

**AN INVESTIGATION OF THE EFFECT OF GEOGRAPHICAL LOCATION
OF SCHOOLS TO THE STUDENTS' ACADEMIC PERFORMANCE: A
CASE OF PUBLIC SECONDARY SCHOOLS IN MULEBA DISTRICT**

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled: "*An Investigation of the Effect of Geographical Location of Schools to the Students' Academic Performance: A Case of Public Secondary Schools in Muleba District*" in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....
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.....
Date

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DECLARATION

I, Joseph Jovinius, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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Signature

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Date

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ABSTRACT

The purpose of this study was to investigate the effect of geographical location of public secondary schools to students' academic performance in Muleba District. The study involved three specific objectives; the first objective was to investigate the factors influencing students' academic performance in Muleba District. The second objective was to examine the effect of geographical location of schools to the students' academic performances and the last objective was to explore the strategies for improving students' academic performances. Both qualitative and quantitative approaches as well as descriptive cross sectional survey were employed to make an investigation of the phenomenon. Data were collected from 193 respondents by using questionnaires and in-depth interviews. The findings revealed that, the factors which influenced students' academic performance in Muleba District include peer group influence, family factor, school factor, parents socioeconomic background, school culture and learning facilities. Findings revealed that long distance that students moved from home to schools influences; dropout, absentees, early pregnancies which also affected students' academic performances. Moreover, the findings revealed that strategies for improving students' academic performance include; construction of hostel and dormitories, changing attitude of parents and students toward remote schools, resources should be balanced, policies should be stipulated clearly and provide food (meal) to students. The study concluded that distance results into negative impacts to the students' academic performances. This study suggests further research on the roles of geographical location of school to the effectiveness of teachers.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Number of empirical studies has been done to determine the factors that influence students' academic performances around the world. Hijazi and Raza, (2006) argued that student's performance is associated with students' profile like his attitude towards class attendance, time allocation of studies, parent's level of income, mother's age and mother's education. Walters, *et al.*, (1998) elaborated that students' performance is very much dependent on socio economic background (SEB). Winston, *et al.*, (2002) focused on student's impatience (his time-discount behavior) that influences his own academic performance. Literature show that weak students do better when grouped with other weak students. As implied by Zajonc's analysis of older siblings (1976) it shows that students' performance improves if they are with the students of their own kind. Mishaeloudis, (2001) explained the effects of age, qualification, distance from learning place on students' performance. Other researcher view factors like race, gender, sex as it affects student's performance. (Hansen and Joe 2000).

Mishaeloudis, (2001) conducted the study on the effects of age, qualification, and distance from learning place on student performance. Juneja (2001) observes that if school distance is considered too far from home, young girls tend to drop out more due to for the vulnerability to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002). Parents are afraid for the safety of their children when they have to travel longer distances to school. Ainsworth et al. (2005) found that the likelihood of

attending secondary school for girls decreases with the greater the distance compared to the nearer secondary schools. Nekatibeb (2002) also determinants that school distance is the foremost obstacle for girls' education in many countries in Africa.

According to Quirk, (2008) location is a particular place in relation to other areas. Ezeudu (2003) stated that schools location means urban and rural area. In his observation, Ogunsaju, (1984) noted that school sites in the past were arbitrarily chosen with little or no consideration for the necessary parameters such as creativity and corporate planning. Madumere, (1982) investigated that distribution of secondary schools should employ locational planning technique to carry out diagnostic and projection analysis on distribution of facilities in relation to education reforms, discovered among other things, that were imbalances in the relationship between population density and distribution of secondary schools.

Geographical location of school means the site where the school is situated. The location of school influence academic performances of the students in different ways. According to Mbaekwe, (1986) the studies contend that education authority of various states have to decide where a particular type of school should be located; the size of a school in each location; whether a new school should be built or otherwise among others. Boylan and Mcswan (1978) reported that rural school were inferior and lacking in the range of facilities with high staff turnover and suffered from lack of continuity in their curriculum. Onokerhoraye, (1975) emphasized that lack of suitable school location has contributed to the imbalances of Western education from one part of the country to the other.

Writing on the importance of location, Ojoawo (1990) found that it is one of the potent factors that influence the distribution of educational resources. Throwing light on locational influence Ezike, (1997) conceptualized urban environment as those environment which have high population density containing a high variety and beauty and common place of interest like hotels, recreational centers, markets, banks and good road network as being present in their urban environment. Kuliman, *et al* (1977) observed that teachers do not accept postings to rural areas because their conditions are not up to the expected standard as their social life in the areas is. It is virtually restricted as a result of inadequate amenities; facilities are deficient, playgrounds are without equipment, libraries are without books while laboratories are glorified ones.

Making a critical analysis of locational factors. Hallak (1977) summarized that provision of education in rural areas is normally fraught with the following difficulties and problems; qualified teachers refuse appointment in isolated villages; villagers refuse to send their children to schools because they depend on them for help; parents hesitate to entrust their daughters to male teachers; some villagers have few children for an ordinary primary school; lack of roads or satisfactory means of communication makes it difficult to get books and teaching materials at school.

In European countries, school location and student performance, however, are not strongly related after accounting for socioeconomic differences in Belgium, Finland, Germany, Greece, Iceland, Ireland, Israel, the Netherlands, Poland, Sweden, the United Kingdom and the United States and in the partner countries and economy

Croatia, Dubai (UAE), Montenegro, the Russian Federation and Serbia (OECD, 2011). The variation in performance reflects differences in the educational opportunities available in rural and urban areas, and the characteristics of these locations, such as population density, distribution of labour markets, and the extent to which urban and Sub-urban areas are sought and populated by individuals from different backgrounds (OECD, 2011).

In Nigeria, study indicates that location of schools relates to academic performance of students in Ekiti state. Onokerhoraye (1975) emphasized that lack of suitable school location has contributed to the imbalances of Western education from one part of the country to the other in Nigeria. Tanimowo, (1995) discovered that the distribution of school shows disorder, planlessness and inefficiency. The inefficiency here refers to pupil academic performance. The implication is that while people in some areas enjoy minimum travelling distances to acquire education, some people in other places suffer by having to cover maximum distances to acquire education. Over the past decade remarkable studies have indicated a correlation between the environment and academic performance of students. Environment plays major role in the life of every individual whether a students, teachers, employer or employee (Chukwuemeka, 2013).

Considering recent studies in Kenya, factors contributing to poor academic performance include inadequate learning resources, inadequate monitoring by head teachers, understaffing, high teacher turnover rate, inadequate prior preparation, low

motivation for teachers, large workload, absenteeism by both teachers and pupils, pupils lateness and lack of support from parents (Kurgat, 2008).

In Tanzania, since 1995 various educational policies and programmes have been established and developed aiming at improving quality of education. For example in 1995 the Educational and Training Policy was established. The policy emphasized on the provision of quality education through curriculum review, improvement of teachers' management and use of appropriate performance and assessment strategies; further, the policy emphasized that, the curriculum at all levels of education and training should promote the merger of theory and practice as well as application of knowledge (URT, 1995, 2006). Apart from that when viewing the current Education and Training Policy of 2014 emphasized much on people's development, and access to quality education (URT, 1997). Generally both policies did not clarify and discuss on the roles of geographical location of public secondary schools towards students' academic performances.

Likewise, when viewing various programmes established to improve education system in Tanzania such as: Education Sector Development Programme (ESDP 2008 – 2017); The Secondary Education Development Programme (SEDP I, II& III) and Student Teachers Enrichment Programme (STEP). These entire programmes did not view the roles of location of school. For example Tanzania Secondary Education Development Programme Phase one, two and three insisted on various issues such as: Improvement of the Quality and Relevance; Enhancement of Access and Equity; Improvement of the Teaching Force and Teaching Processes; Improving

Management Efficiency and Good Governance and Cross-Cutting Issues (URT,1995,199, 2006 2010).

Currently in 2013 Tanzania has established program known as Big Result Now. It insisted on Pass rate of 80% for primary and secondary school students; improve students' mastering of 3R in Standard I and II by implementing skills assessment and training teachers (Julius Nyerere International Convention Centre, 2013). These programme did not focus on the roles of geographical location of school which might have impacts on students' academic performances, which also explain the need of this study.

Walters, (1998) contended that high school students' level of performance is with statistically significant differences, linked to school location. In connection to this, location of school sometimes brings geographical inequality hence poor performance. This has been shown that most of schools performing well are those found in urban areas where the provision of social service, good accommodation for teachers and workers plus student themselves. Schools located in rural areas lack some of important social services like water supply, power , teachers houses just to mention a few hence lack of motivation to teachers to go and teach in rural areas" (Chukwuemeka, 2013). That is why Hallak (1977) summarized that qualified teachers refuse appointment in isolated villages.

The findings from various research contend that students' performance is affected by different factors such as learning abilities because new paradigm about learning

assumes that all students can and should learn at higher levels but it should not be considered as constraint because there are other factors like race, gender, sex that can affect student's performance (Hansen and Joe, 2000). Some of the researchers have tried to explain the link between students achievements, economic circumstances and the risk of becoming a drop-out that proved to be positive (Goldman, *et al.*, (1988), Pallas, *et al.*, (1989), Levin, (1986), Chansarkar and Mishaeloudis, (2001), Hijazi and Naqvi, (2006). Chansarkar and Mishaeloudis, (2001) conducted the study on the effects of distance from learning place to the students' performance

1.2 Statement of the Problem

Basing on finding of various researchers, geographical location of school result into a number of problems including; poor attendance, resulting in low achievement, increases of dropout rate, and amplifies a host of social problems (Debnath, *et al* 2010). Some educational experts argue that students who have not acquired an association between academics and life experiences do not feel that good school attendance is relevant to their future (Collins, 1982). Walter, (1998) contend that one of the factor that influence academic performance is school location/site of the school.

Generally when you review developed countries literature, it show that there is not strong relation between school location and students' academic performances. To them variation in performances was due to variability in education material available between in urban and rural areas. The same applied to African literature, it concentrates looking on the general factors effecting performances such as

inadequacy of resources, inadequacy of prior preparation , lack of support from the parents, laziness of the teachers, lateness of the teacher, incompetent teacher, poor monitoring and absence of supervision.

Apart from that, in Tanzania when you observe all education policies initiated 1995 and the current one in 2014, it emphasize on education equity, equality, enrollment and other cross-cutting issues without talking about location of school. Concurrent to this when passing through various programmes established in Tanzania such as SEDP I, II and III and Big Result NOW. All these are not showing the effect of school location to the students' academic performances. However, so far very few studies have established on the effect of location of school in students' academic performances in Muleba District. Therefore, the intention of this study intends to fill this gap in knowledge.

1.3 Objectives of the Study

The general objective of this study was to investigate the effect of geographical location of school towards students' academic performance among public secondary school in Muleba District.

1.4 Specific objectives

Specifically, the study intended to:

1. Examine the factors influencing students' academic performance in public secondary schools in Muleba District.

2. Investigate the effect of geographical location of public secondary schools in the students' academic performance in Muleba District.
3. To find out the strategies for improving students' academic performance in public secondary schools.

1.5 Research Questions

- i) What are the factors influencing students' academic performance in public secondary school in Muleba District?
- ii) What is the effect of geographical location school in the students' academic performance in Muleba District?
- iii) What are the strategies for improving students' academic performance in public Secondary schools?

1.6 Significance of the Study

The findings of this study will broaden all stakeholders to understand the current status of education and the roles of geographical location of schools as an influence in students' academic performances in public secondary schools. It is true that resources differ in their distribution; therefore the study informs all stakeholders that, they should put into account the distribution of resources according to the nature of environments.

Concurrent to this, the study insists policy makers to recognize and identify areas where government at different levels could put into consideration and brought into focus in order to bridge a gap of educational attainment of children so as to remove

inequality in performance. Furthermore stakeholders holistically must find way forward on the issue of poor performances among students in remote areas. Lastly, the study might stimulate for further research basing on large scope so as to come up with comparisons with this study.

1.7 Organization of Study

The study is organized into five chapters. Chapter one concern with introduction which involves; background to the problem, statement of the problem, main objective, specific objectives, research questions, significance of the study and organization of the study. Chapter two presents the literature review of the study. It clarifies the key terms used; it presents empirical literature review on the factors that influences students' academic performances. The chapter also identifies the knowledge gap of the study and stipulates the conceptual framework of the study. Lastly, this chapter provides summary of the literature review of the study.

Chapter three discusses the research methodology which was adopted in this study. The chapter describes the study area, research strategies, research design, targeted population, sample population, methods of data collection, data analysis approaches, validity and reliability, ethical consideration including summary of the chapter.

Chapter four presents findings and discussion of the study. Within this chapter, background information about respondents, performance trends, and findings analysis are presented in relation to the objectives of the study. Chapter five provides summary, conclusions and recommendations of the study. Lastly further

area of research study has been proposed. Finally references and appendices are placed at the end of the study.

1.8 Limitation of the Study

The following were limitations which the researcher faced when conducting the study and the way on how these limitations were addressed: Time for collecting data was interrupted by other duties, such as class room teachings and marking students' scripts. The researcher spared his time to wait these teachers with duties at schools to ensure completion of the given questionnaire depending on a specified date to collect them at specific schools.

Also, poor teachers' ward education officer and district education officer perception to respond the given questionnaire was the other limitation. To overcome this limitation, the researcher informed the respondents the significance of this study and they agreed to respond after being aware of its importance.

Moreover, the researcher told the respondents that he will held strict confidentiality and anonymity to handle the data. Therefore, this technique of strict confidentiality and anonymity make respondents to respond freely the questionnaire without any fear. Furthermore, the researcher experienced difficulties especially when respondents were responding questionnaires provided to them, others did not complete to fill in some questions which were supposed to assist more the researcher and few of them did not fill questionnaires provided correctly.

1.9 Scope of the study

The study was carried out within the geographical boundaries of in Muleba District, in Kagera region in north western Tanzania. The study was adopted to assess the effect of geographical location of school to the students' academic performances. Six public secondary schools were selected as a sample for this study. Samples of 193 respondents were involved in this study. This total of sample size helped a research to acquire data concerning to the problem of the study. They represented to whole population hence making it possible for the researcher to get relevant first-hand information from respondents.

1.10 Operation definition of the key concepts

1.10.1 Geographical location

According to Quirk, (2008) location is a particular place in relation to other areas. Ezeudu (2003) stated that schools location means urban and rural schools. Location is a particular place in relation to other areas (Quirk, 2008). Geographical location refers to the place where a school is situated.

1.11 Student academic performance

Kaggwa, (2003) explained student academic performance as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors and philosophy that students achieve. The World Bank, (2010) further observes that this achievement is evaluated by the mark or grade that student attain in tests or examinations done at the end of the topic, term or year or education cycle. Hence, the quality of the grades and the number of students that pass in various grades determine the level of academic performance. Students' academic performance is, therefore, a concern of people who

have vested interest in schools. They may include parents, students, teachers, proprietors and the entire society that forms the school as a community (Dervitsiotis, 2004). Bourne, (2005) performance refers to the process of accomplishment of set tasks in course objectives in order to meet the specified requirements of an examination body.

Student Performance refers to the accomplishment of a given task which is measured against predetermined standards of accuracy, completeness, cost, and speed. According to Komba *et al.*, (2013) schools performance refers to the act of academic in which students deal with studies and how well they meet the standards set out by the responsible authorities. Performance of secondary schools means the rate of schools' students passing grades in national examinations. In addition to this Performance is used as a label for the observable manifestation of knowledge, skills, concepts, understanding and ideas. It can also be termed as the application of a learning product after mastery.

1.12 Conceptual Framework to guide the study

A conceptual framework is a representation, either graphically or in a narrative form, of the main concepts or variables, and their presumed relationship with each other (Punch, 2009). In order to understand well the effect of geographical location of school to the students' academic performance in public secondary schools in Muleba District. Relevant and comprehensive conceptual framework was required so as to help the researcher to organize concepts and flow of ideas and successfully to complete the investigation. The framework was adopted and modified from Gorret, (2010).

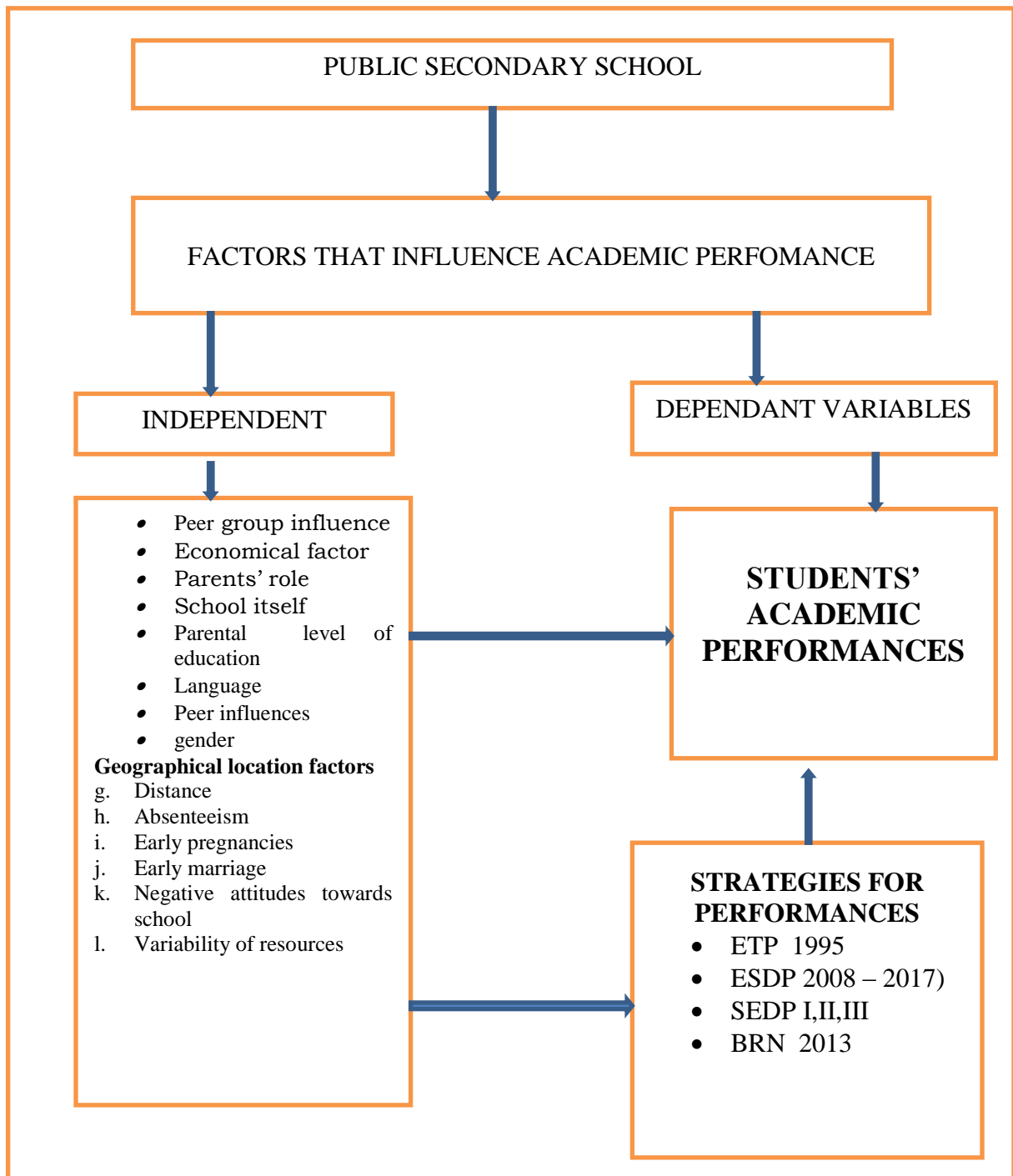


Figure 1. 1: Conceptual Framework.

Source: Adapted and modified from Gorret, (2010).

1.13 Discussion of the Conceptual Framework

From the figure above summarizes the factors that affect students' academic performances. The factors are grouped into two variables; that are independent variables and dependent variables. Kothari, (2004) argued that if one variable depends upon or is a consequence of the other variable, it is termed as a dependent variable, and the variable that is antecedent to the dependent variable is termed as an independent variable.

In this regard independent variables includes factors which that influence students' academic performances. For the purpose of this study geographical location factor which affects performances includes; absenteeism, variability of resources, early pregnancies, dropout and early marriage. Apart from that various policies and programmes established in Tanzania aims at improving students' academic performances. These polies insist and intend to improve and expand education so that to raise performances. Similar to this dependent variable comprises outcomes of independent variables that are performances. These two variables are interdependent in such a way that it influences each other in its real life and long learning processes.

CHAPTER TWO

INTRODUCTION

2.1 Introduction

This chapter involves the systematic identification and analysis of documents containing information related to the research paper. The aim is to obtain detailed knowledge and determine what has been done by others concerning on geographical location of school towards students' academic performance. This chapter includes introduction, operation definition of the key terms, empirical literature review, research gap, conceptual framework and the chapter summary.

2.2 Theoretical Review

The target of the study is premised on students' academic performances. Therefore, theories that has to do with the characteristics of these entities as they affect learning would be applicable. Since performance of any subject-matter depends on environment prepared to the student, the way the learner interacts with the learning experiences prepared to him and the environment within which the learning takes place, it is therefore expected result will be affected by variables that have to do with them; these include location of school and students' academic performances.

The theories of Maslow (1954) and Gagne (1965) would therefore provide theoretical basis for this study.

Maslow's motivational theory expresses that there are two groups of needs; these are deficiency needs and growth needs. When the deficiency needs are met, pupils are likely to function at the higher levels (that is growth needs level). This means that

when the deficiency needs are met, self-directed learning or the desire to know and understand would be engaged in more easily. The implication of this is that when the location of schools is selected and designed properly, students' performances automatically will rise and encourages good performances. In the light of these, when the environment where the child is learning is made attractive just occupying required resources, effective learning is likely to take place.

Gagne's theoretical formulations are attempts to identify aspects of learning. This theory stipulates that there are several different types or levels of learning. The significance of these classifications is that each different type requires different types of instruction. Gagne identifies five major categories of learning: verbal information, intellectual skills, cognitive strategies, motor skills and attitudes. Different internal and external conditions are necessary for each type of learning take place. Gagne's theory offers an opportunity to the all education stakeholders to diagnose students' limitations and strengths more effectively, thus permitting more adequate individualization and personalization performances. Gagne's teaching hierarchy also offers stakeholders the opportunities of developing and conceptualizing agreed-upon education goals and objectives in reality-oriented and learner - centered way.

Learning results in different kinds of human behaviors, i.e. different human capabilities, which are required both from the stimulation from the environment. Therefore, Gagne considered that environment (location of school) to have a major effects in determining an individual's performance. It is within this framework that

the present study looked into the effect of geographical location of school to the students' academic performances.

2.3 Empirical literature review

2.3.1 Factors influencing students' academic performance

Various studies and research have been done by different researchers and institution looking on the factors that influence students' academic performances. According to researchers there are many factors that influence students' performance in public secondary schools, something which makes differences among students' performance starting from individual level, local, regional, national and global wise in their educational performance (Farooq, *et al.*, 2011)

Studies about student academic achievement conclude that the quality of the physical environment significantly affects student achievement (Crosnoe, Johnson and Elder, 2004). Earthman, (2004) show that there is sufficient research stated without equivocation that the buildings in which students spend a good deal of their time learning does in fact influence how well they learn. Other researcher argues that the environment and the personal characteristics of learners play an important role in their academic success.

Class sizes have also been identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. 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-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. But when you observe this around our school, you find that some of the class has more than 50 students, sometimes even 70 students in the same class. So this debilitates education and general performances of the students.

Parental education and family socioeconomic status (SES) level have positive correlations with the student's quality of achievement (Jeynes, 2002); Parelius, and Parelius, (1987); Mitchell and Collom, (2001). The students with high level of SES perform better than the middle class students and the middle class students perform better than the students with low level of socioeconomic status (SES) (Kahlenberg, 2006; Kirkup, 2008).

The theory of Educational Productivity by Walberg, (1981) determined three groups with nine factors based on affective, cognitive and behavioral skills for optimization of learning that affect the quality of academic performance: Aptitude (ability, development and motivation); instruction (amount and quality); environment (home, classroom, peers and television (Roberts, (2007). Other researchers show environmental factors such as peer, family, school, religion and other factors that encourage or discourage students' academic performance. Diaz, A.L (Eds) explain that academic failure do begin with the three elements that intervene in education, that is; parents (family causal factors), teachers (academic causal factors), and students (personal causal factors). Generally these factors include ages, gender,

geographical belongingness, ethnicity, marital status, socioeconomic status (SES), parents' education level, parental profession, language, income and religious affiliations. These are usually discussed under the umbrella of demography (Ballatine, 1993). Crosnoe, Johnson and Elder, (2004) these factors may be combined as student factors, family factors, school factors and peer factors. Generally for the case of this research, these factors can be summarized as students' factors, family or parents' factors, peer factors and geographical belongingness.

Students himself or herself sometimes can be a causative to have poor performances. The personal characteristics of learners play an important role in their academic success (Farooq, *et al.*, 2011). In line of students' factors, the health status of the children can be another factor that can affect the academic performance of the students. Adewale, (2002) had reported that in rural community where nutritional status is relatively low and health problems are prevalent, children academic performance is greatly hindered. Moreover, Eze, (2002) had argued that when a child get proper nutrition, health care, stimulation during pre-school years, the ability to interact with take optimal advantage of the full complement of resources offered by any formal learning environment is enhanced. According to Maslow's hierarchy of needs individuals have both deficiency and growth needs. Deficiency needs are basic needs for a person's physical and psychological welfare. Growth needs, on the other hand, include the need for knowing, appreciating and understanding, these needs can never fully be satisfied (Slavin, 2005). The presence of these needs encourage individual students in academic performance.

Parents have vital roles to play to the students' academic performance. The involvement of parents on child education determines the future of such child (Adewumi, *et al.*, 2012). Parenting involvement is a catch-all term for many different activities including at 'home,' good parenting, helping with homework, talking to teachers, and attending school functions. When schools work together with families to support learning, children tend to succeed not just in schools but throughout life (Adewumi, *et al.*, 2012). The achievement of students is negatively or positively correlated with level of parents' involvement because it affects the individual in gaining access to sources and resources of learning (Eamon, 2005). Failure of the parents to meet these specific needs can have wide-ranging and long-lasting negative effects to students' academic performances.

The economy of the specific family influence students' performance. It has been observed that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently they do not work at their fullest potential (Gadsden, 2003). Greater parental involvement at early stage in children's learning, positively affects the child's school performance including higher academic achievement (Rouse and Barrow 2006). Krashen, (2005) concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school (Fantuzzo and Tighe 2000). The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the

higher level of quality in academic success (Barnard, 2004). Singh *et al* (1995), identified four components of parental involvement namely; parental aspirations for children's education, parent-child communication about school; home-structure and parental participation in school related activities. Failure of the parents results into high rate of failure of students in academic performance in secondary school.

School itself has a great role in influencing students' academic performance in secondary school. In most school, located especially in rural and remote areas are in danger in academic performance, such a way that most of them ending with failure. As it stated in Lippman, (2010) that the environment shapes the learner, and that learners influence their environment in the education attainment. Schools must create spaces that students want to go to, similar to the way cafes attract people, rather than the space being purely functional (Bunting, 2004). The school personnel, members of the families and communities provide help and support to students for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school (Goddard, 2003). Other research has acknowledged that students' achievement lags behind in shabby school buildings compared to those equipped with fancy classrooms, swimming pools, television studios and the like (Higgins, *et al.*, 2005).

School Culture also contributes to the students' performance. Schools culture refers to a set of norms and ways of working, thinking, talking, valuing, and behaving. When the culture of the school reflects the culture of the home or community, the classroom is more familiar to children. When school reflects different ways of

thinking, knowing, and valuing, children must cross boundaries, making the learning process more complex (Crosnoe, Johnson & Elder, 2004). Other researchers contend that culture varies from one place to another, as culture change the learners also differ depending to the geographical area where certain culture exist. Culture deviate from one learning environment to the next, performance actually needs to have a set of norms that bind learning processes for better and same result. That is why there is difference in academic performance among students found in different geographical point of view. That is why students in rural and remote areas do fail highly than in urban areas since vernacular language dominate the whole processes of learning. Spring, (1997) suggests that the culture of schools can undermine the cultures of some students. Other researchers contend that school characteristics can have a greater effect on student outcomes than would be expected based upon student background (Lee, Bryk, and Smith 1993).

Peer group influence on students' academic performance. According to Castrogiovanni, (2002) peer group is defined as a small group of similarly aged; fairly close friends, sharing the same activities. Howard, (2004) contend that, peer influence can have both positive and negative effects on an adolescent's academic performance and socialization. It is also assumed that peer groups may not allow an adolescent to be "themselves" in the truest sense of the word. The peer group gives potent feedback by their words and actions, which either encourages or discourages certain behaviors and attitudes to their fellow. For that case they may influence negatively or positively in academic performance in secondary school. To support this, James Jaccard, professor of psychology at the University at Albany in New

York, noted that young people might be influenced as much by what they think their peers are doing as by what they are really doing. A young person may think that everyone is smoking or everyone is sexually active and may therefore feel pressure to try those behaviors (Jeynes, 2002).

2.3.2 Roles of geographical location of school in students' academic performances

Literature review shows that location of schools has greater influence in students' academic performances. According to Walter, (1998), one of the factors that influence academic performance is school location/site of the school. In connection to this Onokerhoraye, (1975), emphasized that lack of suitable school location has contributed to the imbalances of Western education from one part of the country to the other. Mbakwe, (1986), insist that education authorities of various states have to decide where a particular type of school should be located; the size of a school in each location. Walters, (1998) insist that high school students' level of performance is with statistically linked with school location.

Worldwide the issue of location of school has been discussed indicating its impacts to students' academic performances. World Bank Guidelines, (1978) emphasizes that school locational planning techniques have been reportedly used by a number of countries to solve their educational problems. Ogunsaju, (1984) noted that School sites in the past were arbitrary chosen with little or no consideration for the necessary parameters such as creativity and corporate planning. Ojoawo, (1989) found that location of school is one of the potent factor that influence the distribution of

educational resources. Kuliman, *et al.*, (1977) observed that teachers do not accept postings to rural areas because their conditions are not up to the expected standard as their social life in the areas. It is virtually restricted as a result of inadequate amenities; facilities are deficient, playgrounds are without equipment, libraries are without books while laboratories are glorified ones.

Other impacts of location of school to students include; absenteeism, dropout rates, early pregnancies and early pregnancies. Amitava, *et al.*, (2010) contend that location of school affects performances of students which results into poor attendance, resulting in low achievement, increases the dropout rate, and amplifies a host of social problems. In connection to this the attitudes of students towards school become demoralized due to the location of school. Most of school in the areas of study is situated in rural (remote areas) such location hinders and decrease attitudes of students to continue with their study. Hijazi and Naqvi, (2006) held the view that student's performance is "associated with students' profile like his attitude towards class attendance, time allocation of studies, parent's level of income, mother's age and mother's education". Not only performances, but also location of school accelerates many social issues as commented by Sen, (2010) that poor attendance not only hinders academic achievement but also promotes a poorly educated society and thus leads to many negative social problems.

2.3.3 Strategies for improving students' academic performances

Various literatures tried to show various ways on how to improve students' academic performances. Katamei and Omwono, (2015) suggested various strategy which

includes; parental involvement strategy; provision of support programs strategy; capacity building strategy; behaviour modification strategy; provision of life skills strategy; academic indicators strategy. Burden, (2005) insist on provision of support programs strategy such as counseling programmes, guide students, remedial coaching to slow learners and students are properly tutored, providing academic and psychosocial support, mentoring, counseling, coaching, advice and guidance and tutoring. In addition, students can be given academic support through extra lessons, remedial lessons and reading text. The Education Trust, (2005) noted that the presence of a caring adult in their life is important in assisting students to overcome adversity and achieve at school. Adeniyi, (2004) commented on Capacity Building Strategy that for secondary schools to achieve high performance in the public examinations, they must recruit qualified teachers, they should secure modern buildings, adequate facilities and equipment should be provided to enhance teaching and learning while supervision of teaching is carried out for quality control.

According to Rooth, (2000) points out that Life Skills are needed for successful living in the twenty first century. Life skills include disciplined work habits, caring attitudes, and the ability to cope as well as to create one's own opportunities. Students in the school are good at solving problems, most students are able to think creatively, students are able to communicate effectively and students are able to cope in stressful situations so as to improve their performances. Consequently students need an integrated Life Skills program in order to cope with their day to day academic life. World Bank, (2002) notes that student achievement is evaluated by the mark or grade that student attain in tests or examinations done at the end of the topic,

term or year or education cycle. Hence, the quality of the grades and the number of students that pass in various grades determine the level of academic success. Therefore rewards should be provided to raise interest and their attitudes towards school, hence good performance.

In Tanzania, government has tried its level best at improving education system so as to improve students' academic performances through various policies and programmes. These policies includes ; Education For All (EFA) 1972, The education and training policy (1995), The Technical Education and Training Policy (1996) National Higher Education Policy (1997). All these policies were established for the purpose of improving education and students' academic performance (URT, 2004). Likewise education programmes such as ;Local government reform programme Education sector development programme (ESDP 2008 – 2017) The Secondary Education Development Programme (SEDP I) Phase One, The Secondary Education Development Programme, (SEDP I I) The Secondary Education Development Programme(SEDP III) . These programmes insist on improvement of quality and relevance; Enhancement of access and equity; Improvement of the teaching force and teaching process; Improving management efficiency and good governance; and Institutionalization of cross-cutting issues. Currently the establishment of Big Result Now (BRN) 2013. Generally it was through these policies and programmes (strategies) were by government tried to improve education and students' academic performances.

2.4 Research Gap

Reviewed literature from developed countries and Africa explained the factors that influence students' performance, which include; peer influence (Fischhoff, Cromwell and Kipke, 1999, Howard, 2004), School Culture (Crosnoe, Johnson and Elder 2004), student factors, family factors, school factors (Crosnoe, Johnson and Elder, 2004), physical environment (Earthman, G 2004:18), Parental education and family socioeconomic status (Jeynes, 2002), and parents role Grace, *et al* (2012) to mention few. But all these did not explain the effect of geographical location of public secondary schools as an influence on students' academic performances.

Addition to this, all education policies and programmes in Tanzania for improving education and students' academic performances did no clearly discuss on the roles of location of the school to the students' performances. Chukwuemeka, (2013) maintained that one of the factors that influence academic performance is school location or site of the school. Research evidence has shown that the environment whether urban or rural industrial also contributes to what a child learns and how it is being learned. Walters, (1998) argued that high school students' level of performance is with statistically significant differences, linked to their school location. Further, Sigalla, (2013) contend that, people in some areas enjoy minimum travelling distances to acquire education, while others suffer by travelling to cover maximum distances to acquire education.

Generally most of studies concentrate looking on factors for poor performances among students in public secondary school. But did not write on the roles of

geographical location of schools towards students' academic performances. Thus this is the intention of this study.

2.5 Chapter Summary

This research chapter summarizes literature review. It stipulates and clarify introduction of the problem, definitions of the key terms, summarizes literature studies and lastly identify the knowledge gap that trigger a researcher to conduct this research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter includes research approach, methods of data collection, research design, and population of the study, sample size and sampling techniques. Kothari (1985) defines Research methods as the behaviour and instruments used in selecting and constructing research technique. Research methodology as a way of systematically solving a research problem. It may be understood as a science of studying how research is done scientifically.

3.2 Description of the Study Area

Kothari (1985) defines research design as a conceptual structure within which the study is conducted. This study confined in Muleba district particularly just covering the whole area of Muleba District. It is located between Latitude 1°55' South and Longitude 31°35' East. In the North is bordered with Bukoba Urban and Bukoba Rural Districts, Southern is bordered with Biharamulo District, Eastern part is bordered with Lake Victoria but in the Western part is bordered with Ngara and Karagwe Districts. The main socioeconomic activities taking place in Muleba Districts involves; fishing, agriculture, and trade. It has 36 secondary school located at different parts in Muleba.

Muleba District was selected purposely because, first when you observe NECTA results in Kagera Region for various years it shows that Muleba acquiring the last position compared to other district.

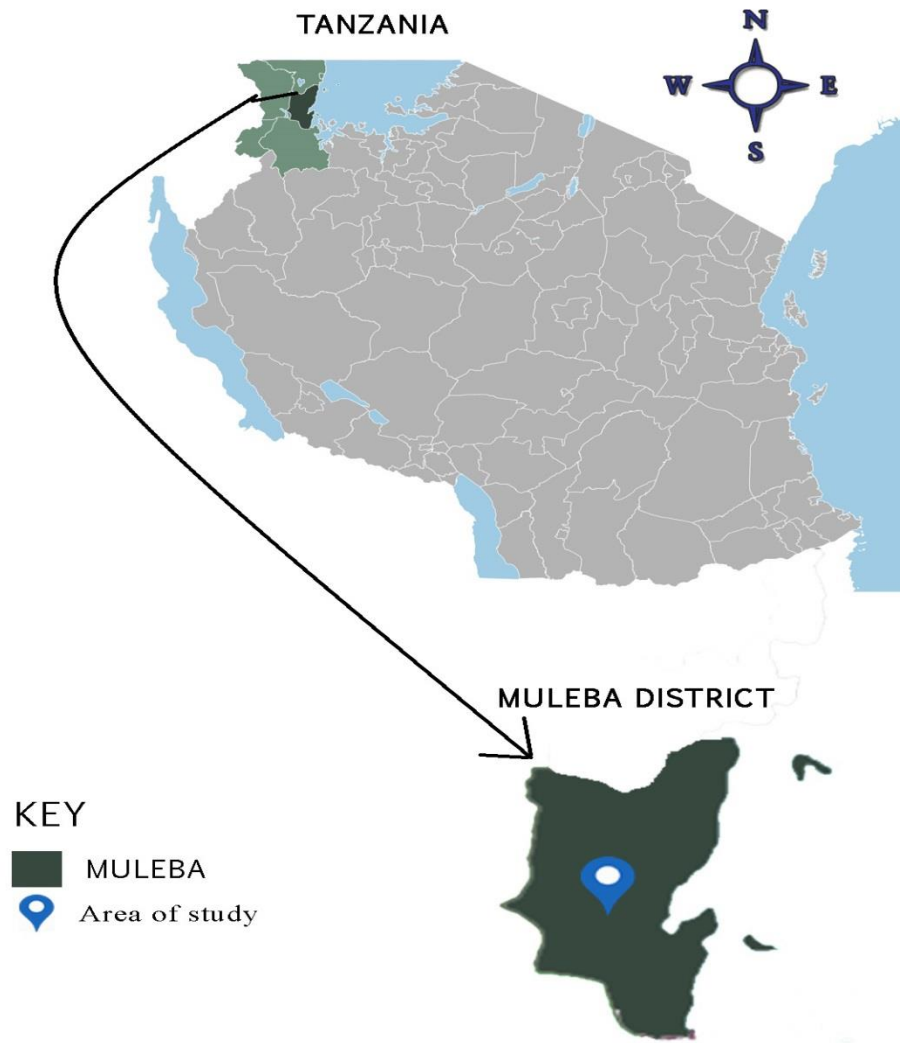


Figure 3. 1: Muleba District showing area of study.

3.3 Research approach

Research approach used in this study is mixed research approach in which its fundamental principle is to combine the method in a way that achieves complementary strengths and no overlapping weaknesses (Johnson and Onwuegbuzie, 2004). Thus, quantitative and qualitative approaches were combined in this study. In so doing, the weaknesses of one method are offset by the strengths of another, and believe in completeness.

Quantitative research approach was employed since the study based much on numbers or generation of numbers. Quantitative approach deals with the data that is principally numerical (Leedy, 1993). Nachmias and Nachimias (2003) argue that quantitative research approach allows researchers to make statistical inferences to broader population and permits them to generalize their findings to real life situations thereby increasing external validity of the study. In this study quantitative was employed to organize and coordinate all closed ended questionnaires.

Furthermore, qualitative approach was used since what is studied is happening in real world of students. Qualitative research seeks to preserve the integrity of narrative data and attempts to use the data to exemplify unusual or code themes embedded in contexts (Terre, 2006). The respondents were describing their everyday experiences relating to the role of location of school towards students' academic performances. In this study qualitative approach was employed to analyses and summarizes data collected from interview and open ended questionnaires.

3.4 Research Design

Paulin, (2007) defines research design as a plan of what data to gather, from whom, how and when to collect data, and how to analyze the data obtained. Descriptive cross sectional survey was employed to investigate the effect of geographical location of public secondary school to students' academic performances from various respondents. It is used when collecting information about peoples' attitudes, opinion, habit or any of the variety of education or social sciences (Komb and Tromp 2006). In order to achieve the objectives of the study, a descriptive cross sectional survey

design based on questionnaire and interviews was used because the study objectives are descriptive in nature and may also require taking care of multiple realities likely to be found in the field (Amin, 2005). According to Mugenda and Mugenda (2003), the method is easy to manage and administer.

The design also allowed the integration of varied data collection instruments that served for the purpose of the study. In using this design, the researcher was able to have a wide coverage of respondents and supplementing information through both quantitative and qualitative data collection techniques. The researcher was able to collect statistical data concerning factors that affects students' academic performances while qualitative instruments served in the gathering of data on the strategies and attitudes of participants towards students' academic performances. In this regard, questionnaires, interview and documentary review methods were employed.

3.5 Targeted Population N, Sample Size and Sampling Techniques

3.5.1 Targeted population

A population is a group of individuals, objects or items from which samples are taken for measurement (Ndunguru, 2007). According to Kombo and Tromp, (2006) population refers to an entire group of persons or elements that have at least one thing in common. Similarly, Triola, (2001) added that, population refers to the complete collection of all elements to be studied. For the purpose of this study population involved; District Secondary Education Officer (DSEO), Teachers, from

different public secondary schools, Parents around selected schools and students from sampled school.

Table 3. 1: Targeted population of study.

POPULATION OF SCHOOL	POPULATION	SAMPLE
PARENTS	540,310	48
STUDENTS	1604	96
TEACHERS	74	36
HEADMASTERS	6	6
WEO	6	6
DSEO	1	1
TOTAL		193

Sources: field study 2015

3.5.2 Sample Size

The size of the sample according to Glen, (1992) depends on the type of research design being used, the desired level of confidence in the results, the amount of accuracy wanted and the characteristics of the population of interests. Wilson, (2002) added that, a sample is a representation of a large (whole) group. A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. A total number of 193 respondents involved in this study as shown in table 3.1. According to Mugenda and Mugenda (1999) suggested that, one may use a sample size of at least 10% for better results. This study has considered 17% of all Muleba public secondary schools to represent other secondary schools within Muleba District; 17% of headmasters ; 100% of Ward education officer in three respective wards and 100% of District Education Officer in Muleba District.

Table 3. 2: Summary of Categories of Participants

Respondents distribution	Frequency	Percentage (%)
District Secondary Educational Officer (DSEO)	1	0.5
Ward educational officer	6	3
Head master/ mistress (HM)	6	3
Secondary school teachers (SST)	36	19
Secondary School students (SSS)	96	50
Parents	48	25
Total	193	100

Source: Field Data (2015)

3.5.3 Sampling techniques

Sampling procedure is defined as the process of obtaining sample about an entire population by examining only a part of it (Kothari, 2000). In order to get respondents, the researcher employed random sampling techniques and purposive sampling.

3.5.4 Random sampling techniques

It refers to carefully controlled condition created to ensure that each unit in population has an equal chance of being included in the sample. The researcher uses this technique to get data from respondent on the effect of geographical location of school to students' academic performance in Muleba District. This method reduces and prevents biased data by exercising direct control over the choice of units. This study employed random sampling technique to select 36 teachers (6 from each school), 96 students (sixteen from each school) and 48 parents (8 from each village). To get 6 teachers; 8 parents; and 16 students (4 from each class of which 2 boys and 2 girls) from F.I to F.IV, researcher used pieces of papers with number according to the number required, and then respondents were allowed to pick one

paper. So those who picked paper with number were included in the study as a sample.

3.5.5 Purposive Sampling

Refers to Non-probability Sampling which does not afford any basis for estimating the probability that each item in the population has to be included in the sample, the researcher used this technique to sample; 1 District secondary education officer and 6 headmasters/mistresses from 6 selected secondary schools and 6 Ward education officer from six ward where these schools were located. Also researcher used this technique to select 6 secondary school due to their place where they are located and their performances. These were selected purposely as key informer in a specific area of their position and the problem itself.

3.6 Methods for Data Collection

In research, the term “data collection” refers to gathering specific information aimed at proving or refuting some facts (Kombo and Tromp, 2006). In order to ensure that the work is done within the given time and at the same time, to meet the research objectives, the following instruments or methods of data collection were employed.

3.6.1 Questionnaire

Researcher used questionnaire, as a tool that enabled him to acquire accurate answers. The researcher applied both open and closed ended questions where the respondents responded on it. The questionnaires distributed to secondary school teachers, students, parents, headmasters, District Secondary Educational Officer and

Ward educational officer to collect data on the effect of geographical location of school as an influence to students' academic performance in Muleba District. These questionnaires include; Educational officer's questionnaire *index 4*, Ward education officer questionnaire *index 4*, Teachers' questionnaire *index 2*, Parents' questionnaire *index 3* and Students' questionnaires *index 1*.

The researcher used questionnaire as research instrument since it's relatively economical because a larger sample was covered quickly and at reasonably low cost. Mason and Bramble (1997) stated that, with questionnaires, a larger sample can be reached economically and greater anonymity can be provided to the respondents. Questionnaires provided have exactly the same wording and in the same order to all respondents (Kothari, 2004). However, it has disadvantage that, once the questionnaire has been distributed it is not possible to modify the items even though may be unclear to some respondents (Gall, Borg and Gall, 1996).

These questionnaires consisted closed and open ended questions in which teachers were requested to respond to all closed and open ended questions and finally the researcher collected their responses. Closed questions were used since it is quicker to analyze than word- based data and often directly to the point. Also, open- ended questions were more appropriate as it captured the specificity of a particular situation. Therefore, open ended questions were used in order to generate opinion and suggestion basing on the problem. Moreover, open questions enabled participants to write a free account in their own terms and avoided the limitations of

responses. The researcher provided adequate time to respond to questionnaires that constructed according to the research objectives.

3.6.2 In depth –Interview with key informants

According to Lodico, *et al* (2010), Key informants are individuals who have some unique information or knowledge of the phenomena being studied. Interviews can be defined as a conversation with a purpose of gathering information (Behr, 1983). Interview is a process of interaction between the researcher and interviewees in terms of oral verbal responses (Osulvan, *et al.*, 1989). This method helps to determines in-depth analysis of the roles of geographical location of school to students' academic performance in Muleba District. This method triggered and probing the respondents to expose hidden information especially on factors that influence students' academic performances. Therefore, this helped to fill up issues which were not addressed by questionnaires and helps the researcher to relate on answers from respondents. In other words, interviews were used to supplement or reject data which were obtained using questionnaires.

3.6.3 Documentary Review

Documentary review as a process of reading and critically analyzing documents is credited for providing researchers with information that can be reviewed repeatedly and at a convenient time to the researcher (Kothari, 2004). As indicated above, documentary review is a method of data collection used to get secondary source of data. Kothari, (2004), secondary data involve data that have already been collected and analyzed by someone else .This method was used to get previous trend of form

four results from District Secondary Education Office. Using form four results from DSEO, a researcher was able to get vast amount of information concerning performances of students.

3.7 Data Analysis and Organization

Abel and Oliver (1999) clearly, articulate that data analysis is a process of bringing order, structure and meaning to the mass of information collected. The responses to the close-ended items in the data collection instrument were assigned, coded and labeled through quantitative approach with the help of Statistical Package for the Social Sciences (SPSS) version 20. Frequency counts of the responses were then obtained, to generate descriptive information about the respondents that participated in the study and to illustrate the general trend of findings on the various variables that were under investigation. Data were then summarized and presented in tables of frequencies and percentages for interpretation and discussion.

Qualitative data were subjected to content analysis. The researcher thoroughly and repeatedly read all the written responses of each respondent from open ended questionnaires and interview, underlined the main ideas and then extracted the core meaning. These data were also transcribed, organized and scrutinized into related patterns and themes for further interpretation.

3.8 Validity and Reliability of Research Instruments

According to Lodico, *et al.*, (2010), Reliability and Validity are two concepts that are used to judge the quality of educational measures.

3.8.1 Validity

Validity refers to how well the instrument measures what they are supposed to measure (Triola, 2001). It focuses on ensuring that what the instrument claims to measure is what it truly measures (Lodico, *et al* (2010). Kothari, (2004) define validity as a measure of accuracy and whether the instruments of measurements are actually measuring what they were intended to measure. To ensure that the instruments produced the relevant results that the researcher sought, Therefore, the researcher tested the validity of these questionnaires and structured interviews using a non- sample of 5 teachers and 10 students from two piloted schools within the District. These two secondary schools were Kimwani and Bulyakashaju .

Changes were then made to ensure validity hence meeting the purpose of the study. Apart from that validity were attained by the use simple randomly sampling to reduce biasness among respondents. The reason for doing this was to check if the questions asked would enable the researcher to get the valid information that he sought from the respondents.

3.8.2 Reliability

Reliability refers to the extent to which a measured variable is free from random error (Stangor, 2011). Reliability refers to an instrument's ability to consistently produce the same results for an individual over time (Lodico, *et al.*, 2010). Therefore reliability of data ensures the use of different methods and tools during data collection including interview, questionnaire, and documentary review of various

students' performance. The use of questionnaire in data collection determines the clarity and relevance to the objectives of the study.

Reliability also ensured by the use of appropriate sampling techniques including random sampling and purposive. To ensure reliability, closed questionnaires and interview (both open and closed) were employed so as to give consistent result on the effect of location of school to students' academic performance.

3.9 Ethical Considerations

Ethical issue is a part of research ethics which are required to be considered when conducting research. In relation to that, most professional organization has their own code of ethics which need to be considered when conducting research (Lodico, *et al.*, 2010). Therefore even in this research a researcher considered an ethical issue that is why a researcher addressed a letter to the respondents to request for their participation in this research, also a researcher attached a letter for clearance of proposal and proceed with research report. Apart from that the participants are informed that the information that they give are confidential, and their participation is voluntary in a sense that they have the right to withdraw from the study without repercussions.

3.10 Chapter Summary

This chapter combines and summarizes various sub-chapters which all together form chapter three. These sub-chapters includes: Introduction, Description of the study Area, Research strategies, Research Design, Targeted population, sample size and

sampling techniques, Sampling techniques Methods for Data Collection, Data Analysis and Organization, Validity and Reliability of Research Instruments and Ethical Considerations.

CHAPTER FOUR

FIDINGS AND DISCUSSION

4.1 Introduction

This chapter presents findings of the study and is arranged into three subsections. In the first section, background information about the respondents; section two indicates trends of students' performances in different years and the third section depicts finding of study.

4.2 Background Information about the Respondents

Background information about the respondents that participated in the study involves: their position, gender, and level of educational attainment, ages and duration of working service experience. Findings provide general information about respondents as summarized in table 4.1.

Table 4. 1: Distribution of respondents that participated in the study by Gender and Position

Variable	Categories	Frequency	%
Gender	Male	105	54
	Female	88	46
Position	Teachers	36	19
	Students	96	48
	Head masters	6	3
	Parents	48	25
	Ward educational officer	6	3
	District educational officer	1	0.5

Source: Researchers field study 2015

Table 4.1. Shows that cross sections of stakeholders (that is, students 48%; teachers 19%; parents 25%; headmasters 3%; ward educational officer 3% and District educational officer 0.5%). This means that the conclusions provided based on this

data is trustable as plausible, since it was generated from all the key categories of stakeholders of education involved in this study.

Another background Information collected included the characteristics of the teachers that were involved in the study. It involved teachers' level of educational attainment; duration of working experience; and gender. The findings are summarized in Table 4.2b.

Table 4. 2: Teachers by Level of Education, Duration of Teaching Experience and Gender. (N=42)

Variable	Categories	Frequency	%
Level of education attained	Diploma	23	56
	Degree	19	46
	Total	42	100
Duration of working experience	Less than two years	19	46
	Less than five years	10	24
	Less than ten years	7	17
	Over ten years	6	15
	Total	42	100
Gender	Male	33	80
	Female	9	20
	Total	42	100

Source: Researcher field study 2015

In Table 4.2 it is apparent that all the teachers that were involved in the study were qualified teachers, since they were either diploma holders or graduate teachers. It indicates that most teachers (54%) had experience of at least two years and above. Findings from teachers on this study were exactly their field, since they were qualified and had enough experience for plausible information on the study expected.

Concurrent to this, parents involved in this study were both male and female from different villages located near to schools. Their background information were collected as summarized in table 4.3.

Table 4. 3: Parents that involved in the study in term of ages and gender (N=48).

CATEGORY	CLASS	FREQUENCY
AGES	31-40	4
	41-50	20
	51-60	16
	61 +	8
GENDER	Male	24
	Female	24

Source: Field Study 2015

Table 4.3 illustrates that, large number of parents were above 41 years and gender issue in this finding were considered such that 50% male and 50% female so as to get cross section of views from the parents of both sex.

Likewise student involved into this study were from sampled school. Each school sampled 16 students of which 4 from each class. Their contribution played great roles on problem under the study. The total number of student were 96 whereby 50% boys and 50% girls. Their data were summarized in figure 4.1.

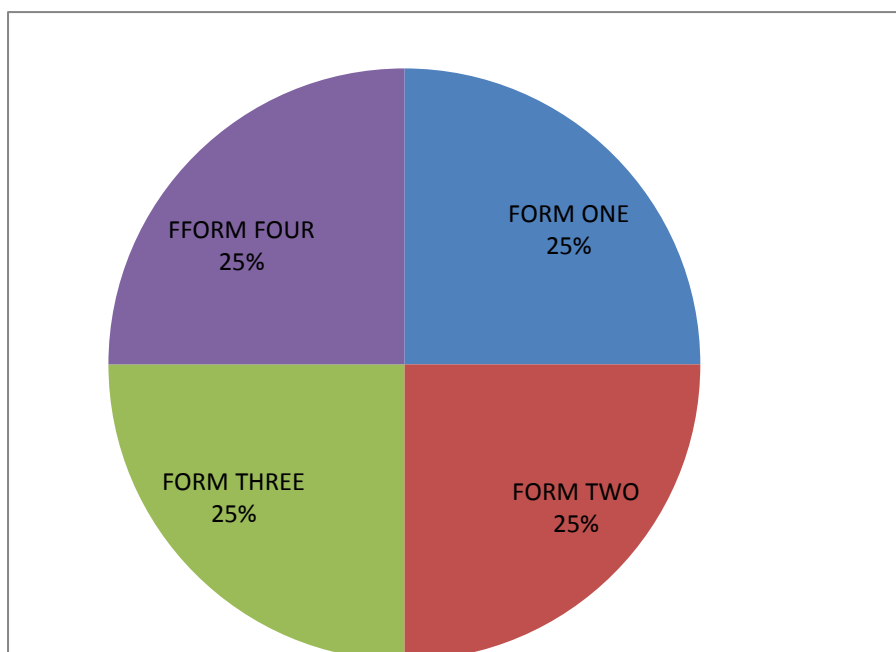


Figure 4. 1: Distribution of Students by Class (N=96).

Source: From Field Study 2015

Figure 4.1, reveals that the students that participated in the study were in form one, two, three and four. A group of 4 students involved from each class was sampled so as to get data from each class of the same sex. It's my believe that the data provided has validity due to involvement of students from each class with the same number.

4.3 Trend of NECTA performances in sampled secondary school

The data and trends of performance of students were summarized considering NECTA examination results from 2011 up to 2014. This trends show reality of poor academic performances of the students in rural and remote areas due to the nature of geographical location of school which is located in remote and rural areas. This trend of performances involve only six sampled secondary school which are; Ngenge, Kimwani, Bumbire, Bulyakashaju, Kagoma and Burungura secondary schools.

Starting looking at Bumbire secondary school, finding reveal and indicates their NECTA performance from 2012 – 2014. Their performances are tabulated below in table 4.4.

Table 4. 4: Trends of NECTA results at Bumbire secondary school.

YEAR	ATTRIBUTES	FREQUENCY
2014	REGISTERED	28
	PASS	0
2013	REGISTERED	15
	PASS	8
2012	REGISTERED	20
	PASS	1

Source: field study 2015

Table 4.4; show the results at Bumbire secondary school. Almost all students registered for 2012 and 2014 failed the examination totally, while in 2013 few students succeeded to pass. But the main reason for such result it's due to the absence of resources, absenteeism, dropout, distances and early pregnancies and marriage.

Table 4. 5: Trends of NECTA results at Kimwani secondary school

Year	Type of students	percentage of pass %
2014	Pass	21
	Failure	79
2013	Pass	48
	Failure	52
2012	Pass	33
	Failure	67
2011	Pass	29
	Failure	61

Source: from DSEO

Table 4.5 shows the results at Kimwani secondary school from 2011-2014. Their results show that large percentage of the students failed the examination. This is clear that the location of school have impacts towards their performances.

Table 4. 6: Trend of NECTA results at Ngenge secondary school.

YEAR	ATTRIBUTES	FREQUENCY
2014	REGISTERED	51
	PASS	19
2013	REGISTERED	49
	PASS	13
2012	REGISTERED	56
	PASS	17
2011	REGISTERED	36
	PASS	16

.Source: From Field DSEO 2015

Table 4.6 shows the trend of performances at Ngenge secondary school from 2011-2014. Their results show that large percentage of the students failed the examination. This is clear that the location of school have impacts towards students' academic performances.

Table 4. 7: Trends of NECTA results at Kagoma secondary school.

Year	Attributes	Frequency
2014	Registered	50
	Pass	28
2013	Registered	94
	pass	31
2012	Registered	77
	Pass	31
2011	Registered	81
	Pass	38

SOURCE: From DSEO

Table 4.7 shows the trend of performances at Kagoma secondary school from 2011-2014. Their results show that large percentage of the students failed the examination. This is clear that the location of school have impacts towards students' performances.

Table 4. 8: Trends of NECTA results at Burungura secondary school.

YEAR	ATTRIBUTES	FREQUENCY
2014	REGISTERED	52
	PASS	18
2013	REGISTERED	50
	PASS	22
2012	REGISTERED	50
	PASS	18
2011	REGISTERED	64
	PASS	19

Source: From DSEO

Table 4.8 shows the trend of performances at Burungura secondary school from 2011-2014. Their results show that large percentage of the students failed examination. This is clear that the location of school have impacts towards students' academic performances.

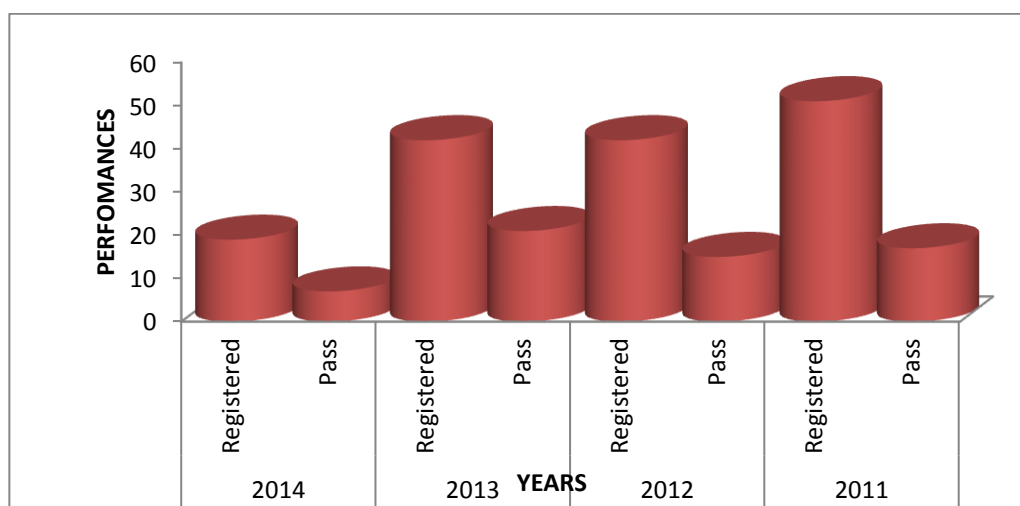


Figure 4. 2: Trends of NECTA results at Bulyakashaju secondary school.

Source: Field Study from DSEO 2015

Generally when observing the trends of NECTA performances to all schools, it's clear that performances are below average in a sense that none of school in performances has reached 50% of the total candidates sat for the examination each year. For this case it's true that geographical location of school where these schools are located does not help and supports students' academic performance but it hinder and deteriorates students' ability and their dreams toward their success. To ensure that geographical location effect performances only, other factors were controlled using likert scale.

4.4 The roles of geographical location of school to students' academic performance

4.4.1 Roles of Distances.

The research objective intended to assess the role of distance to students' academic performance in secondary school in Muleba. Under this objective, the ways in which distance affect academic performance in secondary school in Muleba has been reported by all stakeholders. The data collected through close and open questions revealed the influence of distance. All stakeholders (Headmasters, DSEO, WEO, students, teachers, parents and students) involved through questions and interview to specify the effect of distances in Muleba District. In response to this, respondents supplied different ideas but all in common express the same results. One of Headmasters reported that;

“[Distance] provides hindrance and challenges to the students especially those who are living far away from school. Sometimes they attend at late time compared to required time to be at school or class hours”

To support this, another Headmaster argued that;

Distance discourages student's attendance to school, this increases a number of students absenteeism, something which decelerates their academic performances.

It was noted that although children were generally well behaved, their performance was generally still weak. It was also revealed by one of the teacher that the students who are living far from the school are not motivated due to their environment where they survive. They come either due to the force from their parents or no way out. But when they come to school they reach at a late time and lessons are in progress. One of the teachers interviewed reported that;

Distance is the burden to the students from far area and when they reach at school are tired enough in such a way that it is difficult for them to gain in the class, he continues insist that most of students does not get balanced diet at their home, so when walking for long distances they became hungry, when they enter in class are not ready to learn because of tiredness.

In support of this, one of the student emphasize on the effects of distances on academic performance that;

Distance makes us feels as if that we are wasting our time. Walking to and from school sometimes we are doing to satisfy our parents and teachers. Example from home to school is about 15 kilometers, so walking to and from school to home are 30 kilometers. This means $15\text{km}+15\text{km}=30\text{km}$.

School distance is an important determinant of school dropout for female students. Finding indicates that distance is part and parcel of the issue which creates challenges and hindrances to students' academic performances Juneja (2001) observes that if school distance is considered too far from home, young girls tend to drop out more due to for the vulnerability to sexual harassment (Nekatibeb, 2002). Parents are afraid for the safety of their children when they have to travel longer

distances to school. Ainsworth et al. (2005) found that the likelihood of attending secondary school for girls decreases with the greater the distance compared to the nearer secondary schools. Nekatibeb (2002) also determinants that school distance is the foremost obstacle for girls' education in many countries in Africa.

4.4.1.1 Absenteeism and poor attendance

Poorly located school results into absenteeism. To generate more information, all respondents that were involved in the study were also asked to specify if distances accelerates absenteeism to the students, hence poor students' academic performance. Large percentages of respondents accepted and strongly agree that most of students are not attending effectively due to distances. In support to this their contribution were analyzed and stipulated in table 4.3. The responses of the teachers, students and parents that interviewed that "Is it true that poorly located school (distantly) from home to school affects students' attendances?"

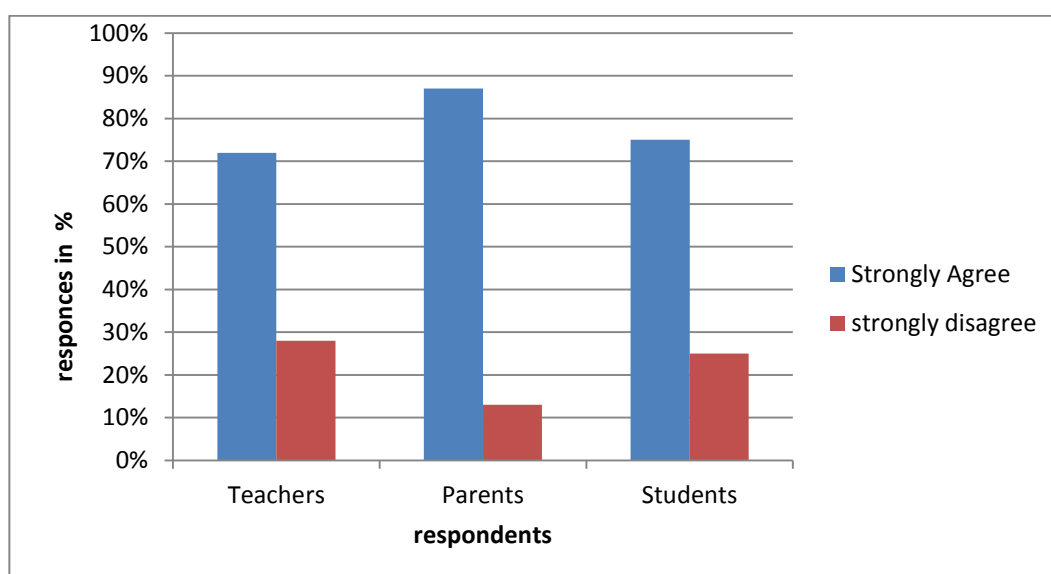


Figure 4. 3: Respondents' views on the effect of distances
Sources: Researchers' field study 2015

From figure 4.3, All stakeholders accepted on the influences of distances to the students' absenteeism. They agreed with the question that distances accelerate students' absenteeism and affect students' academic performances. When interpreting the figure 72% of teachers, 73% of parents and 88% of students in their interview strongly agree that a distance accelerates poor attendances of the students. When interviewed individually, students reported that attendances of students are changing especially for those students who are coming from distantly areas. Absenteeism sometimes is caused by long distances. Findings reveal that most of the students when interview commented and argued that distances from home to school acts as hindrances of their success and dreams. That is why some of student attendances are not good due to the influence of distance. Their responses were summarized in figure 4.4.

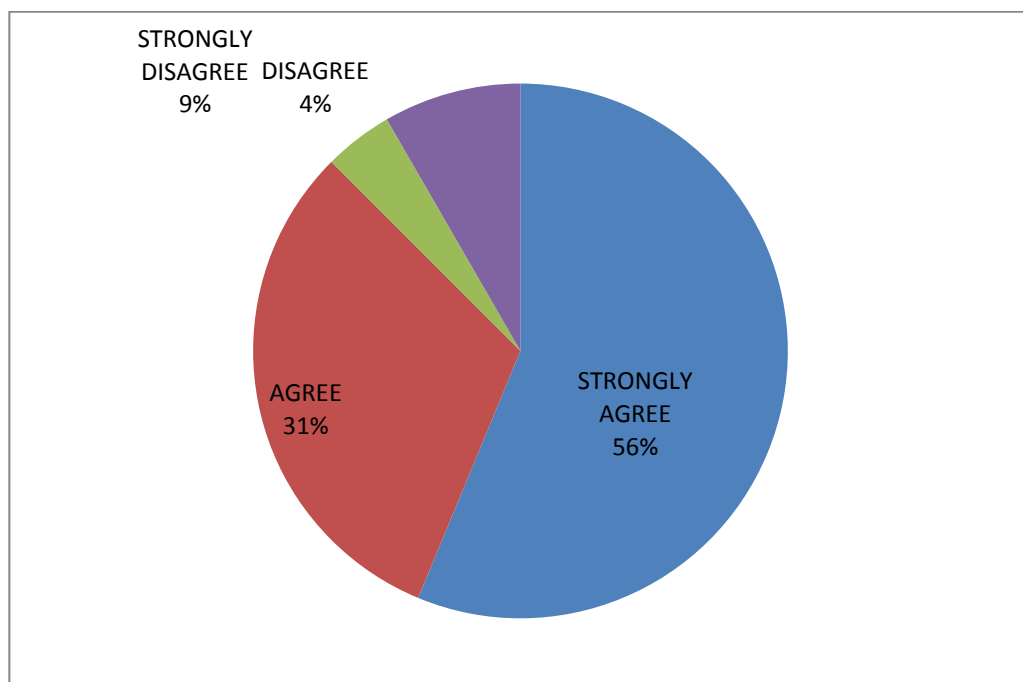


Figure 4. 4: Students responses on the effects of distance towards academic performances (N=96).

Sources: Researchers' field study 2015

Figure 4.4, affirms that distance accelerates students' absenteeism which later plays great roles to students' academic performances. Responses indicates that (54 out of 96) making 56% of the students interviewed they strongly agree that distance influence attendances of students and hinder their academic dreams. This 56% of respondents concurs with the view of many of the headmasters interviewed (cited above) who said that distance discourages students' attendances at the school, something which decelerates academic dreams of the students. This has been supported by Sigalla, (2013) contend that, while people in some areas enjoy minimum travelling distances to acquire education, others suffer by travelling to cover maximum distances to acquire education.

Amitava, et al., (2010) Poor attendance not only hinders academic achievement but also promotes a poorly educated society and thus leads to many negative social issues. A domino effect results which starts with poor attendance, proceeds to low achievement, increases the dropout rate, and amplifies a host of social problems.

4.4.1.2 Students' dropout from schools

Teachers after interviewed were asked to specify the extent to which distances influence students' dropout. They strongly agree that distance in most cases accelerates students' drop out and truancy among student from remote distances to school. The results are summarized below:

Table 4. 9: Teachers' responses on the effects of distances towards performance. (N=36)

Questionnaire	Responses								Total	
	SA	%	A	%	D	%	SD	%	T	%
Is it true that distance from home to school accelerates dropout and affects students' academic performance?	26	72	8	22	2	6	0	0	36	100

Sources: Researchers' field study 2015

SA=Strong Agree, A= Agree, D=Disagree, SD=Strong Disagree, T=Total

The results in Table 4.9, show that most of the teachers interviewed (making 72%) strongly agree that distance accelerates students' dropout and decelerates students' academic performances. Findings reveal the reality and show that large percentages strongly agrees with the question asked that *"Is it true that distance from home to school accelerates dropout and affects students' academic performance"?*

Referring to students view after being interviewed on the roles of location to the students' dropout from school. One of the students interviewed reported that;

When I reach at home I'm involved into other home activities like digging, searching for firewood, and finding glasses for goats. All these activities causes to be tired something that discourages studying hence it can accelerates dropout".

In responses to students dropout, District Secondary Educational Officer (DSEO) when interviewed on the reasons for students dropout from school. In his response he mentioned different reasons for students' dropout, but one of reason was due to distances especially for students from distantly areas or area with difficult geographical configuration like Bumbire. His view was reported as follows:

Some of students who dropout from are discouraged by nature of geographical configuration (distances). They fail to tolerate with the nature of location of our school. Example most of student reported highly dropping from school are from Bumbire secondary school. This is due to that students are selected from different islands, so the physical landform hinders them to large extent.

The implication of this finding can be viewed even other literature showing the causes of students dropout. In an account for the students drop out amongst the boys dropout because of distance to school, jobs (employment), lack of interest dismissal and fees. Rumberger, (2001) demonstrate that communities can influence dropout rates by providing employment opportunities during school. While some researchers have found out that work can contribute to a student dropping out, others have showed that student employment begins to correlate with dropping out when the student regularly works over 14 hours per week (Mann 1989). To support this, Brown and Park (2002) investigated that in rural China, parents' incapability to pay compensate school fees was the reason for the dropout of 47% of girls while only 33% of boys dropout in elementary schools. Shahidul and Zehadul, (2015) argue that Teenage pregnancy among girl is commonly associated with frequent absence from school initially, then permanent and or temporary dropout. Girls also can more drop out because of absenteeism due to child labour or household work.

4.4.1.3 Early marriage and pregnancies

In the interviews that were held to the parents concerning on the issue of early marriage and pregnancies to the students. They strongly agree that early marriage and pregnancies has been increasing due the long distance travelled by students from

home to school. It happens in the way to or from school when girls are attempted and influenced by men hence early marriages or early pregnancies; one of parents when interviewed commented that;

The issues of pregnancies do happen in most cases to the students (girls) especially those who are convinced by men in the way when they are coming to school or returning their home places.

In responses to early marriage and early pregnancies, Teachers after interviewed responded to the question and hypotheses on the effects of distance to early marriage and pregnancies. They responded that:

Some of the students' attendance is not good which results into dropout. But some students who dropout is due to early pregnancies or early marriages. This happen in most case for students who are coming from far distances and if happens it take a time for us to understand because of their regular truancy for these students.

To support this point on the issue of early pregnancies and early marriage. All stakeholders (Headmasters, students, teachers' parents WEO, and DSEO) after interviewed on how distance can results into early marriage and early pregnancies. The question was "Is it true that early marriage and early pregnancies to the student are influenced by distances"? Their responses were tabulated in table 4.10.

Table 4. 10: Responses of participants on the influence of distance to early marriage and early pregnancies.

PARTICIPANTS	RESPONSES			
	SA	A	D	SD
DSEO	1	0	0	0
WEO	3	2	1	0
HEADMASTERS	4	2	0	0
TEACHERS	26	6	4	0
PARENTS	32	6	8	2
STUDENTS	68	10	12	6
TOTAL	134	26	25	8

Source: field survey 2015

SA=Strong Agree, A= Agree, D=Disagree, SD=Strong Disagree

Table 4.10, the findings in table 4.4.1.3a reveal that large number of responses (134 makes 69%) strongly agree with the question that early marriage and early pregnancies to some extents area caused by distances.

Some studies argue that early marriage of girls is associated with dropouts in certain contexts. Nyanzi (2001) put forward that marriage; pregnancy and sickness are major causes of drop out among girl children. Holcamp (2009) found that in rural areas girls' dropout rate became higher because parents consider girls' schooling as of no benefit when they leave their own family after getting married. Mansory (2007) also found that early marriage is the foremost cause of early school dropout of girls in Afghanistan. A lot of research have highlighted on girls' age and education and found that when girls reach puberty, parents consider it is time for them to be married and tend to arrange the marriage instead of continuing schooling (Holcamp 2009)

4.4.1.4 Negative attitudes toward schools

It was noted that although some of the students are performing their examination from remote areas but their performance in most cases still weak. It was also revealed by one of the parents from Bumbile Island that the students who are studying at ward and public secondary school especially Bumbire, their performance are not sufficient good. One of the parents responded that,

Island environment is not good for the students' academic performances. It is a burden and full of challenges to the students from far area especially in case of transport from one island to the next island. This situation discourages and causes some of the students to drop from schooling and to have poor performances compared to the students studying in private school.

In support of this, the students and parents (respondents) from Bumbire and other secondary school when interviewed on the roles of location towards students altitudes. Large number of students strongly agrees that location of school demoralize their attitudes towards academic performances. Their responses were reported as tabulated below:

Table 4. 11: Students responses on attitudes toward location of school (N=96)

Questionnaire	Responses								Total	
	SA	%	A	%	D	%	SD	%	T	%
Is it true that geographical location of school influences your academic performances?	54	56.2	32	33.3	3	3.1	7	7.3	96	100

Source: Researcher's field study 2015

SA=Strong Agree, A= Agree, D=Disagree, SD=Strong Disagree, T=Total

The results in Table 4.11 show that most of the students interviewed (making 56.2%) strongly agree that location of school hinder and decelerate students' attitudes towards performances. The responses indicate and show really that location has greater correlation with researchers' arguments.

The foregoing transcriptions indicate that a dominant view among most of respondents support and accept with the research question or hypotheses that location

of school especially in remote areas and unreachable areas are not good it affects students and parents attitudes toward students performances. Some of parents have negative attitudes towards school located in remote areas and sometimes they do shift or transfer their student just searching for school in urban areas. For this problem after interviewed, their responses were as shown below in table 4.12.

Table 4. 12: Respondents' attitudes towards location of school. (N=193)

Questionnaire	category	Responses								TOTAL	
		SA	%	A	%	D	%	SD	%	T	%
Is it true that location of school affects students' academic performances?	Teachers	28	78	4	11	2	6	2	6	193	100
	Students	54	56	32	33	3	3	7	7		
	Parents	36	75	8	17	4	8	0	0		
	WEO	6	100	0	0	0	0	0	0		
	HM	6	100	0	0	0	0	0	0		
	DSEO	1	100	0	0	0	0	0	0		

Source: Researcher's field study 2015

SA=Strong Agree, A= Agree, D=Disagree, SD=Strong Disagree, T=Total

From Figure 4.12 responses, it is clear that most of responses interviewed such as: 28 teachers (making 78%), 54 students (making 56%), 36 parents (making 75%), 6 headmasters (making 100%) and 6 WEO (making 100%) 1 District educational officer (making 100%) strongly agree with the question in a sense that they truly recognize that most of school located in remote areas are not good for students' academic performances.

The finding of the study indicates different ideas from respondents with diverging perception on poor attitudes toward location of school for students' academic performances. In response to this finding, recent paper by Hijazi and Raza Naqvi,

(2006) held the view that student's performance is "associated with students' profile like his attitude towards class attendance.

4.4.1.5 Variability of learning resources

Resources variability creates inequality among students' academic performances. Students who have access to teaching and learning resources are quite different with those with no resources. Most of schools located in remote and unreachable area are suffering with absence of resource. Most crucial resources include teachers who reject to attend to school being posted due to the nature of location. Finding reveal this problems and their responses are shown in table 4.13.

Table 4. 13: Responses of respondents on the roles of resources towards students performances (N=193)

Questions	Respondents category	Responses								Total	
		SA	%	A	%	D	%	SD	%	Total	%
Do you think absence of accessibility of resources affects students' academic performance?	Students	48	75	16	25	0	0	0	0	96	
	Teachers	36	75	8	17	4	8	0	0	36	
	Headmasters	4	80	2	20	0	0	0	0	6	
	Parents	34	71	14	29	0	0	0	0	48	100
	WEO	6	100	0	0	0	0	0	0	6	
	DSEO	1	10	0	0	0	0	0	0	1	
Total		193									

Source: Researcher's Field Study 2015.

SA=Strong Agree, A= Agree, D=Disagree, SD=Strong Disagree, T=Total

The results in Table 4.13 indicate that, in general, all respondents equally and in large percentages accept strongly that learning resources are crucial in influencing students' academic performances in Muleba District. According to the data above it indicates 48 students (making 75%), 36 teachers (making 75%), 4 Headmaster (making 80%), 34 parents (making 71%) and 6 WEO (making 100%) 1 educational

officer (making 100%) strongly agree with the question that exposed by researcher that absence of resources strongly affects students' academic performance.

In the interviews that were held with the headmasters, they were asked to clarify the role of resources towards students' academic performances. In response to the research question, one of the headmasters said,

In real sense learning resources is a hindrance and challenges to our students towards their performance, sometimes most of them relay only to the notes given by their teachers. Our schools are located in remote areas where there is no any alternative of resources rather than depending at school. So for large extent students are not performing well due to lacking of diverse of resource.

Furthermore he reported that we fail to get competent teachers especially science teachers due to the nature of environment. And when are posted at our school most of them neglect and return in urban area and they don't like to work in remote areas.

Equal important when teachers asked to clarify on how resources variability affects students' academic dreams. One among respondents interviewed clearly reported that,

These environments are for the poor parents' child, it is the environment where the students pass due to God's will or due to probability. Because they only depends on the notes which we provide, and all the time they relay on teachers' interpretations. Its fanny you found that a class having one hundred and twenty students depends on single copy of textbook which is owned by teacher.

When you read this text it look like a story, but this is real information and data from the field study. Most of schools being visited by researcher are located in remote and unreachable areas in Muleba District do not have learning resources. Respondents

who interviewed on this issue, they explicitly explained the problem and analyzed most of the resources required to help students in academic performance.

Similar to these data supplied by respondents on what is required so as to influence students' performances. Respondent analyzed some of important resources required to facilitate students' academic performance. Below are the responses in table 4.14.

Table 4. 14: Respondents views on the types of resources required (N=193).

Category Of Respondents	Types Of Resources Required
Students	Text books for all subjects
	Laboratories
	laboratories'' Equipment
	Teachers for all subjects
	Library with various readings
Teachers	Enough text books for all subjects
	Textbook for teaching guide
	Laboratories with its required equipment
	Libraries for references
	Good environment for teaching
	Teaching Aid (like globe for Geography) (etc.)
Headmasters	Enough money for running school
	Enough infrastructure
	Enough human resources
WEO and DSEO	Enough capital for running schools
	Enough human resources to make follow up
	Transport and its facilities for regular observation of school

Source: Researchers' field study 2015

In response to data in table 4.14 the respondent indicates and analyzed some of the material and resources required to facilitate students' academic performance.

Similar to this, when interviewing the students on the resources available to their school, one of them responded by complaining that:

Some of the resources we mentioned above are like history to us; we used to hear from other students from other school or reading in textbook only. Issue like laboratories and its equipment's for us it's like a dreams. We neither take science subjects nor attending to the laboratories, also we don't have employed mathematics and physics teachers here; we always receive temporary teachers for these subjects. And sometimes these teachers are not competent enough.

Interview goes on to the parents to see whether they know this problem which face their children in their studied. One of the parent interviewed accept and clarify on that problem by saying that;

Learning resources are not enough for students because our children every day are claiming and lamenting on this. Also during parents meeting, headmaster all the time were advising and encouraging the parents to buy extra textbook, contribute extra money for paying part time teachers and other issues for our children.

The finding implies that poorly located school, students are suffering from learning resources as a factor to students' academic performances. Vikoo (2003) views instructional material as "any device with instructional content or function that is used for teaching purpose, including books, supplementary reading materials, audio-visual and other sensory materials, scripts for radio and television instrumentation programs for computer management packaged sets of materials for construction or manipulation. To support this Mlozi, (2013) observed that, in Mbeya municipality most, 90.3 percent of the teacher respondents lamented that their secondary schools lacked adequate dormitories, which affected students' academic performance. Of the 203 student respondents from government-built secondary schools, over half with an average of 56.8 percent mentioned that the schools had no adequate facilities.

4.5 Strategies for improving students' academic performance in public Secondary schools

Findings suggested various ways on how to improve academic performances to the students. Each participant analyzed way forward as a solution for this problem, their views were statistically summarized and tableted as shown in table 4.15

Table 4. 15: Strategies posed out by respondents on how to improve students' performances (N=193)

respondents	strategies posed out to improve students' performances
DSEO	Construction hostel and dormitories near to school
Students	Resources should be distributed equally especially teachers and learning resources
Teachers	Food programs can rescue the problem somehow
Headmasters	Policy maker should be flexible by considering remote environments
Parents	Parents and students attitude should change through counseling
Students	Government should increase capitation grant to the students.
WEO	Students initiative is very important to improve his/her performance

Sources: Field study 2015

Table 4.15, Summarize on strategies to be taken so as to improve students' academic performances in Muleba District. These strategies were obtained through questionnaire and interviews whereby the respondent responded and giving out their views. Then after the data were summarized and analyzed into tables to simplify interpretation.

4.6 Summary of Findings and General Interpretation

Overall, the study indicates that students' academic performances do not relay on a single factor, it's a combination of multiplicity of various issues or factors. But for the case of this study, researcher concentrates looking on how distances, variability

of resources, absenteeism, early marriage and early pregnancies caused by location of school affects students' academic performances in Muleba District. Each factor had its own impact to students but commonly location of school play great roles in affecting students. Generally respondents opinions show clearly that the schools located in remote areas have been lagged behind by the government and it show that students from these schools are not performing well due to a number of hindrances and challenges compared to other school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five concentrates on summary of study, conclusions and recommendations of the study. This chapter is arranged into three research questions that the study sought to answer. Thus, the chapter is divided into three subsections namely, summary of study, conclusions and recommendations. Lastly this part includes proposed research findings for further investigation.

5.2 Summary of the major findings

This study assessed the roles of geographical location of school to students' academic performance in public Secondary schools in Muleba District. To accomplish this, researcher summarized and arranged finding according to the three research objectives. Therefore, this part is subdivided according to these objectives: The roles of factors influencing students' academic performance in public secondary schools, the roles of geographical location of schools to students' academic performance in Muleba District and Strategies for improving students' academic performance in public Secondary schools.

The study was conducted in Muleba District and employed a mixed research approach which involves the use of both quantitative and qualitative approach. Descriptive survey is the method used in data collecting which involving interviewing or administering questionnaire to a sample of individual. A sample size constituted 193 participants of which 42% were female and 58% were male. Data

were collected through questionnaires, in-depth interview and documentary. The data obtained analyzed, interpreted and presented according to research tasks and questions and through Statistical Package for the Social Sciences (SPSS) and content analysis.

Regarding to the first objective of study which intended to assess the roles of factors that influence students' academic performances. Finding from various literature reveal that: peer group influence; family social economic status; school culture; parents level of education and students himself/herself are the factors that influence students' academic performances. With regard to school environment, literature summarizes that; classrooms, libraries, technical workshops, laboratories, teachers' quality, school management, teaching methods, peers, are variables that affect students' academic achievement. Generally these factors can summarized as inside and outside factors that contribute for the quality of students' academic performance of students.

In response to the second objectives which intends to explore the roles of geographic location of school to students' academic performances. The findings revealed on the effect of long distance to and from school to students' performance. The greater the distance a student walks to school, the poor he/she academically performs. It reveal that distances results into dropout of students, absenteeism, students' bad attitudes towards schools, increase of early marriage, early pregnancies, and social evils like theft. It is in this regard that the findings of the study concur with the findings of

earlier researchers into the influences of geographical location of schools to students' academic performances.

In regards to the third objective aiming at looking strategies to improve students' academic performances in Muleba District. The findings from various literatures suggested way forward towards improving students' academic performances. These strategies includes: parental involvement strategy; provision of support programs strategy; capacity building strategy; behaviour modification strategy; provision of life skills strategy; academic indicators strategy. Concurrent to these findings concluded that strategies for improving students performances in Muleba District construction of schools dormitories and hostel, parents and students need counseling to have good attitude, balancing of resources, policies should in-depth put consideration looking remote secondary and food (meal) should be provided to reduces hunger.

5.3 Conclusion

Conclusion that may be drawn from this study is that distances that students encounter, are distinct factors that shape educational progress as we envisioned initially. We found that the six schools have poor academic performers due to distance which results into dropout of students, absenteeism, bad attitudes towards schools, increase of early marriage, early pregnancies, and social evils like theft.

This indicates that something should be done to improve the performance of the students though solving these problems. This study suggests that location of school is an important factor that influencing students' academic performance. The findings

revealed that poor performances of students are not caused by single factor but a multiple of factors. Therefore distances affect students' performances positively.

Generally, the study's results can be helpful to students and community at large for attaining future goals and improving human capital for the purpose of economic development of the nation. By utilizing these findings, policies can be formulated and enhance implementation and improvement of students' academic performance. Further research is needed to explore the problem on a large sample and large scattered geographical regions to make conclusion of study.

5.4 Recommendations

The study made the following recommendations basing on category of education stakeholders that is patents, teachers, students and lastly to the government.

5.4.1 Parents

Parents should be informed to motivate their students to work hard in schools; they should be sensitized to increase income so as to help their children by adequately providing their school materials; they should be ready and apply family planning so as to reduce number of children who can afford in assisting them in academic studies because in rural areas you found a parent having two or three students in the same class.

5.4.2 Government

Government should construct dormitories and hostels in accessible areas for combining all students especially those from far and remote areas like Bumbire islands so as to reduce distances to them; they should increase allocation of funds for more amenities required to facilitate learning in the schools especially in rural and remote areas; Government should prepare policy which collectively view and put into consideration learning environment in remote areas instead of relying on criteria of performances and it should balance resources throughout the country rather than being inequality in resources among different school while at the same time performance are judged equally without considering inequality.

5.4.3 Teachers

Teacher all their time should updates their references or materials which they use in teaching rather than relaying in common and old material. Teachers should cooperate during teaching process (team work) rather than dominating specific lesson, this will expose a lot of combining knowledge to the students. Lastly Students should not try to follow the footsteps of uneducated parents/guardians rather have to aim higher and they should be ready to behave according to their environment at the same time to fight against challenging hindrances for their academic dreams.

5.5 Area of Further Research

The findings of the study reveals on the roles of geographical location of school towards student academic performances in secondary schools in Muleba District.

Therefore in future, there is a need to research on how poor geographical location of school affects effectiveness of the teachers. Furthermore, the same study should be conducted covering the whole Kagera region to make comparison with these results obtained from Muleba as a case study.

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APPENDICES

LETTER TO THE RESPONDENTS

Dear respondents,

My name is Jovinius, Joseph. I am a post graduate student, persuing Master of Education Administration, Planning and Policy Studies (MEDAPPS) at Open University of Tanzania. I am carrying out a study on the roles of learning environment and students' academic performances in public secondary schools in Muleba District. Kindly I request your assistance in writing a research report, please feel free to provide the relevant information, all information given by responds will be kept confidential. So you are highly respected for accepting to cooperate with me in accomplishing my academic dreams, please read careful and understand the questions before filling the questionnaires given and explaining where is required.

Thank you very much.

Stay well.

Yours faithfully

.....

JOVINIUS, JOSEPH

Appendix 2: Questionnaire to the student.

1. Sex? (a) Male (b) Female ()

2. Age? (a) 12-13 (b) 14-15 (c) 16-18 ()

3. Is there any relationship between geographical location of school and students' academic performance?

(A)Strongly agree, (B) Agree, (C) Disagree, (D) strongly disagrees ()

How? and explain

.....

4. Do you have good accessibility with learning resource?

(A)Strongly agree, (B) Agree, (C) Disagree, (D) strongly disagrees ()

Why? and explain

.....

5. Do you think absence of accessibility of resources affects your academic performance?

(A)Strongly agree, (B) Agree, (C) Disagree, (D) strongly disagrees ()

How?and explain

.....

6. Is it true that poorly located school (distantly) from home to school affects attendances of students hence affects their academic performance?

(A) Strongly agree, (B) Agree, (C) Disagree, (D) strongly disagrees ()

How? and explain

.....

7. What is the economic status of your family?

(A) High income (B) Moderate income (C) Low income ()

How it affect your studies?

.....

8. Is it true that distances have greater impact on your performance?

(A) Strongly agree, (B) Agree, (C) Disagree, (D) strongly disagrees ()

Mention which impacts;

i)..... ii)..... iii).....

9. What do you think are the strategies to assist you, in your academic performance?

a)..... b).....

c)..... d).....

Appendix 3: Questionnaire to the teachers and Headmasters

1. Level of education? (A) Diploma holder (B) Degree holder ()

2. Marital status? A) Single (B) Married ()

3. Is there any relationship between geographical location of school and students' academic performance?

(A)Strongly agree, (B) Agree(C) Disagree, (D) strongly disagrees ()

How? and explain

.....

4. Do you think students in rural and remote areas have good accessibility with learning resource?

(A)Strongly agree, (B) Agree, (C) Disagree, (D) strongly disagrees ()

Why?and explain

.....

5. Is it true that poorly located school (distantly) from home to school affects attendances of students hence affects their academic performance?

(A)Strongly agree, (B) Agree, (C) Disagree, (D) strongly disagrees

()

How? and explain

.....

6. What do you think are the measures to assist students in their academic performance in rural and remote areas?

a).....b).....

c).....d).....

7. Do you think long distance, and geographical location of their family are among of the reasons for dropout and poor academic performance?

(A)Strongly agree, (B) Agree, (C) Disagree, (D) strongly disagrees ()

How? And explain

a).....

b).....

8. What measures do you think should be taken for this problem?

a).....

b).....

Appendix 4: Questionnaire to the parents.

1. Age2. Sex3. Level of education.....

4. Is there any relationship between geographical location of school and students' academic performance?

(A)Strongly agree, (B) Agree, (C) Disagree, (D) strongly disagrees ()

How? and explain

.....

5. Do you think your children have good accessibility with learning resource?

(A)Strongly agree, (B) Agree, (C) Disagree, (D) strongly disagrees ()

Why? and explain to what extent

.....

6. Is it true that poorly located school (distantly) from home to school affects attendances of students hence affects their academic performance?

(A)Strongly agree, (B) Agree, (C) Disagree, (D) strongly disagrees ()

How? And explain

.....

7. Is it true that distance has greater impact toward students' performances?

(A)Strongly agree, (B) Agree, (C) Disagree, (D) strongly disagrees ()

How? And list them

i).....ii)

iii)

8. Do you think distances has correlation with dropout of students?

(A)Strongly agree, (B) Agree, C) Disagree, (D) strongly disagrees ()

How? And explain

i).....

ii).....

9. What do you think are the measures to assist your children in their academic performance?

a)..... b)

c)..... d).....

10. What do you think could be the solution for the problem?

(i).....

(ii).....

(iii).....

Appendix 5: Questionnaire to the WEO and DSEO

1. Level of education? (a) Diploma holder (b) Degree holder c) masters ()

2. Marital status? (a) Single (b) Married ()

3. Is there any relationship between geographical location of school and students' academic performance?

(A)Strongly agree,(B) Agree, (C) Disagree, (D)strongly disagrees ()

How ?and explain

.....

4. Do you think students in rural and remote areas have good accessibility with learning resource?

(A) Strongly agree, (B) Agree, (C) Disagree, (D) strongly disagrees ()

How? and explain

.....

5. Do you think absence of accessibility of resources affects students' academic performance?

(A) Strongly agree, (B) Agree, (C) Disagree, (D) strongly disagrees ()

How ?and explain

.....

6. What do you think are the measures to assist students in their academic performance in rural and remote areas?

a)..... b).....

c)..... d).....