory techniques (learner cantered)
- ii. Teacher cantered (non participatory methodologies).
- iii. Both number 1&2
- iv. I don't know

8. (a) Are teachers' specialization considered in teaching and learning process? (*Tick one*)

- i. Considered
- ii. Not considered

8. (b). If the answer is number (2) from question (8 (a)), why? (*tick one*).

- i. Shortage of teachers
- ii. In adequate time
- iii. Presence of unqualified teacher

Thank you for your cooperation.

APPENDIX B. INTERVIEW

Dear Respondent,

All information given will be used only for academic purposes and the information you provide will be treated with utmost confidentiality it deserves. The purpose of this interview is to explore the opinions of the respondents on the quality of education provided in the context of secondary schools.

1. What are the causes of poor performance of students in Community Schools?
2. Are there enough teachers in the Community Secondary Schools as to the number and qualification?
3. (a). What methods and techniques do teacher employ in teaching and learning processes?
(b). Are the Students actively involved in teaching and learning?
4. 4. What are the weaknesses in the teaching and learning in the Community Secondary School?
5. 5. Are the teachers aware of paradigms shift in teaching?

Thank you for your co-operation