IMPROVING ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS THROUGH SCHOOL COMMITTEES IN NZEGA DISTRICT, TANZANIA

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A DISSERTATION SUBMITTED 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

2016

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: **"Improving Academic Performance in Primary Schools through School Committees in Nzega District, Tanzania" '**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 Ezekiel Mabeyo, 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 similar or any other degree award.

……..

Signature

…….

Date

DEDICATION

This dissertation is dedicated to my son the late David who passed away in September, 2007, my beloved Wife Esther Ng'hosha, my children Mathias, Rachel, Loyce, Ezekiel, the family of Mr. and Mrs. Mabeyo for their valuable support, prayers, devotion, and encouragements which really have facilitated my completion of Postgraduate Studies.

ACKNOWLEDGEMENT

First and foremost, I hereby heart fully thank Almighty God for enabling what seemed impossible become possible and attainable. Second, I would like to give my sincere thanks to my supervisor Prof. Elinami V. Swai who read my dissertation, and made constructive recommendations to make the work clear and acceptable.

My sincere appreciation is also extended to my employer, the District Executive Director for granting me time to pursue my studies effectively. I would like also to express my deep and heartfelt appreciation to the following: The Regional Education Officer -Tabora Region, the District Education Officer Nzega District Council, Head Teachers, Teachers, Pupils and all research respondents for their constructive cooperation, valuable assistance and contribution in various capacities.

ABSTRACT

The study focused on assessing the role of school committees in improving the academic performance in primary school leaving examinations in Nzega district. The study sought to address three research objectives which included: assess the functions of School Committees in the improvement of academic performance in Primary School Leaving Examinations; To investigate the effect of the school committees on the academic performance in Primary School Leaving Examinations in Nzega District and to find out ways to enhance the functioning of schools committees in improving students academic performance in in Nzega District. A combination of qualitative and quantitative research approaches were used to collect, analyze and discuss the findings. A sample of one hundred and three (103) respondents was purposely and random selected from 10 research sites i.e. primary schools. Participants included three District officers, 10 head teachers, 15 members of the school committees, 15 teachers, and 60 pupils. Data were collected through questionnaires, interviews, observation and documentary review. The findings revealed that School committee members, District Education Officers, parents, and teachers were not effectively supervising pupils. It was also found that school committee members were neither committed nor actively involved in the day to day school operation. This led to many schools being under resourced and mismanage few resources that were available, consequently, resulting in accelerated poor academic performance. The study thus recommends that, more effort should be invested on the capacity building of the school committee members, school management as well as teachers. Parents and the entire community should take up serious measures to control pupils' attendance and thus minimize truancy.

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LIST OF ABBREVIATIONS

BECE	Basic Education Certificate Examination
CIPP	Context, Input, Process and Product model
CSEE	Certificates of Secondary Examinations
ETP	Education Training Policy
FCUBE	Free Compulsory Universal Basic Education
KCSE	Kenya Certificate of Secondary Education
MKUKUTA	Mpango wa Kukuza na Kupunguza Umasikini Tanzania
MOEC	Ministry Of Education and Culture
NECTA	National Examination Council of Tanzania
NGO	Non Government Organization
NLTS	National Longitudinal Transaction Study
PEDP	Primary Education Development Program
PSLE	Primary school Leaving Examination
STD Vii	Standard Seven
TTU	Teachers Trade Union
UK	United Kingdom
UNDP	United Nation Development Program
UNESCO	United Nation Education Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania
USA	United States of America
USD	United States Dollar
ZPD	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Background to the Study

Tanzania and other sub-Saharan Africa countries consider primary school education as the main engine for their development. Since this education create a basis for poverty eradication and enable children to live to their full potentials. Quality primary education helps to cognitively and socially develop the children in a sustainable way in order to create a better future (Waters, 2006). Different studies suggest that there are still many Tanzanian children who do not go to school because of many reasons.

According to these studies, the reasons for children poor attendance to school include: failure of families to support their children in one way or another such as payments of different school contributions. Moreover, for those who go to school their performance is not encouraging. This resulted in the majority of primary school pupils complete standard seven without being able to read and write properly (Wedgwood, 2005). In this regard these children are most likely to remain in poverty for their entire life.

Education system in Tanzania is divided into levels such as pre-school, primary school, secondary school, college, and university levels. Among these levels, the pre-primary, primary and ordinary level secondary levels of education are considered as the basic right to all children. Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognizes the right of everyone

to basic education. In order to comply with these agreements, Tanzania's government has been embarking in many efforts geared to provide quality basic education. There are several dimensions on quality education as advocated by various scholars. This study considered key dimensions of quality education as advocated by Pigozzi (2003) to include among others quality students, what the learner brings, learning environment, enabling environment, and Evaluation/ assessment.

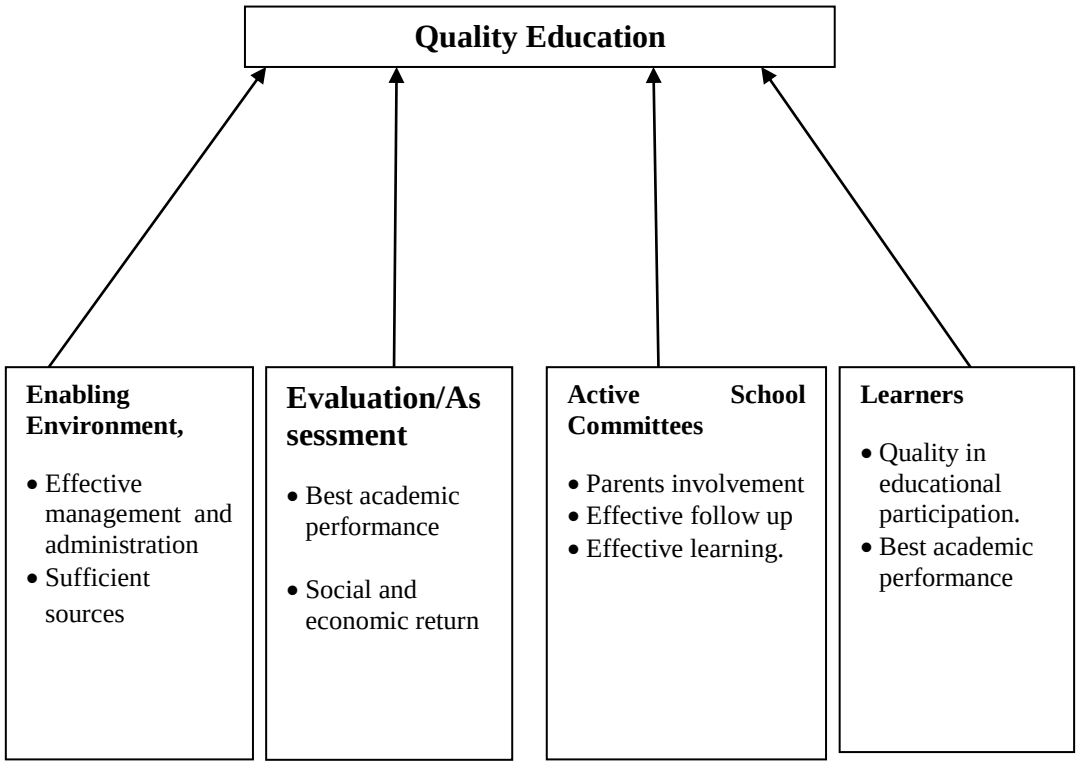

Figure 1.1: Education Dimensions

Source: Researcher's own developed educational dimensions conceptual model

Despite the impressive number of pupils in primary schools, there is serious problem which is facing the quality of primary education which basically is intended to build a base and foundation of life skills for every child who accesses it (Mlaki, 2005). The

following Table depicts the real picture of Primary School Leaving Examination Performance in Tabora region.

Table 1.1: The Performance in Primary School Leaving Examination Results from 2008 to 2012 in Tabora Region

District	2008	2009	2010	2011	2012
Igunga	38%	38%	30%	37%	21%
Nzega	28%	28%	30%	38%	18%
Sikonge	43%	43%	46%	37%	27%
Tabora Rural	43%	43%	31%	50%	33%
Tabora Urban	69%	69%	67%	63%	33%
Urambo	50%	50%	56%	58%	27%

Source: Primary School Leaving Examination Results; Statistics PSLE (2008-2012)

The above statistics shown in Table 1.1 indicates that Nzega district performed poorly in primary school leaving examination since 2008-2012. This poor performance tends to lower the Millennium Development Goals which are interpreted in “MKUKUTA” programme.

Poor academic performance may be caused by unethical issues in various areas including; lack of commitment and accountability of schools committees, poor school management, and supervision. Scholars including Waters (2006) and Wedgwood (2005) have linked the challenges facing primary schools with poor school infrastructure, such as shortages of classrooms and toilets.

Tanzania, like many other countries, is striving to meet the MDG (UN Millennium Development Goals 2010). To do this, the government invests a lot of money to

achieve universal primary education for all children. In 2001 for example, the government of Tanzania developed the Primary Education Development Program (PEDP), with a goal to improve quality and equity in primary education system (World Bank 2011).

Among others, the government intended to improve access to school and retention of students till they complete the seven years of primary education. Despite these efforts children under age 15 still do not attend school (UNICEF, 2011). For instance, in 2012/2013 Tabora region-received tsh.22, 363,636 for procurement of desks, 1,543,124,026.38 for capitation grant, URT (2013) to facilitate primary education. The development of any nation depends highly on the quality of education of its people.

It is true that, serious evaluation of primary leaving examination is needed so as to get the contributing factors and come up with the solution which will cure or minimize the mass failure crisis; hence our education will serve as a universal remedy to obtain competent and skilled manpower to work in different social, economic and technical.

Although, the government finances education in terms of capitation, it is unfortunate for Tanzania because the to the number of candidates who pass the entire examination number of is low compared to the number of candidates who sit for Primary Leaving Examination, that means, every year the country loses a lot resources in terms of finance and time due to the fact that, most candidates fail the entire examination as a result the government will be facing shortage of competent

manpower, and badly enough some of them complete the entire cycle without mastering the basic skills of reading, writing, and arithmetic (3Rs) contrary to the Education and Training Policy of 1995 (ETP) which clearly stipulates that Primary school education is fundamental to the strengthening of higher levels of education, laying strong foundations in scientific and technological literacy, and capacity, thus a means to self-reliant personal and national development (Sarungi, 1995).

Poor performance in primary schools could probably be caused by unethical issues in various angles including; poor school management, supervision and other related factors which are assumed to contribute highly on the occurrence of the problem. Scholars including Waters (2006) and Wedgwood (2005) have linked the challenges facing primary schools with poor school infrastructure, such as shortages of classrooms.

1.2 Shortage of Teachers

According to URT, (2008), teachers posted to rural areas and particularly those with difficult conditions report in low numbers, and those who are already there, seek transfers to urban areas. This creates an acute shortage of teachers in rural areas and other areas with difficult conditions. Ijaiya (1998), states that an acute shortage of teachers contributes to a massive failures as well as poor quality teaching. Ndibalema (2008) doubts as to whether Tanzania really has the shortage of secondary school teachers to the extent of calling in primary school teachers to assist in teaching community secondary schools. According to Haki Elimu (2014), points out that the declining quality of education in Tanzania is partly due to the shortage of teachers which raises the challenge of provision of quality education under the limit of

adequate teachers. All these stress the importance of teacher availability and quality to enhancing effective teaching and learning.

Other reasons given for poor academic achievement is lack of motivation among the teachers. Sumra (2004) asserts that lack of motivation among the teachers is one factor that has had a significant negative impact on teaching quality. Agyeman (1993) underpin that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive. Fry (2003) states that in most of developing countries Teachers wages were considerably below and working environment in rural areas does not attract teachers to work. This situation raised a thirst to the researcher to inquire why Nzega district perform poorly in Primary School Leaving Examination compared to others and hence the need for investigating the whole spectrum of the influence of school committees on the improvement of academic performance of students.

In combating this situation, different educational stakeholders including school committee members are responsible in enabling children to get quality education. School committees in Tanzania were instituted under Education Act of 1978 with responsibilities to help schools on the issues of planning and managing discipline. In the ETP (1995), the Policy states clearly that the management and administration of all education and training institutions, including primary schools are handled by school committees. Chediel (2000) observed that, *"The school committees have advisory power on the day-to-day running of schools, the discipline of the students and teachers as well as the development and welfare of the schools" (p. 53).* With

such power given to the school committees, it can be argued that, primary schools are not left running alone, but they are supported by the communities to ensure quality provision of education. However, Chediel et al (2004) observed that the power and responsibilities of school committees are constrained by the lack of defined powers, responsibilities and inadequate finance and other relevant facilities.

1.3 Statement of the Problem

The quality of primary education in Tanzania has been deteriorating. Declining of quality of education is evidenced through number of ways including failures of pupils in Primary School Leaving Examination. The assumption is the primary schools' mass failures are attributed by teacher's ineffective implementation of school curriculum, which is backed up by weak school academic supervision by the Head teachers (Mosha, 2000). Although many have been said in the literature, not much has been done to identify factors, which cause poor academic performance in Primary Schools in Nzega District.

Furthermore, no researcher has assessed the functions of School Committees on the improvement of academic performance in Primary School, nor how to eliminate academic poor performance in Primary Schools. This study is therefore aimed at filling this gap in the literature. Every country needs good education system in ensuring the equity in the distribution and allocation of resources to the large diversities of people and the production of the knowledge, skill, attitude and experience needed for rapid social political, economic, environment and technological development on the ever changing societies. In achieving this, the government of Tanzania has been making various reforms and amendment in order

meet the educational needs of the people. In 2001 Tanzania launched a five year plan for development of education namely Primary Education Development Programme (PEDP) which had to be implemented from 2002 to 2006, objectively targeting at increasing access to basic education, improving the quality of teaching and learning process, supplying of materials and enhancing capacities of various stakeholders in taking active role in managing basic education which resulted to various activities to be carried out at the national, regional, councils and at school levels so as to meet the objectives of Primary Education Development Programme (Joint Review of the Primary Education Development Plan (PEDP) Final Report, (2003).

Through the mentioned above government efforts, the expectations were provision of quality education and that, the large number of primary school leavers will be qualifying for their final examination. The situation has gone contrary to the government intention as it has been evidenced that the number of primary school leavers who fail the final examination is so big contrary to what the government expected. Hence the needs to examine the role of school committees in improving academic performance in Nzega District Council.

1.4 Objective of the Study

1.4.1 General Objective

The general objective of the study was to assess the influence of school committee in improving academic performance in primary schools in Nzega district.

1.4.2 Specific Objectives

The study was guided by the following specific objectives:

(i) To assess the functions of School Committees in the improvement of academic performance in Primary School Leaving Examinations.

(ii) To investigate the effect of the school committees on the academic performance in Primary School Leaving Examinations in Nzega District.

(iii) To find out ways to enhance the functioning of schools committees in improving students academic performance in in Nzega District.

1.4.3 Research Questions

The study was guided by the following research questions:

(i) What are the functions of School Committees in the improvement of academic performance in Primary School Leaving Examinations?

(ii) What are the effects of school committees' functions on the academic performance in Primary School Leaving Examinations in Nzega District?

(iii) What are the ways to enhance the functioning of schools committees in improving students' academic performance in Nzega District?

1.4.4 Limitation and Delimitation of the Study

The limitations which the researcher faced were limited funds for data collection time limit for surveying all the stipulated scope of the study because of its vastness compared to one month for data collection, participants may be busy according to the nature of their responsibilities. However given the number of limitations that the researcher faced the following alternative strategies were used to rectify the miserable situations: The researcher tries at his level best in soliciting funds so as to overcome the budget deficits. The remaining obstacles i.e. time limit and busy

participants the researcher employed various techniques in order to curb and rectify the situations. Example, he used questionnaires, interviews, and focus group discussion.

1.4.5 Delimitation of the Study

It is important to point out the delimitation of this study. The study was on Improving Academic Performance in primary schools through School committees in Nzega District, Tanzania. Due to the limited time the study did not address the question of the academic performance in private primary schools. The sample of the study involved only 10 head teachers, of which each head teacher was interviewed, 15 School committee members15 teachers, 60 pupils, 3 District Educational Officers.

The study involves the whole country but Nzega District was selected as a case study. The reason of choosing such sample is because of the nature of the study itself. Data for this study was collected through interviews, observation and questionnaire. Questionnaire was used to collect data from pupils, and teachers while interview used for District Education Officers, and head teachers. The reason of applying interviews was the nature of respondents to get the time for discussion.

1.4.6 Definition of Terms

1.4.6.1 Education

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. The methods which are applied to facilitate education include storytelling, discussion, teaching, and training. Education frequently takes place under the guidance of educators, but learners may also educate

themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

1.4.6.2 Quality Education

Is imparting the skills and tools that are needed to build a comprehensive foundation of knowledge that is meaningful to the student through learning so that one can perform tasks proficiently and to a high standard. In order to achieve this change from the traditional model of teaching is needed. Assessments need to be designed to reflect a student's strengths and weaknesses that are guided by strategic objectives and be used to facilitate improvement in areas in need rather that just receiving a grade.

1.4.6.3 Academic Performance

Academic performance is how well scholars does during their academics, refers to both behaviors and results, and adjusting organizational behaviors and actions of work to achieve results or outcomes (Armstrong 2006). In my study academic performance means a qualification ranges from grade 'A' to 'E'. Grade 'D' and 'E' considered as poor academic performance in primary school leaving examinations.

1.4.6.4 Poor Academic Performance

It is a situation whereby an individual or candidates in a learning environment refers to one who fails to attain a set standard performance in a given evaluation exercise such as test, examination or series of continuous assessment. This means that the standard could be based on a number of stipulated subjects and other school

activities. A candidate who scores less or below a given standard is regarded as performing poor academically.

1.4.6.5 Lack of Motivation

Defines motivation as the sequence of an interaction between individuals and situations which enable a person to perform various tasks willingly.

1.4.6.6 School Management

School management, is an organ, a group of people with decision- making in a school with the purpose of supervising, monitoring, evaluation of Curriculum implementation, and management. School management, should make a follow up in order to discover the factors that lead to an irregular curriculum implementation which can lead to poor performance.

1.4.6.7 School Committee

Is an advisory body of people comprising parent's representatives and teachers. The members of school committee who represent parents are elected in the annual parent's school meeting, while representatives of teachers should be elected by the teacher.

1.4.7 Organization of the Study

This dissertation consists of six chapters. Chapter one involves background of the problem, statement of the problem, significant of the study, objectives of the study, limitation of the study, and delimitation of the study. Chapter one also consists of research questions, and definition of terms. The chapter also contains Education dimensions.

Chapter two contains literature review of the related literature of poor academic performance, theoretical underpinnings of the study, it also includes empirical findings of Developed countries, Africa and in Tanzania on the context of poor academic performance. Finally the chapter provides a synthesis of discussion on the matters concerning poor academic performance in primary school leaving examinations.

Chapter three is about research methodology and procedures of which the use of different instruments in this study is explained. In general, this chapter describes the targeted population, sample, and data collection techniques, administration of research instruments, ethical considerations, data analysis plan and validation of the research instruments.

Chapter four includes presentation of research findings, while chapter five contains of data analysis and discussion of findings. Chapter six contains the summary, conclusion, recommendations, and recommendation for further study.

1.4.8 Significance of the Study

The study findings were expected to benefit different levels of education practitioners on various aspects of school management. It may include the symbiotic relationship between location of the school and its performance, the type of the school ownership versus performance of the pupils; together, with other variable will also enable the education planners, community, teachers, students and stakeholders to indentify and consider the role of school management countrywide as well as the global perspectives. The study also will raise community awareness on the role they

can play in enhancing quality education and improving pupil's academic performance. It is envisaged that, the research findings will help educational managers; stakeholders and partners to take proper measures to ensure proper supervision of basic education so as to enable all school children attain qualification to join secondary education.

1.4.9 Scope of the Study

This study was conducted at Nzega district of which (10) primary school were involved. The researcher contacted 10 head teachers to explore the information about size, enrolment, teachers, physical facilities, performance, and implementation of curriculum.

In addition, 3 education officials' administrators were interviewed at district levels to capture information about poor academic performance in primary school leaving examinations. Apart from the above participants, a researcher also involved 60 pupils from which each school provided six 6 pupils, three 3 of them were boys and the remaining were girls. Furthermore, the researcher contacted 30 teachers, so as to get depth information about the respective school. Therefore the scope of this study was 103 respondents.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter depicts literature review to the study. It involves an overview of relationship between School committees and School Management in correlation with students academic performance in Primary School Leaving Examinations. According to URT (2001) Education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve challenges, which face the Nation and world at large. In this light, the education system should bare structured and transformed qualitatively with a focus on promoting creativity and problems solving skills.

2.2 Theoretical Underpinnings of the Study

According to the community supervision theory, there should be a covenant of ideas and ideals that education supervisors such as school committees and school management as well as followers would be tied together the consensual understanding. Paparozzi (2005) Teachers are pedagogical leaders in the classroom while supervisors are pedagogical leaders in the support. Within the community perspective supervision is moral agency.

In order to build a covenant for school community, there must be a foundational moral leadership that emphasizes the ethics of caring and accountability of each actor. Through community supervision theory, Head teachers, parents and School

Committee, are supervisors who have to work closer with the school so as to enable students improve academic performance in primary school leaving examinations. The Transformational leadership theory focuses on organizational interactions, where leaders and followers raise one another to higher levels of motivation and morality as founded by Fairholm, (2001).

In this context close school supervision, becomes a transforming endeavor to education leaders such as school committees and school management due interactions. Through interactions of these school supervisors results to ultimately moral development and ethical aspiration. As a result this relationship help to improve the students academic performance due to close monitoring of school development. Moreover, other scholars such as McGinn & Welsh, (1999), argue that it is important to involve different education stakeholders in decision-making and assisting students to acquire the necessary knowledge and skills so as to improve their academic performance .

The theory by Zone of Proximal Development (ZPD) which states that, every learner has got learning potential which can enable him or her to learn without any assistance from the teacher. This learning potential can be highly increased when the student receive an aid from other person who has greater learning potential than him /her such as parents, school committee members and alike Thus this helper should be a trained and qualified teacher Wood (1998). This theory can effectively work if the environment of a learner is supportive according to Walberg (1981), home environment affects the academic performance of students that means educated parents can provide such an environment that suits for academic success of their

children, on the other hand uneducated parents and guardians have a narrow opportunity to orient their children to education. Apart from that Marzano, (2003), view that school authorities such as school committees can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work. (Barnard, 2004; Shumox & Lomax, 2001) assert that, academic performance of students/pupil highly depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success.

Waters and Marzano, (2006) state that there are range of factors that affect the quality of performance of students. The students in public schools belong to various backgrounds depending upon their demography. This diversity is much vast and complex. Keeping in view all these discussions, researchers conducted this study to evaluate the role of school committees in improving students academic performance in primary school Leaving Examinations in Nzega District.

2.3 Empirical Literature Review

2.3.1 Factors which Affect Academic Performance in Primary Schools

The study also indicated that, lack of motivation is among factors which lead to poor academic performance. Young (1988) pinpoints that; highly motivated person puts in the maximum effort in his or her job. Several factors produce motivation and job satisfaction examined the job satisfaction of Californian public school teachers in the USA and found that one of the overall job predictors was the salary one earned from it. Studies by Lockheed et al. (1991) indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes

towards students, which in turn affect the performance of students academically. The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons.

According to Ausubel (1973) the creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop, he also stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand. 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. Yelkpieri (2012) 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.

Adeyemi (2014) on the case of size of the class asserts 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. Butler (1987 has also found homework to be a correlate of academic performance. He stated that homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students. Dills (2006) found that students from the bottom quartile

consistently perform below students from the top quartile of socioeconomic status. In Ghana various studies have been conducted to establish factors which influence various aspects of education including quality of education (Etsey (2005) on his findings asserts that, from in Ghana poor academic performance of pupils in the Shama sub-metro of the Shama Ahanta Metropolis has been a concern for the metropolitan assembly over the past few years. He adds that, schools in Ghana have been poorly performing in all public examinations and that; consistently they have poorly performed in the Metro mock Basic Education Certificate Examinations (BECE).

According to Daramanu (2004) poor academic performance is indeed a pathetic and a great problem in Ghana the situation which has lead the Ghana Government to initiated programs such as the Free Compulsory Universal Basic Education (FCUBE) with the purpose of enhancing the quality of the educational system and that, through the FCUBE program the Government focuses on ensuring that all Ghanans are equipped with the fundamental knowledge and skills which will enable them to become full stakeholders and beneficiaries of educational development.

Provision of quality education can be hindered by various factors include, among other things, availability of appropriate teaching and learning resources, maintained professional development of teachers, number of contact hours with students and good learning surroundings. Agyeman (1993) reported that a teacher who does not have both the academic and the professional qualifications would undoubtedly have a negative influence on the teaching and learning of his/her subject. He further stated

that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive. Effective supervision of instruction in schools can improve the quality of teaching and learning in the classroom, this factors has been discussed by various researchers including Etsey (2005) in his study of 60 schools in Ghana found that academic performance was better in private schools than public schools because of more effective supervision.

Adeyemi (2014) regarded teachers as the hub of the educational system. Teachers therefore constitute an important aspect in students' learning. Supporting this point, Umeasiegbu (1991) argued that "the level of performance in any school is intimately related to the quality of its teachers" while "the quality of any school system is a function of the aggregate quality of teachers who operate it." His argument was in agreement with Moore (1994) contention that competent teachers would improve effective teaching in schools.

Notwithstanding the importance given to teachers in the schools' system, it was noticed that teachers' shortages have been a common feature in many countries, for instance, reported a chronic shortage of teachers in Mathematics and Physical Sciences in UK. He argued that "a situation whereby a school is unable to fill a Physics vacancy constitutes a critical level in balancing staffing and curriculum and it is a real institutional difficulty. He also examined the problem of teachers' shortages in American schools and remarked that one of the most serious challenges facing American education is that, majority of new Science and Mathematics teachers in the US lack sufficient training in the subject they taught.

Ijaiya (1998) also identified the following three types of teachers' shortages. Overt shortage, measured by unfilled vacancies in a subject and their relationship to demand for tuition in that subject; hidden shortage, where tuition in a subject is given by teachers considered to be inadequately qualified in it or to be lacking the personal qualities required for effective teaching; suppressed shortage, where a subject is under-represented in the timetable because of a lack of suitable teachers. Considering these shortages, Ijaiya commented on this challenge and remarked that the 'hidden shortage' of Physics teachers in the UK has resulted in the *"teaching of substantial parts of the Physics curriculum in many schools by teachers without qualifications in Physics."*

According to Escarce (2003) economic status has a profound influence on the educational opportunities available to adolescents and on their chances of educational success, he adds that due to residential stratification and segregation, low-income students usually attend schools with lower funding levels, have reduced achievement motivation and much higher risk of educational failure.

When compared with their more affluent counterparts, low-income adolescents receive lower grades, earn lower scores on standardized test and are much more likely to drop out of school. Considine & Zappala (2002) found that children from families with low income are more likely to exhibit the following patterns in terms of educational outcomes; have lower levels of literacy, innumeracy and comprehension, lower retention rates, exhibit higher levels of problematic school behavior, are more likely to have difficulties with their studies and display negative attitudes to school.

Chevalier (2013) used parents' occupation as a proxy for income to examine the relationship between income and achievement and found that children of farmers had fewer years of schooling than children of parents with white-collar jobs. They also determined that the schooling levels of both parents had a positive and statistically significant effect on the educational attainment of Peruvian children. This argument is also supported by Zappala (2002) who asserted that the social and the economic components of the socio-economic status equation may have distinct and separate influences on educational outcomes. Singh (2014) in her study exploring beliefs about academic achievement studied the relationship between parent and guardian educational attainment to academic achievement and concluded that the educational attainment of parent or guardian have a relationship with academic achievement of their children, she argued that the higher the parent or guardian's educational achievement, the higher the academic achievement of the children.

Sentamu (2003) argued that rural families and urban families where both parents were illiterate or had inadequate education do not consider home study for their children and that illiterate families will not foster a study culture in their children since the parents themselves did not attend school or the education they acquired was inadequate to create this awareness in them.

According to Battle and Lewis, (2002) education is considered as a first step for every human activity and that it plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living. Education ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This

increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000).

According to (Crosnoe, Johnson & Elder, 2004), the quality of students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers for longtime have been interested in exploring variables contributing quality performance of learners. These variables are inside and outside school that affect students' quality academic achievement. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004).

According to Okioga (2013) the socioeconomic status of learners affects the quality of their academic performance, low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically and that low socioeconomic status causes environmental deficiencies which results in low self esteem of students.

Ademola (2009) Parental involvement as a correlate of pupils achievement in mathematics and science, attributed to teachers, school environmental, parents and the pupils are primarily responsible for the low academic achievement of the pupils. The school environmental factors identified are limited number of teachers with high academic qualification, inadequate teaching and learning materials, and misuse of contact hours with pupils. The teacher factors that were found to contribute to the

low academic performance were incidences of lateness to school and absenteeism, inability to complete the syllabi and inadequate homework assigned to pupils.

On the part of pupil characteristics Malcolm (2003) found that significant incidences of lateness to school and absenteeism, lack of academic assistance in studies at home and use of local language in the classroom. Home conditions or parental support variables causing pupils to perform poorly academically, inability to provide text and supplementary books, and low involvement in the Parent Teacher Association.

The study has practical significance as it focuses on the factors affecting the low academic performance of pupils in Kemp Methodist Junior High School and for decision making to improve their academic performance. It was recommended among others that there is the need to improve parent's attitudes, intensify supervision of teachers and institute incentive packages, sensitize and motivate the pupils, recognize individual differences in education and encourage guidance and counseling services for pupils.

This study investigated factors that influence academic performance of students in the community and government built secondary schools in Mbeya Municipality Tanzania. The study, specifically assessed the adequacy of school inputs, examined the existing learning process in schools, compared students' academic performance in form two and four national examination results in 2006. The study adopted a cross sectional survey method; students and teachers were selected randomly, while education administrators and community respondents were purposely selected.

Descriptive statistics and multiple linear regressions were used to summarize the information obtained from respondents in the studied schools.

Findings of this study showed that there were not enough teaching and learning materials, teaching and learning processes were poor especially in the community built secondary schools. Also, availability of facilities in the schools did not match with number of students. Teaching was dominated with a mixture of English with Kiswahili. The study findings showed that academic performance of community built secondary schools were poorer than government built secondary schools in Form II and IV national examinations from 2006 to 2008. This study recommends that the government should increase number of teachers; provide teaching and learning materials such as textbooks, laboratories, classrooms, provide lunch to students staying far away from schools bonus schemes for teachers serving in difficult environment so as to facilitate them work for longer hours.

Other education stakeholders such as parents, NGOs and local communities in collaboration with the government should build hostels and dormitories around the community built secondary schools for retention of students. People in Tanzania society should have positive perceptions on community built secondary schools so as to eliminate some problems like decreased enrollment of pupils, thus increase access in education and reduce number of street children in the society. An international Journal of Scientific and Research Publications, Volume 4, Issue 11, November (2014) asserts that, Education is the primary agent of transformation towards sustainable development since it increases people’s capacities to transform their visions into reality.

Education not only provides scientific and technical skills, it also provides the motivation, justification, and social support for pursuing and applying them. The international community now strongly believes that we need to foster through education the values behavior and lifestyles required for a sustainable future. Education for sustainable development has come to be seen as a process of learning how to make decisions that consider the longer future of the economy, ecology and equity of all communities.

It is a universal truth that education empowers individuals' cognitive, affective and psychomotor domains to deal with the multifaceted local, regional and global challenges to pursue a truly invigorating livelihood. Building the capacity for such futures oriented thinking is a key task of education. The education and training policy of the United Republic of Tanzania (1995), defines education as the process of initiating and preparing human through training, in their environment, to play active roles in society. Education provides desirable and worthwhile broad and in-depth modes of thought, skills, attitudes and understanding needed for the full development of human thinking and actions.

According to (URT, 2011) truancy is any intentional unauthorized absence from compulsory schooling. Truancy is the serious problem in Tanzania especially in cities. The Ministry of Education and Vocational Training reported that in 2009/10 Form two has the highest number of student drop outs which stands at 9,627 per annum and the main reasons for drop out were truancy 36.2 % and pregnancies 20.4 %.

Poor academic performance is also caused by poverty, earl child pregnancy, drug abuse, poor parental guide, peer groups and lack of seriousness in classroom, also cause poor Performance. The researcher recommends that education stakeholders together with the government in collaboration with Ward Executive Officers and Village Executive Officers should make sure that every school age individual attends school. Those parents and guardians whom their children do not attend classes regularly should be arrested and the rule of law to play its role.

The study further recommends that parents should educate their children the dangers of early pregnancies and marriages, the school laws related to pregnancies should be strengthened as well as the government should consider alternative means of ensuring that those children who have lost their parents attend school and are handled accordingly. Education can be defined as the transmission of the values and accumulation of knowledge of a society; it is designed to guide students in learning a culture, molding behavior in the ways of adulthood, and directing them toward eventual role in society. Education is there to help people become useful members of the society, should also help them to develop an appreciation of their cultural heritage and live more satisfying lives.

A study titled causes and impacts of truancy among primary school pupils in Tanzania conducted in 2002 reveals that parents are child's first and perhaps most important teachers as they teach their children attitudes, habits and values that help to shape their character and remain with them throughout their life, but few parents have neither time nor ability to teach their children everything they need to know,

they turn over to many educators; thus, it is too difficult to afford life without education since education is the foundation of human life, (Restuta & Shirima 2002).

However, truancy is the big problem hindering academic performance among secondary school students in Tanzania, Kigamboni ward in Dar es Salaam inclusive. The term knowledge refers to the information, understanding and skills that you gain through education or experience. (Oxford Advanced Learner's Dictionary 6th Ed) The term training refers to the acquisition of knowledge, skills, and Competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It forms the core of apprenticeships and provides the backbone of content at institutes of technology.

Lyimo (2008), this paper analyzes teachers' low payments and how it affects teachers as well as students' learning. Furthermore, it explores the ways teachers apply to earn extra income to supplement their salaries in Moshi Rural District, Tanzania. The collection of data was based mostly on the questionnaires and semi-structured interviews. The targeted population was teachers from five public secondary schools and the total respondents of questionnaires and interview questions were thirty teachers. The study revealed that insufficient teachers' salary and delays in payment of teachers' allowances lead to teachers being accorded a low status. Some of teachers engage in other economic activities during class hours in order to earn extra income. Teachers' truancy affects instructional activities and disrupts students' learning. Moreover, a number of teachers have dropped from the teaching professional and opted for other good paying professionals. Hence the shortage of teachers affects students' learning.

Millman (1985) argues that when the teachers who arrive at schools and are insecure about health protection, financial security for their families, and work in poor and cramped working conditions, they are in poor condition to demonstrate their highest level of proficiency. Similarly, Bakahwemama (2010) argues that the motivation for teaching comes from good payment. A good salary helps teachers meet their basic needs and concentrate on teaching activities. While low salary discourages teachers to teach effectively. Therefore, this study focuses on analyzing teachers' low payment and how it affects teachers and students' leaning in secondary schools in Moshi rural district, Tanzania.

Sumra (2006) asserts that, there have been teachers' complaints about the payments which are paid by the government, of which some benefits like teachers' house rent allowance, transport allowance and teaching allowances were removed, and that this situation has led teachers to live in poor conditions and face a number of problems. He adds that "teachers are facing many complex problems in Tanzania. These problems range from low salaries to low status". Teachers feel that their concerns are not addressed. If these concerns remain and if teachers feel demoralized then the quality of education including students' leaning is bound to suffer. In this case John (2010) indicates that: Government schools do not offer quality education because teachers are demoralized to work effectively due to low salaries they get and poor treatment they are getting from the government. Also the school environment does not motivate students to learn, and the status of the classrooms is not attractive at all.

This implies that teachers' commitment to teach effectively is much affected by their payment. However, various studies have been done in Tanzania about teachers'

problems. Fry (2003), researched on ‘What makes teachers Tick’ his findings revealed that the expenditure of teachers per month are not equal to their salary. (Haki Elimu and TTU, 2014), Conducted a study to investigate teachers’ payment in Tanzania and realized the teachers are earning less than what is required for their human survival. On the other hand John (2010), Bakahwemama (2010) and Davidson, (2005), pointed out the issue of teachers’ payment in their studies and all agree that good payment is one among the factors which motivated teachers to work effectively.

2.3.2 Functions of School Committee

URT (2001), School Council Guide for Members states that, school committee should be active to improve pupil achievement and to enhance the accountability of the education system to parents and that, the role of school committee is to ensure that parents have an active voice in their children’s education, and that school committee builds effective Communication between the school and committee so as to strengthen relationships that will enable a conducive climate in teaching and learning environment at the school. This in turn enhances the education of all students in the community. A school committee must be responsive to sensitive diverse needs of all learners, an advocate for students and learning before the people of the community and, as such, a vigorous ambassador for public education before all citizens.

According to Wedgwood (2005), School management, is an organ, a group of people with decision- making in a school with the purpose of supervising, monitoring,

evaluation of Curriculum implementation, and management. School management, should make a follow up in order to discover the factors that lead to an irregular curriculum implementation which can lead to poor performance. According to Bolam (1999) School management is 'an executive function for carrying out agreed policy'. Writing from an Indian perspective, Spare (2002) states that School management is a set of activities directed towards efficient and effective utilization of organizational resources in order to achieve organizational goals'.

Bush (2001) states that educational management should be centrally concerned with the purpose or aims of education. These are the subject of continuing debate and disagreement, but the principle of linking management activities and tasks to the aims and objectives of schools or colleges remains vital. These purposes or goals provide the crucial sense of direction, which should underpin the management of educational institutions. Management is directed at the achievement of certain educational objectives. Unless this link between purpose and management is clear and close, there is a danger of 'managerialism', 'a stress on procedures at the expense of educational purpose and values'.

Oltra, (2011) states that, the success of any programme must be both efficient and effective, he emphasized that lack of fit or mismatch management practice and what the situation call for, leads to poor performance of the programme. Babyegeya, (2000), points out that effective leadership and management are essential if schools and colleges are to achieve the wide-ranging objectives set for them by their many stakeholders, notably the governments which provide most of the funding for public educational institutions. He adds that, in an increasingly global economy, an

educated workforce is vital to maintain and enhance competitiveness. Society expects schools, colleges and universities to prepare people for employment in a rapidly changing environment. Teachers, and their leaders and managers, are the people who are required to deliver higher educational standards.

According to Schmoker, (2006), effective instruction is one of the most critical factors in increasing student achievement. In fact, the effectiveness of teachers has more impact on students' academic outcomes than all other factors combined (Mortimore & Sammons, 1995). As a result, the top priority for resources at the local, state, and national level for education should be to support the recruitment and development of a first-rate teaching force for all U.S. schools. To accomplish this aim, communities need well-educated and committed school administrators, superintendents, and instructional directors who can effectively lead their schools, advocate for youth, and connect with parents and the community at large. Additionally, policy makers should become familiar with current research in support of the development and retention of teachers who take the lead in advocating for and modeling effective education that supports gains in student achievement.

2.3.3 Research Gap

Many studies have been conducted on Improvement of academic performance in Primary Schools through School Committees with connection to school management worldwide. The studies have revealed that Improvement of academic performance in Primary Schools through School Committees is very important in teaching and learning due to the fact that large efforts have been injected by the government to

improve primary education in the country by providing financial, human, and social support with the target that Tanzanian children should get quality education which will lead them to be competent and valuable commodity in the nation and world market, which in future will enable them to provide quality service to the society, although there are no studies which have been conducted Improvement of academic performance in Primary Schools through School Committees in connection to school management in Nzega District Council. That was the gap which the study intended to fill.

The literature review in this chapter showed that, evaluation and feedback is part and parcels in the whole processes of educational management due to the fact that, performance appraisal of the programme or a school helps to take corrective actions. It also revealed that, the successful programme depends much on availability, distribution and utilization of resources with effective management roles. Availability and utilization of resources effectively is determinant of attaining intended goals of the programme or a school. Furthermore, Studies which were carried out by Khabukni (2001), Galabawa (2003), has identified problems and challenges of educational programme, though they did not specifically study that Improvement of academic performance in Primary Schools through School Committees.

Therefore, there is need to conduct a study on that Improvement of academic performance in Primary Schools through School Committees. Probably lack of this kind of study has resulted to the increase and existence of poor academic

performance and school management irresponsibility which are passive and not capturing the intended goals within educational system. Also if the study will not be carried out, evaluation, feedback and corrective actions will never be identified toward particular problem, hence academic improvement to primary school scholars will never be done.

2.3.4 Conceptual Framework

Radhakrishna R et al (2007) asserts that conceptual framework is a model on how one theorizes logical sense of the relationship among various factors which have been pointed out as crucial to the study problem. The researcher used variables of model which was adapted from Babyegeya (2002) which comprises of context, inputs, process and outputs. These the study should use modified Context, Input, and Process and Product (CIPP) model. The components involved in this model are context variable which is used to assess the environments of school managements that is external environment and internal environment.

The study also involves input attribute which comprises all kinds of resources at a school. Moreover, the model has process variable which includes managerial functions carried out at school. Furthermore, the output variable in this study looked on the rate of primary school leavers who are registered, sit for examinations, pass and those who fail.

The Figure 2.1 indicates that, in order for a school to function properly and yield positive academic results, there must be an inter link between various factors, and the reverse is true.

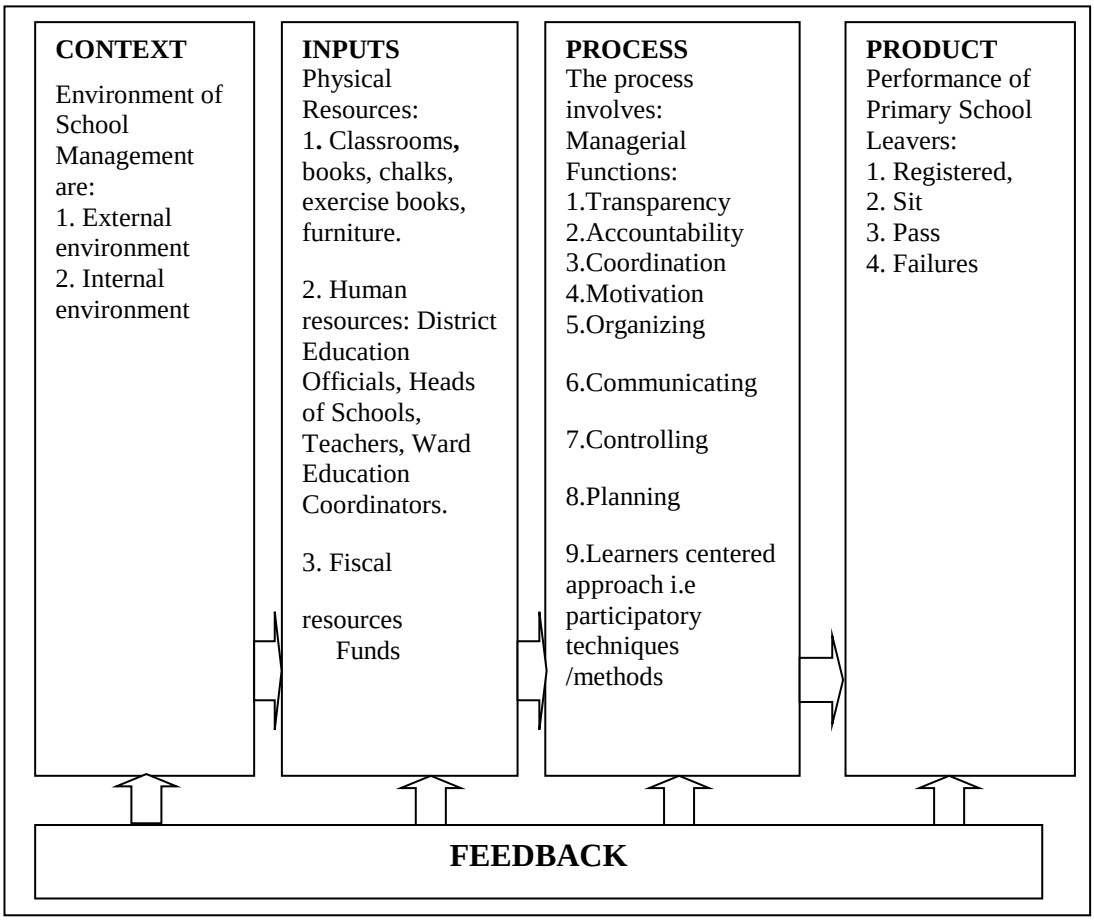

Figure 2.1: Conceptual Framework for Variables of Improving Academic Performance Through School Committees

Source: Adopted and modified from Babyegeya (2002)

CHAPTER THREE

RESEARCH METHODLOGY

3.1 Introduction

This chapter presents research methodology. It is composed of the following sections; research design, sample and sample size, sampling techniques, data collection methods, data quality control, ethical issues consideration and data analysis plan.

3.2 Research Design

The case study design was used due to its advantage of focusing on how and why in exploring and gathering needed information. It enabled the researcher to gather in-depth information about improvement of academic performance in Primary Schools through School Committees. According to Kothari (2004), a case study method is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community.

It is a method of study in-depth rather than breadth. The case study places more emphasis on full analysis of a limited number of events or conditions and their interrelations. The case study deals with the processes that take place and their interrelationship.

Thus, case study is essentially an intensive investigation of the particular unit under consideration. The object of the case study method is to locate the factors that

account for behavior-patterns of a given unit as an integrated totality. The important characteristics of a case study method is that the researcher can take one single social unit or more of such units for his/her study purpose; he/she may even take a situation to study the same comprehensively. Here the selected unit is studied intensively, that is it is studied in minute details. Generally, the study extends over a long period of time to ascertain the natural history of the unit so as to obtain enough information for drawing correct inferences. The research employed both qualitative and quantitative approaches.

3.3 Study location

The study was conducted in Nzega district Council as a case study in Tabora region-Tanzania. Nzega district Council has 4 divisions, 39 wards and 167 villages. The Council has 171 primary schools with 101,728 pupils who are pursuing primary school education, and that the number of pupils who were registered to sit for Primary School Leaving Examination in 2012 was 9,311, among them boys were 4,513 and girls were 4,798 and those who passed the entire examination were 3,926 of which boys were 2026 and girls 1,900 hence 5,385 Primary Leavers failed to attain or reach the targeted educational objectives which among others focus on to enable every child to understand and appreciate his or her human person, to acquire, value, respect and enrich our common cultural background and moral values, social customs, and traditions as well as national unity, identity, ethic and pride. Nzega district Council is one of the district that is experiencing poor performance in primary schools leaving examination for almost five years consecutively, as indicated in The Table 3.1.

Table 3.1: The Performance in Primary School Leaving Examination Results from 2008 to 2012 in Tabora Region

District	2008	2009	2010	2011	2012
Igunga	38%	38%	30%	37%	21%
Nzega	28%	28%	30%	38%	18%
Sikonge	43%	43%	46%	37%	27%
Tabora Rural	43%	43%	31%	50%	33%
Tabora Urban	69%	69%	67%	63%	33%
Urambo	50%	50%	56%	58%	27%

3.4 Sample and Sample Size

The study population comprised primary school pupils, teachers, head teachers and education officers. The groups were selected because they were key stakeholders of primary school leaving examinations. The total number of selected respondents was 60 pupils, 20 teachers, 10 head teachers and 3 education officers. The term population refers to large group of people, institution or thing that have more characteristics in common on which the study focuses. It consists of all cases of individuals or things or elements that fit a certain specification.

According to Omari (2011), a population is a totality of any group of units which have one or more characteristics in common that are of interest to the researcher. The population may be all individuals of a particular type or a more restricted part of that group. The target population of this study involved primary school teachers, head teachers, pupils and education officers.

3.4.1 Teachers

Teachers are key actors and effective implementers of schools' academic programmes. They teach, prepare and mark examinations. In this study, 20 teachers were selected from sampled primary schools. The sample of teachers was selected purposively because they could provide needed information. Also simple random sampling technique was used to select teachers from the purposively selected teachers to give any member an equal chance to be included in the study.

3.4.2 Head Teachers

Head teachers are key actors and effective implementers of schools' academic programmes. They do supervise day-to-day school programmes. They are responsible to make sure that students pass their school leaving examinations. In this study, 10 head teachers were selected from sampled primary schools. The sample of teachers was selected purposively because they could provide needed information. Also simple random sampling technique was used to select teachers from the purposively selected teachers to give any member an equal chance to be included in the study.

3.4.3 Pupils

Pupils are recipients of all academic plans that enhance their academic performance at their respective schools. They are primary stakeholders of school leaving examinations. Therefore their views were required to measure factors that contribute to poor performance in school leaving examinations. In this study, 60 primary school pupils from sampled schools were selected randomly selected because the researcher believed that they could produce the needed information.

3.4.4 Education Officers

Purposive sampling technique was employed to select manageable number of education officers from Nzega District. The technique was used to select education officers because they were key stakeholders of school leaving examinations. They are also responsible for supervision of primary education curriculum.

3.5 Sampling Procedures

Sampling is a process or technique of choosing a reliable sample or a representative part of the population for the purpose of determining the characteristic of the whole population Kombo and Tromp, (2006). Sampling techniques which were used in this study included purposive and random sampling technique because of the nature of research. Due to the fact that, it is difficult for any study to cover the whole population one has to select the representative of the total population. For this study purposive and random sampling techniques were used to obtain the respondents.

3.5.1 Random Sampling

Random sampling was applied to the teachers and pupils in the selection of the sample. Random sampling is the method of sample selection that provides each possible sample combination an equal possibility of being selected and each item in the entire population to have equal chance of being included in the sample (Kothari 2004). A purposive sampling was used, to select District Education Officials, and head teachers. Hence purposive sampling is a kind of sampling whereby items for the sample are purposely selected by the researcher; his/her choice concerning the items remains supreme (Kothari, 2004).

3.5.2 Purposive Sampling

Punch (1998) asserts that, purposive sampling enables the researcher to sample on the basis of his/her judgment as the most important kind of non-probabilistic sampling to identify the primary participants. In this study the purposive sampling technique was applied so as to get primary respondents according to their roles and ability to enable the researcher to get relevant information on poor academic performance in primary school leaving examinations. Participants who were purposively selected included head teachers, District Education Officials and the primary schools, which were poorly performing academically.

3.5.3 Selection of Primary Schools, which were Academically Performing Poorly

The selection process of this category was done by getting a list of schools with frequent cases of pupils' academic poor performance. The names of ten primary schools with the lowest academic performance in their final examinations were purposively selected.

3.5.4 The District Education Officer Sample

The District Education Officer is the in charge of education department in the district. Is the one who deals directly with the administration and management of education in the district? He or she is the responsible officer for planning, coordinating, implementing and supervising various education matters and keeping pupils and teachers records in the district. Therefore, the selection of these respondents was purposively made on the virtue of positions and their responsibilities as the head of department for education in the district. One of the

responsibilities of the District Education Officers is to ensure that teachers teach according to the school curriculum and the necessary facilities are made available for the schools to operate effectively.

3.5.5 The Head Teachers

This sample included 10 Primary school Head teachers, who were purposively sampled. The head teachers were involved because they are the one responsible for schools' leadership and management of which they have to make sure that teachers attend and teach effectively. They have adequate records on how schools, teachers and pupils fulfill their responsibilities.

3.5.6 The Primary School Teachers Sample

A total of 30 primary school teachers were randomly choose for the sample study. Classroom teachers were selected in the sample due to the fact that they facilitate the process of teaching and learning and they also control pupils' attendance in the classroom also supervise learning for the pupils.

3.5.7 Selection of Standard Vii Pupils

Pupils are the most sought victims of the situation when it comes to school academic performance. Pupils were obtained from standard seven because of their long experience of staying and learning in primary schools, thus, they are regarded as mature enough to share their experience on the matter of academic performance. A total of 60 pupils were sampled randomly. The pupils were both male and female for gender representation in the study.

3.6 Data Collection Methods

Four main techniques of data collection were used to collect both primary and secondary data on information literacy needs and potentials in secondary schools. They included documentary review, interview, and questionnaire. The multi-techniques were used on the belief that there is no single research technique or instrument that is adequate in itself in collecting data on a particular problem in (Cohen et al, 2006).

3.6.1 Documentary Review

This technique entails data collection from carefully written official school records on documents for the purpose of enabling researcher to cross-check the consistency of information collected through questionnaires and interviews. In this study, the secondary data included: school committees reports; attendance registers; school academic meetings reports; Ward academic meetings reports and parents meeting reports. Others information was gathered from students learning activities; teachers' instructional materials; school timetable as well as District academic meetings reports. Findings collected from documentary review were triangulated with those collected from questionnaires and interview schedules.

3.6.2 Primary Data

Primary information is the first hand information which is collected by the researcher. It is collected by using questionnaires, interviews and observation. The researcher used self-administered questionnaire with open and closed ended questions which were to teachers and pupils. Data resulted from questionnaires were presented in tables and figures with frequencies and percentages. Face to face

interview schedules and observation guides were used to supplement the questionnaires. The researcher use face-to-face interview to collect information from head teachers and education officers. The researcher also used a checklist to observe the whole situation of primary school leaving sampled secondary schools. This method was vital for the study as it gave the researcher first hand information.

3.6.3 Interview

The researcher used interview schedules to collect information head teachers and education officers. Both structured and unstructured questions were used to guide the interview. It was helpful to clarify some issues that were observed in this study. They helped the researcher get detailed information. Kothari (2004) argues that interviews entail collection of data from careful discussion between the researcher and respondents. They involve verbal communication in face-to-face relationship between the researcher and respondents. Interviews allow more information to be collected as well as flexibility and an opportunity to restructure questions. During the research sixty (60) pupils were interviewed.

3.6.4 Questionnaires

Questionnaires were used to collect data from pupils and teachers. Questionnaires consisted of both open and closed ended items. A standardized questionnaire was administered to secondary school students. This instrument was used to achieve respondents' anonymity in expressing their views and collect a large amount of data at minimal costs within a short period of time. According to Rwegoshora (2006), a questionnaire is a list of questions to a number of persons from whom answers are being sought. It plays a role of ensuring privacy because respondents do not provide

their personal information. More information is collected within a short period of time and it is easy to administer. In this study, questionnaires were used because they were economic in terms of funds and time. Kothari (2004) argues that questionnaires are relatively easy ways by which the researcher can collect a considerable amount of information.

3.6.5 Direct Observation

Observation is the systematic description of events, behaviors, and artifacts in the social setting chosen for study. Observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study. Observation method provides researcher with ways to check for non-verbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities.

Direct Observation method was used to validate some information collected through questionnaire and interviews. The study used a checklist to observe the whole situation of poor performance in primary school leaving examinations. This method was very important because it gave the researcher first hand information. The observation gave the researcher an opportunity to look at what was taking place in the classroom situation rather than relying on second hand information.

In this study, an observational checklist was used to verify information relating to teaching and learning strategies and methods, available resources for teaching and learning, school infrastructure and enrollment rate. Observation also provided

supplementary information from data collected through other means of data collection such as questionnaire and interviews.

3.6.6 Data Quality Control

Data control was applied to ensure reliability and validity of data collected from respondents. A pilot study, triangulation, objectivity and rigorousness were data control techniques used.

3.6.7 Pilot Study

According to Presser (2004), it is important to pretest the research instrument so as to identify questions that do not give useful answers related to research problem**.** Before actual fieldwork, a pilot study was conducted to test the quality of the research instrument used to see if the research questions met objectives of the study. The purpose was to refine and validate the research instrument. Sixty pupils, were divided into group of six of which each group involved six pupils, twenty teachers, of which every school involved two teachers. Ten Head teachers, from ten primary schools and three Education Officials were selected to pretest the questionnaire and interview guides.

3.6.8 Triangulation

Triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings. Triangulation involves various areas like data triangulation, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered, theoretical

triangulation, which refers to the use of more than one theoretical position in interpreting data. In this study, variety of data collection methods was triangulated to investigate the same phenomena. The purpose was to ensure mutual confirmation of measures and validity of the findings. Data were collected by using questionnaires, interview schedules and observation guide.

3.6.9 Objectivity

The sample of the study included respondents with an appropriate ratio of number of students from all classes. The sample also purposively involved education officers because they were the ones likely to give needed information for the study.

3.6.10 Rigorousness

The study was well planned to ensure that the collected data were accurate and not biased. Questions were carefully structured to meet objectives of the study.

3.7 Ethical Considerations

The researcher requested for official permission from the Open University of Tanzania to conduct the study in Tanzania. Permission was given and then followed by official letter to the Regional Administrative Secretary for Tabora and District Executive Director, for Nzega District Council. It assisted the researcher to negotiate access to the region, district and primary schools in the region. The researcher requested an informed consent from all the participants in this study. This helped the researcher to attain the informed consent of all the participants. The researcher also agreed with the participants that they have right to withdraw from the study at any time, and that is their will to participate or not.

It is stipulated that all information obtained from the participants would remain confidential between the researcher and the participants. The purpose of this is to ensure that anonymity and confidentiality are strictly adhered to. On the time of data collection, analysis remains safeguarded as data locked up in the researcher's office on the computer by using data protection passwords. The purpose of this is to make sure that nobody gets access to it.

3.8 Data and Analysis Presentation

The data were organized in broad themes, labeled and analyzed qualitatively and quantitatively. Excel software and the Statistical Product and Services Solutions version 16 was used to analyze quantitative data, which generated frequencies, percentages, figures, tables and charts. Qualitative data were analyzed through content analysis.

According to Marshall and Rossman (1999) qualitative data analysis is a process of data reduction and interpretation. Data reduction means, "the gathered data are brought into manageable chunks" and interpretation "brings meaning and insight to the words and acts of the participants in the study". Much of the data reduction process occurs through segmenting and coding the data in a systematic way. In this study data were analyzed as follows:

First, all recorded interviews were dated, copied out and labeled according to when it was collected. The transcriptions were read for grammar corrections. Secondly, the raw data were sorted by categories (coded) and research questions used as guide to generate a framework for the categories. Words, phrases or events that appeared to

be similar were grouped into the same category. These categories were replaced during the subsequent stages of analysis, which followed. Thirdly, re-examination of the categories identified to determine how they are linked.

The discrete categories identified in coding were compared and combined in new ways as the researcher begun to assemble the big picture. Analyses of the themes were done strictly according to the issues pinpointed in the literature review and the theoretical framework. At this stage, large amount of unorganized data were reduced into a manageable and analytical meaningful body of data. Miles and Huberman (1994) state that data reduction is logical part of data analysis in qualitative research because processing huge amount of data is difficult and time–consuming.

3.8.1 Documentary Data Analysis

Data obtained from documents were reviewed, grouped together to indicate trends and widen the scope of understanding of the factors influencing poor academic performance in primary school leaving examinations at Nzega District. The data complemented data generated from interviews and observation. Hence documentary data were analyzed along with the following lines:

3.8.2 Periodization of Document

Periodization is an attempt to categorize universal history or divide time into named blocks. It helps the researcher to determine the relevance of the document to the study. Hence, the theoretical location in the document helped the researcher to understand point of reference of the documents in relation to the study in order to avoid unfairness and derailment.

3.8.3 Theoretical Stance

Theoretical stance is described as theoretical basis of which textual features, attributes, and their structural relations are concerned. In many fields (e.g. classical metrics) scholars agree on many or all of the pertinent features and their characteristics in their theories. However, other scholars disagree without the theoretical bases of the disagreement (Wikipedia, 2013). Therefore, the theoretical location in the document helped the researcher to understand the direction of the documents in relation to the study in order to avoid unfairness and disorder.

3.8.4 Conclusion

The analysis of data from qualitative findings were triangulated with those obtained from observation and documentary analysis to complement explanations of the issues discussed in the literature review and those observed from documentary analysis.

3.9 Validity and Reliability of Data

Validity and reliability of data depends on the instruments used in the research (Kothari, 2004). Validity is the extent that an instrument measures what is intended. In this matter, findings should accurately explain the phenomena being researched and must ensure that, element of the main issue to be covered in the research are fairly represented and covers wider issue under investigation.

In order to insure validity of the data collected and reliability of research instruments, a pilot study was conducted in one government primary school in Nzega District. Also the supervisor assisted to refine the instruments focusing on study, research tasks and questions. Reliability of data was observed through triangulation method of

data collection (one to one interviews, focus group discussions, observation and documentary analysis). In order to facilitate understanding between the research and participant, the research instruments need to be prepared in language that will be easily understood to respond.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the findings from the field. The chapter therefore presents the findings of the study based on chronological order of research objectives and questions. Data were analyzed in groups, which comprised School committee members, Head teachers, Teachers, pupils, and District Education Officials. Results are presented in tables, figures as well as thick description of respondents.

4.2 Functions of School Committees on the Improvement of Academic Performance in Primary School Leaving Examinations

4.2.1 Functions of School Committee

The study sought to find out core functions of school committee. The aim was to establish a relationship between functions of the school committee and pupils academic performance. Findings on core functions of school committee and pupils academic performance are presented in Table 4.1.

Table 4.1: Core Functions of School Committee (N=10)

Response	Frequency	Percent
To improve academic performance	7	47
To unite school and the parents	5	33
To control of finance	3	20
Total	**15**	**100**

Source: Field Data (2014)

Table 4.1 indicates that 7(47%) respondents argued that the function of school committee was to improve academic performance at school. 5(33%) respondents contended that school committee members had the function of coordinating school activities and the parents and 3(20%) respondents viewed the major function of school committee members was to control financial related issues at school.

4.2.2 School Committee Members' Qualifications

The study wanted to find out the qualifications of school committee members and establish the relationship between the qualification of school committee members and pupils academic performance. Findings on school committee members' qualifications are presented in Table 4.2.

Table 4.2: School Committee Members' Qualifications (N=10)

Response	Frequency	Percent
STD VII	8	53
Form IV	5	33
Form VI	1	7
Diploma	1	7
Total	**15**	**100**

Source: Field Data (2014)

Findings in Table 4.2 shows that 8(53%) respondents argued that many school committee members were STD VII leavers; 5(33%) respondents contended that most of school committee members were form four leavers; 1 (7%) respondents said that the majority school committee members were Form VI leavers while 1(7%) respondents argued that school committee members were Diploma holders.

4.2.3 Involvement of School Committee in Academic Improvement

The study sought to find out whether school management involve school committee members in planning and putting strategies which could help to improve academic performance. Findings on involvement of school committee members in academic improvement are presented in Table 4.3.

Table 4.3: Involvement of School Committee in Academic Improvement (N=10)

Response	Frequency	Percent
Once in a year school meeting	3	20
Four times in a year	8	53
Twice in a year	4	27
Total	**15**	**100**

Source: Field Data (2016)

Table 4.3 indicates that 8 (53%) respondents contended that most of school committee members were involved in planning about pupils' academic performance four times in a year. 3(20%) respondents argued that school committee members were involved twice in a year in planning about academic performance in their school. 4(27%) respondent argued that school committee members were involved once in a year in planning and putting strategies to improve pupils academic performance at schools.

4.3.4 Main Agenda in Committee Meetings

The researcher wanted to know the main agenda in the school committee meetings and find whether there is any relationship between what is discussed in various school committees meetings with academic performance. Findings on main agenda in committee meetings are presented in Table 4.4.

Table 4.4: Main Agenda in Committee Meetings (N=10)

Response	Frequency	Percent
School discipline and academic improvement	7	47
School funds	5	33
Truancy	3	20
Total	**15**	**100**

Source: Field Data (2016)

Table 4.4 shows that 7 (470%) respondents argued that the main agenda discussed by school committee members were about school discipline and academic improvement in Primary School. 5 (33%) respondents said that the main agenda of school committee meetings discussion was about school funds. 3(20.0%) respondents contended that school committee main agenda was to discuss about truancy.

4.2.5 How Committee Resolutions Help Improve Academic Performance

The study sought to find out whether school committees meeting resolutions helped to improve academic performance. Findings on committee resolutions are presented in Table 4.5.

Table 4.5: How Committee Resolutions help Improve Academic Performance (N=10)

Response	Frequency	Percent
Yes	4	27
No	6	40
Small extent	5	33
Total	**15**	**100**

Source: Field Data (2014)

Table 4.5 shows that 4(27%) respondents indicated that school committees meeting resolutions in improving academic performance were not considered by the parents. 6(40%) respondents contended that resolutions of school committee meetings were considered by the community. 5(33%) respondents replied that few parents would adhere to the school committee meeting resolutions.

4.2.6 Factors affecting academic performance in Primary School Leaving Examinations in Nzega District

The study sought to find out whether there are some factors that led to poor academic performance. Findings on factors that contribute to poor academic performance are presented in Table 4.6.

Table 4.6: Factors that Contribute to Poor Academic Performance (N=20)

Response	Frequency	Percent
Shortage of teachers	4	20
Pupils' truancy	3	15
Poor teachers' classroom attendance	2	10
Shortage of teaching and learning materials	2	10
Shortage of funds	1	5
Shortage of infrastructure	2	10
Existence of School Committees	1	5
Lack of motivation	5	25
Total	**20**	**100**

Source: Field Data (2016)

The study examined the factors that contribute to poor academic performance in the study area. The findings indicate that 4(20%) of respondents argued that shortage of

teachers was one of the factors for poor academic performance in Primary School Leaving Examination at Nzega District. When interviewed, one education officer had this to say:

> There is a deficit of more than 600 teachers in primary school in our district. Most primary schools have a small number of teachers who are unable to implement the curriculum as required.

The study also indicates that 3 (15%) respondents argued that truancy was one of the factors for poor academic performance in Primary School Leaving Examination in Nzega District. When interviewed, one of the education officers had this to say:

> Absenteeism of pupils from schools is a major reason for poor performance in examinations. Some pupils help their parents take care of their cows rather than going to schools.

Findings on the factors that contribute to poor academic performance show that 2 (10%) respondents argued that poor teachers' classroom attendance was also a factor for poor academic performance in primary school leaving examinations in Nzega District. When interviewed, one of education officers had this to say:

> Some teachers do not teach effectively. Head teachers are not taking serious majors to notify the Ward Education Coordinators' and district education officer about teachers who do not fulfill their official duties like teaching. Also, disciplinary cases which face irresponsible teachers take a long time to be rules out, hence most indiscipline teacher remain reluctant.

Findings in Table 4.6 also show that 2 (10%) respondents argued that shortage of teaching and learning materials in most of schools was one of the factors for poor academic performance in Primary School Leaving Examinations in Nzega District. When one of the education officers was interviewed, he had this to say:

> There is a great shortage of teaching and learning materials in primary schools which hinders effective teaching and learning. This leads to poor performance in the examinations as most students are not exposed to the materials highly needed to make them do well in their exercises, tests, quizzes and examinations.

When students were interviewed, one had this to say:

> We do not have enough books to read. Many of us share only a few copies that are available at school. There are not enough learning materials at our school. It is very difficult for us to learn because we do lack materials for our studies.

According to the findings in Table 4.6 indicate that 1 (5%) respondents argued that lack of funds to run schools was one of the factors for poor academic performance in Primary School Leaving Examinations in Nzega District. During the interview with education officers, one education officer had this to say.

> Our schools do not have enough funds to run day-to-day school activities. Capitation grant does not come according to the budget. It is not disbursed on time. Schools fail to purchase daily useful school materials.

Findings in Table 4.6 indicate that 2(10%) respondents mentioned infrastructure as one of the factors for poor performance in Primary School Leaving Examinations in Nzega District. During the interview with education officers, one education officer had this to say:

> There is a great shortage of infrastructure in most primary schools like class rooms, toilets, desks, teachers' houses. This leads to poor academic achievements in primary school leaving examinations.

Findings in Table 4.6 also indicate that 1(5%) respondents argued that lack of strong School Committees was one of the factors for poor performance in Primary School Leaving Examinations in Nzega. During face-to-face interview with education officers, one had this to say.

> Our primary schools have school committees but most of the committees are not strong enough to supervise schools' academic issues. They most deal with discipline and school projects matters.

Findings in Table 4.6 indicate that 5(25%) respondents argued that lack of motivation for teachers was one of the factors for poor academic performance in Primary School Leaving Examinations in Nzega District. When interviewed, one education officer had this to say:

> Teachers are not well motivated. They do claim salary arrears, medical allowances, leave allowances and study allowances. The government does not pay their claims on time. Sometimes it takes the government two to five years to pay teachers' claims. This has become one of the reasons for teachers to fail teaching efficiently and effectively.

4.7 Attitudes of Parents on Poor Academic Performance

The study examined the extent of parent's involvement on pupil's academic success so as to know the attitude of the parents on poor academic performance. The results on parents' attitudes towards pupils' poor academic performance are presented in Table 4.7.

Table 4.7: Attitude of parents on Poor Academic Performance (N=10)

Response	Frequency	Percent
Positive	5	50
Negative	4	40
Neutral	1	10
Total	**10**	**100**

Source: Field Data (2016)

Table 4.2 shows that 5 (50%) respondents argued that parents were irresponsible on their children's academic performance, they do not spare time to ask teachers on the

reasons why poor academic performance of their children, hence low parent commitment on improving academic performance in schools what is considered by the parents is to involve boys and girls in marriage and small business when they complete their studies primary level.

The table also describes that, 4 (40%) respondents argued that, parents were not happy with poor academic performance of their children and that they were ready to visit school and inquire to the teachers the reasons on why academic poor academic performance of their sons and daughters who graduated primary school leaving Examination. While 1 (10%) respondents pointed out that some parents do not bother whether the children pass or fail.

During the interview with education officers, one had this to say.

> Few Parents are not happy when their children fail to pass their final examination. Teachers are blamed. Parents do think that teachers cause the failure of their children.

4.2.8 Mechanism to Control Teachers' Attendance and Teaching

The study examined whether there were any mechanism set parents to control teacher's commitment. The results on whether there was any mechanism to control teachers' responsibilities are presented in Table 4.8.

Table 4.8: Presence of Mechanisms To Control Teachers' Teaching (N=20)

Response	Frequency	Percent
Yes	18	90
No	2	10
Total	**20**	**100**

Source: Field Data (2014)

Findings in Table 4.8 Show that 18 (90%) respondents said that there were written mechanisms to control responsibilities of teachers' including teaching. It can also be noted in the table that 2 (10%) respondents argued that in some schools there were no any mechanism to control teachers teaching process, that means teachers are free either to attend at school and teach or not and that most of teachers concentrate in doing their own business rather than involving in their profession work and that, Head teachers do not seriously supervise schools. When interviewed, one education officer had this to say:

> Some teachers do not teach effectively. Head teachers are not taking serious majors to notify the Ward Education Coordinators' and district education officer about teachers who do not fulfill their official duties like teaching. Also, disciplinary cases which face irresponsible teachers take a long time to be rules out, hence most indiscipline teacher remain reluctant.

4.2.9 Number of Pupils at School

The study sought to find out whether number of pupils at school is large compared to the number of teachers and if it had any negative effect teaching and learning process hence resulting poor academic performance. Findings on committee resolutions are presented in the Table 4.9.

Table 4.9: Number of Pupils at School (N=20)

Response	Frequency	Percent
280	8	80
560	2	20
Total	**20**	**100**

Source: Field Data (2016)

Table 4.9 shows that 8(80.0%) respondents argued that number of pupils at school were not large; the number of pupils was moderate. 2 (20.0%) respondents contended that, number of pupils at school was large compared to number of teachers, the situation which highly could create difficult situation for the teachers to implement teaching hence teaching and learning process is affected because teachers cannot perform effectively.

4.2.10 Attendance of pupils from Monday to Friday

The study sought to find out whether attendance of pupils affects their academic performance. The aim was to establish a relationship between the rate of pupils' school attendance and pupil's academic performance. Findings on late of pupils' school attendance are presented in the Table 4.10.

Table 4.10: Attendance of Pupils from Monday to Friday (N=10)

Response	Frequency	Percent
Yes	1	10
Not all	7	70
Truancy is high	2	20
Total	**10**	**100**

Source: Field Data (2016)

Table 4.10 shows that 1(10.0%) respondents argued that many pupils did not attend school frequently, hence there is truancy. 7(70.0%) respondents contended not all pupils attended school frequently. 2 (20.0%) respondents said that truancy is high and that many pupils were poorly attending school in a week.

4.2.11 Existence of Parent Teacher Association

The study sought to establish the relationship between the existence of Parent - Teacher association and pupil's academic performance. Findings on the existence of Parents -Teacher Association are presented in the Table 4.11.

Table 4.11: Existence of Parents Teachers Association

Response	Frequency	Percent
Yes	4	40
No	6	60
Total	**10**	**100**

Source: Field Data (2016)

Table 4.11 indicates that 6(60%) respondents contended that in most of schools parents Teacher Association did not exist. The table also 4 (40%) respondents argued that many schools Parents Teacher Association existed. Epstein, 1995 states that, the most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home and that support from parents is the most important way to improve the schools and that lack of parental involvement results into pupils academic poor performance. So the main reasons for developing school, family, and community partnerships, is to help all youngsters succeed in school and in later life.

4.2.12 Function of parent Teacher Association

The study wanted to find out the function of parent teacher association in schools, and if it has any academic impact in improving pupils academic performance. Findings on the function of parent teacher association in schools are presented in Table 4.12.

Table 4.12: Function of Parent Teacher Association (N=10)

Response	Frequency	Percent
Control school funds	1	10
Maintain school development and pupils attendance	6	60
Control truancy	3	30
Total	**10**	**100**

Source: Field Data (2016)

Table 4.12 shows that 6 (60.0%) respondents explained that the function of the Parents teachers Association was to maintain school development and pupil's attendance. The table also shows that 3 (30.0%) respondents pointed out that function of Parents Teachers association was to control truancy, while 1 (20.0%) respondent argued that function of Parents Teachers Association was to control school funds.

4.13 Number of Parents Meeting in a Year

The study sought to find out the frequency of parents meetings on school development, and if it has any impact on academic improvement in schools. Findings in the frequency of parents meetings on pupils' academic improvement are shown in Table 4.13.

Table 4.13: Number of Parents Meeting in A Year

Response	Frequency	Percent
One	2	20
Two	7	70
Four	1	10
Total	**10**	**100**

Source: Field Data (2016)

Table 4.13 shows that 7(70.0%) respondents argued that parents meetings on school development were conducted twice in a year. 2(20.0%) respondents contended that most in many schools, parents meeting were only conducted once in a year. 1(10.0%) respondents said that parents meetings on academic improvement were held four times in a year.

4.14 Parents' Key Role in Improving Academic Performance

The study sought to find out whether the parents now their key role in improving academic performance of their children. Findings the of the Parents key role in improving academic performance of their children are indicated in Figure 4.1.

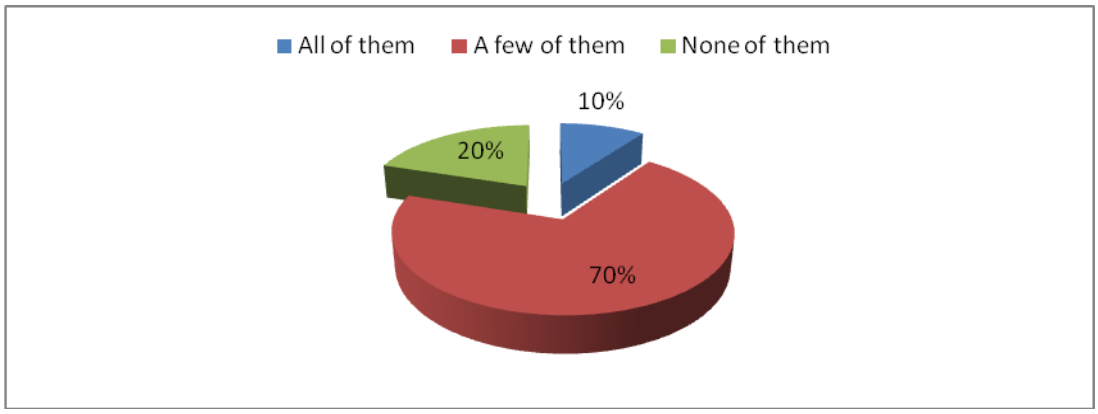

Figure 4.1: Parents' Key Role in Improving Academic Performance

Source: Field Data (2016)

Figure 4.1 shows that the knowledge of the on their key role in improving academic performance varied widely. Majority of the respondents 7 (70.0%) said that few parents know their key roles in improving academic performance, followed by 2 (20%), respondents who argued that no any parent knows his/her key role in improving academic performance and finally 1(10.0%), respondent stated that all parents know their key roles in improving academic performance.

4.15 Number of Teachers at School

The researcher sought to know whether the number of teachers had an effect on pupil's academic performance. Findings on number of teachers are presented in the Table 4.14.

Table 4.14: Numbers of Teachers at School (N=10)

Response	Frequency	Percent
3-7	5	50
7-14	4	40
14-21	1	10
Total	**10**	**100**

Source**:** Field Data (2016)

Findings in Table 4.14 show that 5 (50%) respondents said that, the number of teachers at their school was scarce compared to number of pupils found at schools. It can also be noted in the table that 4 (40%) respondents, said that the number of teachers was enough compared to the number or pupils. The findings also showed that 1 (10%) respondents stated that there were many teachers at the school compared to the number of pupils at their school.

During the interviews with education officers, one of the education officers had this to say 'a number of teachers in most primary schools is small'. This is due to the fact that, the government allocates a few teachers every year in the district. Some teachers die or retire while others ask for transfer every year. There is no replacement 4.14 ways to enhance the functioning of schools committees in improving students academic performance in Nzega District.

The study sought to find out ways to enhance functions of school in improving academic performance. Findings on ways that could be used to enhance school committees in improving academic performance in primary school leaving examinations are presented in the Table 4.15.

Table 4.15: Ways to solve Problems of Poor Academic Performance (N=20)

Response	Frequency	Percent
To provision of capacity building	9	60
To provide incentives for committee members	4	27
Committee members should be form four and above	2	13
Total	**15**	**100**

Source: Field Data (2016)

4.16 To Provide Capacity Building

The aimed at enhancing functions of school in improving academic performance in the study area. The findings indicate that 9(60%) of respondents argued that, teachers capacity building to school committee members could be one of the ways that could be used to improve academic performance in Primary School Leaving Examination in Nzega District.

It was also revealed that 4(27%) respondents argued that school committee members should be paid allowances so as to motivate them, because as per now they are not paid any thing by the school, they think its better to involve into other economic activities rather than schools' activities. It was also found that, 2(13%) respondents

argued that the members of school committee should be form four and above education wise.

When interviewed, one education officer had this to say:

> Most school committee members are not aware with their responsibility because they are not trained on what they are supposed to supervise at school, really they need capacity building in order to enable them perform effectively and this will help also to improve academic performance in primary schools.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter presents the summary of the findings, conclusion and recommendations of the study on improving Academic Performance, in Primary School through school boards in Nzega District. The conclusion and recommendations are based on the research objectives and are organized in themes to fulfill the requirement of objectives and research findings.

5.2 Functions of School Committee on Improvement of Academic Performance in Primary School Leaving Examination

Student achievement should be a primary agenda for school committee. Due to the fact that, the committees have a critical role in ensuring that students learn what they need to know to be prepared as productive citizens and that they are able to demonstrate that knowledge on state and local measures of achievement (Waters, 2006).

Findings indicate that indicates that 7(47%) respondents argued that the function of school committee was to improve academic performance at school. 5(33%) respondents contended that school committee members had the function of coordinating school activities and the parents and 3(20%) respondents viewed the major function of school. Committee members were to control financial related issues at school. According to URT (2011) the Role of a Committee Chair Manual, the role of most school committees is to develop School strategies and to monitor

their delivery. Committees are not expected to assume responsibility for operational areas. It is also stated that, the role of committee Members is to bring their skills and expertise to help the overall governance of the institution, to the benefit of the School as a whole, and that, much of what committees is to do, is about is devising, proposing, refining strategies for the School, and then monitoring its implementation and be able to take an overview of what is achievable.

According to Lisa B, (2009, p. 1), Iowa Association of School Boards, there is clear evidence that if we want great gains in student learning, school boards must master their role as strong leaders for school improvement.). The current presumption is that school boards do not have an influence or a role in student achievement and those school boards are removed from the day-to-day work on teaching and learning.

(Waters, *et al.* 2006) asserts that, school boards are also responsible for how well schools meet federal achievement goals under the No Child Left Behind Act. They provide the structure for public accountability and a way for local communities to participate in and influence important issues affecting student learning. The leadership role school boards have in building public understanding and commitment to improvement within their own communities is paramount to sustaining increases in student achievement.

According to the data shown on table 7(43%) participants stated that the function of school committee was to improve academic performance at school. Due to this fact, the committees should be well introduced to their key role in improving academic performance in primary school leaving examinations.

5.3 School Committee Members' Qualifications

Findings in Table 4.2 shows that 8(53%) respondents argued that many school committee members were STD VII leavers; 5(33%) respondents contended that most of school committee members were form four leavers; 1 (7%) respondents said that the majority school committee members were Form VI leavers while 1(7%) respondents argued that school committee members were Diploma holders. A Guide for Members 2001, states that, in order to serve on the School Committee, an individual must be a registered voter in the town from which he/she is elected or appointed and must take an oath of office as required by law.

According to the data shown on table 8(53%) of the school committee members are standard Seven Leavers, this number is large which may be do not properly involve its ability in looking on the development of education including academic performance. Kamunge, (1988) recommends that members of the School committees should be appointed from among the persons who have the qualities of commitment, competence and experience. The committee would manage and develop primary schools and ensure the maintenance of school traditions and high standards of education and discipline.

According to Kamunge (1988), there is a number of problems facing school committee members as they discharge their duties, among them are: low academic qualification or illiteracy, and also, some members lack commitment to the whole school programmes. Other problems are lack of finances to support members due to the fact that they are not given any form of incentives or appreciation for services they render.

Due to this fact, the community should make sure that all elected school committee members should be at least form four leavers who carrying a high degree of responsibility in governing education in Primary Schools.

5.4 Involvement of School Committee in Academic Improvement

Involvement level of School committees is the rate at which members are given chance to participate in the school activities. In order to establish the level of involvement of school management committees in school administration and PSLE performance the researcher had to seek respondents' experience as indicted in the Table 4.3 hereunder.

Table 4.3 indicates that 8 (53%) respondents contended that most of school committee members were involved in planning about pupils' academic performance four times in a year. 3(20%) respondents argued that school committee members were involved twice in a year in planning about academic performance in their school. 4(27%) respondent argued that school committee members were involved once in a year in planning and putting strategies to improve pupils academic performance at schools.

URT (2001) states that, Community must have an effective say in the management of the school, and that understanding the child learning processes, teacher child relationships, role of the school management and role of School Committee in supervising schools is not highly practiced by the community, hence poor academic performance. The problem is that school committee members and Village government do not make serious follow up on decision.

5.5 Main Agenda in Committee Meetings

Findings show that 7(47%) respondents argued that most agenda which were discussed by school committee members was about school discipline and academic improvement in Primary School. 5(33%) respondents contended that school committee main agenda was to discuss about truancy. 3(20%) respondents said that the main agenda of school committee meetings discussion about school funds and that schools conducted meetings for school committee and main agenda was about school discipline and academic improvement, but still the performance in these schools is poor then it seems that no follow up and action is taken by the committee members on their decision.

5.6 How Committee Resolutions help Improve Academic Performance

Findings show that 4(27%) respondents indicated that school committees meeting resolutions in improving academic performance were not considered by the parents. 6 (40%) respondents contended that resolutions of school committee meetings were considered by the community. 5(33%) respondents replied that the few parents adhere to the school committee meeting resolutions. Iqbal et al (2011) depict that, parents involvement is underpinned by the assumption that they would contribute positively to the learning of their children and therefore the quality of education would improve and that children would attain better results. School Committee is the most key educational development Organ.

According to URT, (2000) the duties of the School Committee includes, Interpretation of the needs and desires of the community in educational matters, Provision for keeping the public informed of the purposes, needs, and conditions of

education. Factors affecting academic performance in Primary School Leaving Examinations in Nzega District were to be investigated.

5.7 Shortage of Teachers

Findings indicate that 4 (20%) of respondents argued that shortage of teachers was one of the factors for poor academic performance in Primary School Leaving Examination in Nzega District. According to URT (2013), most teachers posted to rural areas and particularly those with difficulty conditions, which are faced with low numbers of teachers, and those who are already there, seek transfers to urban areas. This creates an acute shortage of teachers in rural areas and other areas with difficult conditions. URT also adds that, many teachers have large workload that is too many periods to teach, classes are too large, and too many non-teaching activities needed to be performed, most notably the marking of exercise books.

Ijaiya (1998) states that, an acute shortage of teachers contribute to poor quality teaching and hence massive failure of students in their examinations. Ndibalema (2008) poses the following questions to ascertain the quality of teaching and learning in both secondary and primary schools in Tanzania. They include: Does Tanzania really have the shortage of secondary school teachers? Has the shortage of teachers in public secondary schools in the country reached the extent of calling in primary school teachers to assist in teaching in ward secondary schools?

(Bennell & Mukyanuzi (2005) argued that the shortage of teachers experienced by public secondary schools in Tanzania is the result of the failure of the central government to realize its intention aiming at equal distribution of teachers to these

(public secondary) schools. Waters (2006) assets that, the immediate effect of teacher inadequacy is as reported by Mwananchi Newspaper dated 20 May 2008 stating that, shortage of teachers limits the abilities of the available teachers to teach properly and adequately. This dissatisfies students and they organize strikes demanding better teaching and replacements for the teachers who they allege have a lack of teaching abilities (Kondo 2008). The Newspaper dated 1 May 2010, reported that the declining quality of education in Tanzania is partly due to the shortage of teachers. The paper is pessimistic on the possibility to provide quality education in ward secondary schools in Tanzania with inadequate teachers.

According to Aghenta (2000), teachers are important inputs into the educational system. And that they are key factors in formal education. Adeyemi, (2004) regarded them as the hub of the educational system. Teachers therefore constitute an important aspect in students' learning. Supporting this point, Umeasiegbu (1991) argued "the level of performance in any school is intimately related to the quality of its teachers" while "the quality of any school system is a function of the aggregate quality of teachers who operate it." His argument was in agreement with Moore (1995) contention that competent teachers would improve effective teaching in schools.

Enon (1998) examined the problem of teachers' shortages in American schools and remarked that one of the most serious challenges facing American education is that, majority of new Science and Mathematics teachers in the US lack sufficient training in the subject they taught. He proceeds by identifying the three types of teachers' shortages. Overt shortage, measured by unfilled vacancies in a subject and their relationship to demand for tuition in that subject; hidden shortage, where tuition in a

subject is given by teachers considered to be inadequately qualified in it or to be lacking the personal qualities required for effective teaching; suppressed shortage, where a subject is under-represented in the timetable because of a lack of suitableteachers. Umeasiegbu (1991) argued that *"the level of performance in any school is intimately related to the quality of its teachers"* while "the quality of any school system is a function of the aggregate quality of teachers who operate it." His argument was in agreement with Moore (1994) contention that competent teachers would improve effective teaching in schools. He also argued and remarked that the level of a teacher's subject matter competence is a prime predictor of student learning and that it is not simply the completion of schooling that could contribute to a teacher's effectiveness in the classroom but actual achievement in terms of subject matter competence.

Hammond (2000) examined the relationship of teacher's quality and other school inputs in pupils' achievements support the idea that teacher's quality has a great strong relationship to pupil's achievement (quality). Hence investing in enhancing the quality of teachers is related to improvement of pupil's performance. Mosha (2004), pointed out that, quality education could only be provided where teachers are enough, well trained, and competent. Teachers are basic resource in provision of education. Therefore, availability of teachers, training needs to be effectively conducted so as to contribute much to efficiency and effectiveness of the education industry. Mosha (2004) emphasized that teachers' quality and their general job satisfaction are the most important ingredients in education thus; anyone planning for quality education should take into serious and careful consideration.

According to Galabawa (2004) during UPE Policy implementation, teachers who were recruited to cover the serious shortage of teachers in the mid-1970s formed a serious shortfall of education quality deterioration at primary level. This was due to the fact that most of these teachers were Standard Seven Leavers who were trained informally to become primary schools' teachers. This consequently led to dramatic decline of education quality, as they did not qualify to teach at primary level.

According to the study by Bironga (2002*).* Teaching and learning should engage learners with the big ideas, key processes, and modes of discourse and narratives of subjects so that they understand what constitutes quality and standards in particular domains. Teachers should provide activities and structures of intellectual, social and emotional support to help learners to move forward in their learning. Learning should aim to help individuals and groups to develop the intellectual, personal and social resources that will enable them to participate as active citizens, contribute to economic development and flourish as individuals in a diverse and changing society.

The study findings indicated that 10 (100%) respondents argued that truancy was one of the factors for poor academic performance in Primary School Leaving Examination in Nzega District. According to An International Journal of Scientific and Research Publications, Volume 4, 2014; truancy is any intentional unauthorized absence from compulsory schooling. Truancy is the serious problem in Tanzania especially in cities. The Ministry of Education and Vocational Training reported that in 2009/10 Form II has the highest number of student drop outs, which stands at 9,627 per annum, and the main reasons for drop out were truancy 36.2 % and pregnancies 20.4 % (URT, 2011). The researcher recommends that education

stakeholders together with the government in collaboration with Ward Executive Officers and Village Executive Officers should make sure that every school age individual attends school.

When students miss class, they also miss the opportunity to access new curriculum content, ask questions, or generally participate in class activities, and those missed opportunities adversely affect learning. NLTS2 multivariate models support this perspective. Students who are absent for 5 days or more in a month both receive lower grades and are farther behind in getting knowledge, than those who have perfect attendance.

This finding correlate with the theory by Zone of Proximal Development (ZPD) which states that, every learner has got learning potential which can enable him or her to learn without any assistance from the teacher. This learning potential can be highly increased when the student receive an aid from other person who has greater learning potential than his/hers. Thus this helper should be a trained and qualified teacher Wood (1998). So teachers are key factors which mostly contribute effective teaching which should result to positive performance of the pupils in Primary School Leaving Examinations and that without teachers assistance pupils learning potential cannot be improved hence end up with failures of many pupils in their final examinations.

5.8 Poor Teachers' Attendance

Findings show that 2(10%) respondents argued that poor teachers' classroom attendance was also a factor for poor academic performance in primary school

leaving examinations in Nzega District. High rates of teacher absenteeism have been consistently reported in recent studies in Africa, Asia and South America and these are directly attributed to low levels of commitment, Cohen (2006). Similarly in Tanzania, researchers have reported ‘chronic levels’ of absenteeism and a ‘certain casualness about attending classes, which tends to increase when teachers run out of money.

According to TTU/Haki Elimu Survey, in 2003, 41% of rural (primary and secondary) teachers had been absent at least once in the previous three months compared to only 18 percent among urban teachers. Neither head teacher nor teacher interviewees identified teacher absenteeism as a major problem at the schools. (Sumra, 2005), observes that ’if you are a committed teacher, you do not have time to engage in another activity’. However, three-quarters of teacher interviewees in Nzega District undertake additional income generating activities in order to supplement their salaries and that, second employment has been common place among teachers for at least twenty years Mkyanuzi & Bennell (2005).

Almost all of the primary school teachers in Muleba and around half in Temeke who earn secondary incomes grow crops or rear cattle. Trading and artisanal activities (garment making, carpentry, etc.) make up the remainder. Surprisingly, only 10 percent of these teachers and that in Temeke and none in Muleba say that they offer private tuition. The World Bank Study reports that 18% of urban primary school teachers and 6% of primary school teachers were involved in private tutoring in 1990. Similarly, in the Cooksey Survey, 32% of male and 21% of female primary school teachers reported spending more than four hours per week on private tuition.

One reason for the possible under-reporting is that, in 2003, the MOEC outlawed all private tuition on school premises either during or after the school day. With pupils becoming an important source of income, there are also concerns that teachers engage in opportunistic behavior in order to maximize their income from private tuition. It is even alleged that some teachers deliberately do not teach the entire prescribed curriculum to their pupils so that they are obliged to attend after-school lessons.

According to Considine & Zappala (2002) the type of school a child attends influences educational outcomes and that schools have an independent effect on student attainment and that school effect is likely to operate through variation in quality and attitudes, so teachers in disadvantaged schools often hold low expectations of their students which compound the low expectations the students have, hence leading to poor performance by the students. Sentamu (2003) agrees that school has an effect on the academic performance of students but argued that school facilities determine the quality of the school, which in turn influences the achievements, and attainment of its pupils, he also points out that schools influence learning in the way content is organized and in the teaching, learning and assessment procedures. All these scholars agree in principle that schools do affect academic performance of students.

This finding correlate with the theory of Educational Productivity by Walberg (1981) which identifies three groups of 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, and peers), that means pupils cognitive, behavioral and affective, depend on effective teaching of the teacher. So teacher's poor classroom attendance and absenteeism will not built pupils cognitively and will result into Pupils Poor academic performance.

5.9 Shortage of Teaching and Learning Materials

Findings show that 2(10%) respondents argued that shortage of teaching and learning materials in most of schools was one of the factors for poor academic performance in Primary School Leaving Examinations in Nzega District. According to Agina-obu, (2005), Instructional materials are concrete or physical objects which provide sound, visual or both to the sense organs during teaching. According to Isola (2010) teaching and learning materials are objects or devices, which help the teacher to make a lesson much clearer to the learner.

According to Kafui (2005), Availability and effective use of teaching and learning materials affect the effectiveness of a teacher's lessons, the creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. From what is being evidenced above, pupils understanding are highly contributed by availability and effective use of teaching and learning materials in schools.

Jegede (1996) stressed that a professionally qualified science teacher no matter how well trained, would unable to put his ideas into practice if the school setting lacks the equipment and materials necessary to translate his competence into reality. Various

research findings have revealed that shortage for teaching and learning materials particularly textbooks have a negative effect in quality education (Omary & Moshi 1995) indicate that textbooks are central to teaching. So it is obvious revealed that a class with a shortage of textbooks deprive the ability of the pupils to learn and promote little reading skills. Tibaijuka (1995) found that shortage of textbooks, and other school materials and equipments in primary school level was rampart such that it was difficult to maintain education standards.

Teaching and learning materials, particularly textbooks, teachers guides, and reference books are crucial in improving quality of education (Omary and Mushi, 1995). It is generally be argued that teaching and learning materials are key factors which contribute positively in effective teaching and learning process and that they bring a pupils in best academic performance, and contrary to that the learners cannot acquire the targeted knowledge and result into poor academic performance.

Teaching and learning are what ultimately make a difference in the mind of the learner, and thus affect knowledge, skills, attitudes and the capacity of young people to contribute to contemporary societies. Majority of respondents contend that most visited schools faced shortage of text and reference books the situation which make teachers and pupils to face difficulties in teaching and learning process.

It is difficult for the teachers to teach and pupils to learn due to the fact that teaching and learning process require a teacher to make before reference conducting a lesson also it makes easier to the pupils to understand the lesson, so in absence or deficit of books teachers cannot make enough reference and they cannot positively affect the

intended lesson, this situation result into provision of low standards of knowledge to the pupils and finally poor academic performance.

Etsey (2005) argues that, availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons. The creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. He also asserts that, young children are capable of understanding abstract ideas if they are provided with sufficient materials. Teaching and learning materials enable pupils to observe and often feel what the teacher teaches. They stimulate ideas, demand an active response from the learners and provide enjoyment. The lesson becomes more live, understanding of concepts become easier. Since there were few teaching and learning materials in schools, it was difficult for the pupils to understand the lessons hence poor academic performance. So it is difficult to the teachers to decide what and how to teach if the instructional materials like textbooks are scarce hence resulting pupils into poor academic performance.

5.10 Shortage of Funds

Findings indicate that 1(5%) respondents argued that lack of funds especially capitation to run schools was one of the factors for poor academic performance in Primary School Leaving Examinations in Nzega District. The majority of respondents argued that capitation grant must be disbursed to schools every month, the challenge is that, the schools did not receive capitation as per budget, the disbursed capitation to schools was little compared to the school funds requirements.

Capitation grant creates a simple mechanism to have funds reach the school level for Quality improvements (URT, 2011), it also points out that from 2002, each public primary scholar in Tanzania through Primary Education Development Programme was to be supported by Tshs.16, 000/ about USD 10 as per budget, but what councils received and send to schools was lower than what was planned and budgeted hence difficulties to the schools to procure teaching and materials.

URT also reveals that there is a problem with timing of release capitation from councils to schools. Consequently, money is significantly delayed and then plans cannot be implemented on time. So less disbursement from the government, delaying of disbursement of funds `in schools, results un promotional pupil's book ratio hence poor academic performance.

5.11 Shortage of Infrastructure

Findings indicate that 2(10%) respondents mentioned shortage of infrastructure was one of the factors for poor performance in Primary School Leaving Examinations in Nzega District. According to Blacckorby (2001), availability of friendly and adequate school infrastructures and furniture are essential requirement in improving access and equity in primary education. Haki Elimu (2014) shortage of teachers' staff quarter, teachers in the local government authority are unhappy with the house arrangements and availability of social amenities. There was a great shortage of staff houses and there are no good houses in rural areas for teachers to rent, shortage of classrooms also. Due to this situation, highly qualified teachers are either in urban or semi-urban areas, in most of the rural areas, there are very few teachers' houses built by the government. Therefore teachers are renting the houses close to school

environments. Some of these houses are in extremely poor conditions and no house allowances which are being paid.

There was shortage of various infrastructures and furniture like classrooms, teachers' houses, toilets for pupils, teachers and desks Chonjo (1994). Asserts` that generally creativity and good teaching is best done in classes with smaller numbers that allow for individual attention and that class sizes are identified as determinants of poor academic performance. According to Kraft, schools with smaller class sizes perform better academically than schools with larger class sizes, due to the fact that it enable teachers easily to control the class, by making close supervision on the time of conducting lesson hence able to know the effectiveness of the pupils in learning process.

5.12 Lack of Motivation

Findings indicates that 5(25%) respondents argued that lack of motivation for teachers was one of the factors for poor academic performance in Primary School Leaving Examinations in Nzega District. Ekhaguere, (2000) studies in Nigeria also support that quality education in Nigeria has been eroded because teacher's services condition is poor and their salaries are often delayed or not paid at all. This situation has led to low motivation, poor dedication of teaching and frequent disruption of academic calendar through strike actions embarked by teachers, often to press the government for payments of outstanding emoluments.

Furthermore teachers are demoralized as most of them face difficult economic situation. According to (Ekhaguere, 2003). Lack of motivation has lowered public

esteem of teachers and public perception of the teaching profession as a result many young people avoid to select teaching as a career. This circumstance highly undermines teachers' morale and commitment, and finally results to negative impact on teaching and learning activities. This scenario gives a rise to under-achievement by many pupils, manifested in their low level of performance in competitive public examinations in secondary schools and higher education.

Mosha (2004) also supported that, Tanzania teachers have remained dedicated despite many hardship. Mosha, however cautioned that this positive attribute of dedication was likely to be eroded with time due to the persistence of inadequate remuneration, poor and inadequate housing situation. Thus the government needs to find means on how to attract, motivate and retain qualified teachers because highly motivated person puts in the maximum effort in his or her job. Studies by Lockheed et al. (1991) indicate that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically.

During research it was pointed out that many teacher are demoralized, they cannot perform their duties effectively because of low salaries paid to them by the Central Government, they also indicated that for long time the government have not paid their various debts including salary arrears, Leave and transfer, so they cannot work properly because of low morally which is resulting into ineffectiveness and ineffectiveness, hence underperform on their work and cause poor academic performance to the pupils.

The interviewed teachers on the matter lamented that, all education programs and reforms, concentrate in improvement of teaching and learning process, classrooms, and toilets for pupils, and that, improvement of teachers living environment is not given first priority. They further commented that, how can one facilitate effective teaching while she/he demoralized with living conditions?

Improved Teaching and Learning environment is among the strongest aspects, which contribute positively on provision of education. In all sampled schools, the researcher found out those teachers houses were not a priority in improving quality in primary education. The researcher found dilapidated teachers' houses, thatched roofed toilets for teachers, which in some schools were used for both teachers and pupils.

On the other hand, the researcher observed that pupils were getting education in old classrooms which required rehabilitation and that in one school; Standard three and four pupils had to share one classroom during the time of learning. When the Head teachers were asked, they revealed that most of the people living in that area are economically poor and education is not their priority they cannot afford to contribute money for construction of schools' infrastructures. Transformational leadership theory focuses on organizational interactions where leaders and followers raise one another to higher levels of motivation and morality as founded by Fairholm, (2001).

In this context, close school supervision, becomes a transforming endeavor to education leaders and it ultimately becomes moral in that it raises the level of human conduct and ethical aspiration. In the context of Evaluation of Poor Academic

Performance, the theory insists on close interactions in teaching and learning process between Education Leaders, Head Teachers, teachers, parents and pupils. The theory also insists that, Transformational leaders can work with stakeholders to formulate a vision and communicate this vision to the rest of the community and that they enable others to become involved in decision-making and assisting them to acquire the necessary knowledge and skills so as to improve quality in education through supervision (McGinn & Welsh, 1999).

5.13 How Committee Resolutions help Improve Academic Performance

Findings show that 5(50%) respondents indicated that school committees meeting resolutions in improving academic performance were not considered by the parents. 2 (20%) respondents contended that resolutions of school committee meetings were considered by the community. 3(30%) respondents replied that the few parents adhere to the school committee meeting resolutions. Iqbal et al (2011) depict that, parents involvement is underpinned by the assumption that they would contribute positively to the learning of their children and therefore the quality of education would improve and that children would attain better results. School Committee is the most key educational development Organ, according to Guide for Members 2000, the duties of the School Committee includes, Interpretation of the needs and desires of the community in educational matters, Provision for keeping the public informed of the purposes, needs, and conditions of education.

5.14 Attitude of Parents on Poor Academic Performance

Findings shows that 5 (50%) or majority of respondents argued that parents were not considerate on their children’s academic performance, they do not spear time to ask

teachers on the reasons why poor academic performance of their children, hence no parent commitment on improving academic performance in schools what is considered by the parents is to involve boys and girls in marriage and small business when they complete their studies primary level.

According to Nyurko (2011), parental involvement in schools includes communication with teachers about school and pupils progress. Involvement of parents on academic issues at-home includes encouragement of children to succeed, monitoring of homework. (Izzo et al, 1999), explains that a positive relationship exists between parental involvement at-home and a range of school-related outcomes, including academic achievement, school engagement, and socio emotional adjustment and that, at home parental involvement activities (e.g., checking homework, communicating about school, and reading with children) are shown to be related to positive academic outcomes of minority students.

The level of parental involvement has important implications for children's academic performance because youth absorb messages about appropriate behavior and socially accepted goals by observing and talking with important people in their lives. parents have the potential to model positive attitudes and behaviors toward school, hence parental involvement contributes to youth academic success (Conway, 2008).

In fact, children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework, and are willing to hold their children accountable for completion of school assignments. Youth who are not working hard at school may begin to

perceive school as valuable when parents actively demonstrate that they value school through involvement.

Parents play the first and most important role in their children's education and are key partners in building a quality education system. By helping their children with homework, asking them about the day's events, communicating with their teachers, expressing interest and concern, and providing guidance, parents become the primary factors contributing to their children's success. Parents can also contribute to and enhance their children's learning by becoming involved in the school community through the school council – by serving on the council or on one of its various committees, or by performing other volunteer roles. Under the Education Act, 1978, parents are responsible for ensuring that their children attend school. Attendance is compulsory between the ages of seven.

5.15 Mechanism to Control Teachers' Teaching

Findings show that 28 (93.3%) respondents said that there were written mechanisms like teachers attendance registers, class journals, in schools but they are not effectively used in controlling the responsibility of teachers. It can also be noted in the table that 2 (6.7%) respondents argued that in some schools there were no any mechanism to control teachers teaching process, that means teachers are free either to teach or not and that most of teachers concentrate in doing their own business rather than involving in their profession work and that, Head teachers were not seriously supervising the schools. Glatthorn & Fox, (1996) in their study argued that, quality teaching is that maximizes learning for all students" Teaching entails engaging pupils as active learners to induce positive, comprehensive changes in their

pre-existing knowledge, skills, and attitudes. Teachers' leadership style has an influence on school performance. When other factors are held constant it was found that the head teachers who were involved in close supervision in academic activities, provided adequate teaching and learning facilities achieved better results than those who did not, that means Headship plays a significant role in determining academic performance and that headship encompasses a variety of tasks and roles whose effective operationalisation positively affects academic achievement. It is the administrator who creates a good school.

And it is the teacher who creates a good classroom. Wenglinsky, (2001). Though the large number of respondents replied that in schools there are mechanisms to control responsibilities of teachers, in most cases they are not used due to the fact that academic performance in Nzega District is still poor, that means, head teachers are not serious in supervising their schools.

5.16 Number of Teachers at School

Findings show that 5 (50%) respondents said that, the number of teachers at their school was scarce compared to number of pupils found at schools. It can also be noted in the table that 4 (40%) respondents, said that the number of teachers was enough compared to the number or pupils. The findings also showed that 1 (10%) respondents stated that there many teachers at the school compared to the number of pupils at their school.

Lydiah and Nasongo (2009) state that, the head teachers were to ensure that the staff was well established, and that, the departments had enough teachers and that head

teachers should take serious measures to quality improvement by supervising syllabus coverage, remedial learning, testing and feedback and having clear roles for teachers. The study by Merrow (1999) reveals that, the only factor that can create student achievement is a knowledgeable, skillful teacher and that having a less effective teacher can significantly lower a student's performance over time. The study also indicates that, even in very poor schools, students achieved if they had a well-prepared teacher. The study concludes that, the most important factor is the teacher hence it is the teacher that matters.

5.17 Number of Pupils at School

Findings indicate that 8 (80%) respondents argued that number of pupils at school were not large, the number of pupils was moderate. 2 (20%) respondents contended that, number of pupils at school was large compared to number of teachers, the situation which highly could create difficult situation for the teachers to implement teaching hence teaching and learning process is affected because teachers cannot perform effectively. Quality learners according to UNESCO are learners who are healthy and supported in learning by their families and communities and that community control of schools appeares to be a promising approach and it increases parent involvement, hence they thought schools might become more responsive to student needs.

5.18 Attendance of Pupils from Monday to Friday

The study sought to find out whether attendance of pupils affects their academic performance. The aim was to establish a relationship between the rate of pupil's school attendance and pupil's academic performance. Findings on late of pupils

school attendance shows that 1(10.0%) respondents argued that many pupils did not attend school frequently, hence there is truancy. 7(70.0%) respondents contended not all pupils attended school frequently. 2 (20.0%) respondents said that truancy is high and that, many pupils were poorly attending school in a week.

The data above confirm that pupil's school attendance is poor and that if they did not frequently attend to school it is difficult to them to learn, understand and complete the intended syllabus, the situation which gave difficulties to the teachers to complete the intended syllabus, hence the pupils ending in failure. Bonesronning et al, (2004) States that, Parents may alter the investment in their children when they are not serious with attendance of their children in school because when pupils miss school several times it becomes difficult to them to catch-up on what is taught in the class hence perform poorly in their final examination and Ensuring regular participation of children in school remains a critical issue.

5.19 Existence of Parent Teacher Association

Findings indicate that 6(60%) respondents contended that in most of schools parents Teacher Association did not exist. The table also 4 (40%) respondents argued that much school Parents Teacher Association existed. Epstein, (1998) states that, the most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home and that support from parents is the most important way to improve the schools and that lack of parental involvement results into pupils academic poor performance. So the main reasons for developing school, family, and community partnerships, is to help all youngsters succeed in school and in later life.

5.20 Function of Parent Teacher Association

Findings show that 6 (60.0%) respondents explained that the function of the Parents teachers Association was to maintain school development and pupil's attendance. The Table 4.12 shows that 3 (30.0%) respondents pointed out that function of Parents Teachers association was to control truancy, while 1 (20.0%) respondent argued that function of Parents Teachers Association was to control school funds. McManus, 2005, points out that; parent involvement is a crucial force in children's development learning, and success at school and in life.

Patrikakou, **(**2008) argues that**,** it is extremely important to let families know if their children are performing successfully. This in turn provides a broader context to parents, who will then be in a better position to receive news of any concerns school personnel who may need to share with them. This positive style of communication establishes a constructive tone in home-school relationships and makes it easier for parents and teachers to work together for the child's benefit.

5.21 Number of Parents Meeting In a Year

Findings show that 7(70.0%) respondents argued that parents meetings on school development were conducted twice in a year, 2(20.0%) respondents contended that most in many schools, parents meeting were only conducted once in a year, 1(10.0%) respondents said that parents meetings on academic improvement were held four times in a year. Center for Great Public Schools (2008) states that, when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life.

It is true that, Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer. Parents, family and community involvement in school's matters, is a key factor in addressing the school dropout crisis, and is noted that strong school-family-community partnerships foster higher educational aspirations and more motivated students.

5.22 Parents' Key Role in Improving Academic Performance

The study sought to find out whether the parents now their key role in improving academic performance of their children. Findings the of the Parents key role in improving academic performance of their children are indicate that the knowledge of the on their key role in improving academic performance varied widely. Majority of the respondents 7 (70.0%) said that few parents know their key roles in improving academic performance, followed by 2 (20%), respondents who argued that no any parent knows his/her key role in improving academic performance and finally 1(10.0%), respondent stated that all parents know their key roles in improving academic performance. This was reported also by Epstein, (1998) who argued that Education should not be prescribed to students by their teachers only. Instead, teachers, parents, and children should work together as a team to best support each student's learning needs.

So in order for the pupils to perform positively academically, there is a needs to establish close communication and academic partnership between parents, teachers and students, this set up will enable parents to know their key responsibilities in

improving academic performance by making close follow up at schools so as to strengthen academic development of their children, which will result into better academic performance of their children.

Christensen and Cleary (1990) assert that, parents who are involved with their children's education are those who consistently demonstrate good parenting skills, communicate with the school staff, volunteer their time in the school, help their children learn at home, take an active role in school-related decision making, and who regularly collaborate with the school community. Maruff (2011) argues that parents' active involvement results in greater recognition of teachers' skills, enhanced parental understanding of the inner workings of the school, and higher school ratings in effectiveness and program success and that where students achievements were found, parent involvement was a significant factor in both accelerated and sustained student academic performance.

5.23 Ways to Enhance the Functioning of Schools Committees in Improving Students Academic Performance

The findings aimed at enhancing functions of school committee in improving academic performance in the study area. The findings indicate that 9(60%) of respondents argued that, teacher's capacity building to school committee members could be one of the ways that could be used to improve academic performance in Primary School Leaving Examination in Nzega District. It was also revealed that 4(27%) respondents argued that school committee members should be paid allowances so as to motivate them, because as per now they are not paid anything by the school, they think it's better to involve into other economic activities rather than

schools' activities. It was also found that, 2(13%) respondents argued that the members of school committee should be form four and above education wise.

When interviewed, one education officer had this to say:

> Most school committee members are not aware with their responsibility because they are not trained on what they are supposed to supervise at school, really they need capacity building in order to enable them perform effectively and this will help also to improve academic performance in primary schools.

Boards are in the unique position as elected officials to work with the community and district staff to establish raising student achievement as the central, core belief of the district and to define what improving achievement means to their individual districts and communities. The board's role expands to establishing strategic goals and success indicators for improvement. Armed with these board-approved strategic goals and indicators, boards continually should inquire whether the vision and goals are in fact driving every aspect of the school programs (Waters, , *et al*. 2006).

Improving student achievement requires strong and effective leadership at the helm of every school district, with school directors working at the policy level and district and school administrators working at the operational level. Together, school directors and administrators work as a governance-management team to ensure continuous improvement. So in order for the school board to function effectively there is a need for the government to provide capacity building that will enable the committee member to know and implement their roles of planning and supervising schools so as to improve academic performance in primary school leaving examinations.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Overview

This chapter presents summary, conclusion and recommendation of the findings from the study on improving academic performance in primary school leaving examination at Nzega district.

6.2 Summary the General Objective of this Study was to Access the in Fluency of School Committees on Academic Performance in Primary Schools in Nzega District, Tanzania

Based on the study, academic performance in primary schools in Nzega District is determined by a number of factors. These factors include: Mining activities, livestock husbandry, language challenge and culture vis-à-vis schooling, other factors include shortage of instructional materials; limited funding; small number of qualified teachers, unsupportive school environment; poor and /or lack of laboratories as well as lack of well facilitated libraries.

The study found also that shortage of teachers, pupils' truancy, poor teachers' classroom attendance, limited schools' infrastructure, lack of strong School Committees, lack of motivation for teachers, involvement of parents into academic issues and lack of proper mechanism to control teacher's commitment to mention a few. The study found that there existed relationship between core functions of School Committee and students' academic performance. Despite the critical role of school committees, it was apparent that the committees did not operate to the

standards resulting in poor students' academic performance in Nzega district. It was suggested that in order to improve academic performance, there is a need to empower and to involve school committees to ensure they effectively manage primary schools including facilitation of all necessary school requirements and facilities.

6.3 Conclusion

Findings indicate that effort of school boards to improve the academic performance of primary school pupils in Nzega District is limited by several challenges including the following:

(i) Shortage of teachers;

(ii) Community culture and attitudes towards education;

(iii) Pupils' truancy;

(iv) Poor teachers' classroom attendance;

(v) Shortage of teaching and learning materials;

(vi) Lack of funds to run schools;

(vii) Shortage of schools' infrastructure;

(viii) Lack of strong school committees;

(ix) Language challenge;

(x) Lack of motivation for teachers;

(xi) Minimum involvement of parents into academic issues;

(xii) Lack of mechanism to control teacher's commitment;

(xiii) The number of pupils at school;

(xiv) Existence of parents teacher association;

(xv) Function of the parents teachers association;

(xvi) Parents meetings on school development;

(xvii) Parents' key role in improving academic performance;

(xviii) Limited number of teachers at school;

(xix) Lack of clear responsibilities for school committee and

(xx) School committee members' qualifications;

Despite the role of school boards in improving pupils academic performance, it appears that there are many challenges beyond the ability of the school boards which place a limit to the effective and efficient teaching and learning consequently impacting the quality of primary school education. , As the factors for poor academic performance in primary school leaving examinations still persists and as time goes on, results become poorer and poorer.

6.4 Recommendations

6.4.1 Recommendations for Action

Based on the research findings, the researcher recommends the following for an immediate action:

(i) Education administrator at District, Ward and Village level should conduct regular meetings with parents/guardians to review the academic performance of their children:

(ii) Parents/guardians should produce joint action plan on how best to work as a team to improve retention and performance of students at all levels

(iii) Capitation grants should be increased to Primary schools in order to enable schools to purchase teaching and learning materials;

(iv) Parents in cooperation with schools Managements should seriously supervise pupils in their studies so as to make them perform better in their studies;

(v) The government; School committees, teachers and parents and other stakeholders should work cooperatively to look for the best ways of eradicating the truancy by enforcing bylaws to the parents, guardians and all people who do not care of their children school attendance prevent;

6.4.2 Recommendations for Policy

Based on the research findings from the study, the following recommendations are made for policy reflection:

(i) The government in cooperation with the community should create the best strategies that will enable pupils in primary schools perform better in their academic programs;

(ii) In-service training should be provided to primary school teachers so as to equip them with knowledge, teaching methods for basic skills in order to enable them to overcome various academic changes which is facing the universe;

(iii) Primary schools should be allocated with enough capitations by the Government so as to enable schools to run smoothly;

(iv) The Government should provide enough teaching and learning materials in Primary schools;

(v) The government should give priority of the national budget to education sector;

(vi) Through its budget, the government should provide better salary and other motivation which will enable teachers to work effectively as per now teachers are demoralized to work because of low salary and no allowances hence they are involving in entrepreneurship to improve income rather than teaching hence failure to work effectively;

(vii) The whole community and other educational stakeholders should assist the government in construction of various infrastructures like teacher's houses, classrooms, and toilets, also in making school furniture.

6.4.3 Recommendation for Further Research

Since the study was about an assessment of improving academic performance through schools committees with particular reference to primary school leaving examinations in Nzega district, Tanzania. In order to ensure the primary education achieves the national aims as stipulated in the education and training policy 2005; it is recommended for other research around similar topic. Further studies may concentrate on:

On the effect of policy on parents' involvement in pupils' performance in primary schools in Tanzania. This is due to that most factors contributing to poor academic performance result from national education and training policy.

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APPENDICES

Appendix 1: Structured Interviews for the Head Teachers

(1) What are the major factors which contribute to poor academic performance in Nzega district?

(a)……

(b)……

(c)……

(d)……

(d)……

(2) What is the attitude and perception of the parents and school community on the academic poor performance in Primary School Leaving Examination?

……

……

……

……

……

(3) Does your school have enough teaching and learning materials to support teaching and learning process? (Yes/No)

If No, briefly explain why, If Yes explain why poor academic performance.

……

……

(4) What is the Pupils book ration at your school?

.....

.....

.....

.....

(5) How often does your school receive financial resource and how do you spend.

……
……
……
…

(6) Does the school have any mechanism to control teaching staff in implementing the school curricular (Yes/No)

If Yes, explain the mechanism,

If No explain briefly why there is no any mechanism

……

……

(7) How many teachers do you have at your school?, What are the qualification? , Does teachers qualification make any difference in as far as performance is concerned? Briefly explain

……
……
……
……

(8) Does the school committee exist in this school?(Yes/No)

……
……

(9) What are the education qualification of the school committee members at your school?

……
……
……

(10) Mention three core function of the school committee

(a)……

(b)……

(c) ……

(11) How many school committee meetings are planned and conducted in a year at your school? .....

(12) What are the main agenda which the school committee is interested

……
……
……

(13) Briefly explain if the resolution and decision made by school committee

on academic improvement help the school to perform.

……
……
……
……
……
……
…

(14) Explain briefly on how often the school committee is involved in planning the academic improvement at your school

……
……
……
…… ……...……

(15) Mention the total number of the pupils in your school……

(16) Do all pupils attend to school and classes from Monday to Friday? (Yes/No)

If yes what do you think are the factors which attract them at school?

……
……
……

If no, What are the causes of poor attendance?.

……
……
……

(17) Does the school have Parent Teachers Association?(Yes/No)……

(18) What are the core functions of Parents Teachers Association? And how are they implemented at your school

…..……..……
……
……..

(19) How many meetings are planned to be conducted with the Parents per year?……
……
……..……
……..

(20) Does the parents now their key role in improving academic performance of their children?(How)…….
……..……
……..……..……
……

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Appendix 2: Questionnaires for Teachers

(1) What is your major responsibility on school curriculum implementation

……
……

……

(2) Explain how do the teaching and learning documents assist you in conducting your
lessons……
……
……

(3). How often do you evaluate academic progress of your school? Briefly explain

……
……
……

(4). Which teaching methods do you apply in teaching your pupils? briefly explain

……
……
……

(5) What are the ratios of books to pupils and teacher to pupils in this school?

……
……

(6) How do you co-operate with the head teacher and the parents in improving academic performance in this school?

……
……

(7) Does you class have pupils who do not know three Rs, i.e Reading, Writing and Arithmetic? (Yes/No) If yes what are the causes.

……
……

(8) What is the initiative to eliminate the challenge facing the pupils lacking the three Rs
Skills?……
……
……
…

(9). what do you think are the factors contributing to the poor academic performance in Primary School Leaving Examination in your school?……
……

(10) Do you think there are serious strategies which the schools have set to overcome academic poor performance? Briefly explain.

……
……

(11) How often do you give test and assignment to your pupils?……
……

(12) Explain on how you assess knowledge, competence, skills, and attitudes of your pupils on various topics you teach.……
……
…

(13) What are the documents which you consider in setting test, assignments and examinations to your pupils?……
……

(14) Does the school have the culture to give academic performance progressive report to the parents? (Yes/No)

If yes what are the responses of the parents on the performance of their children?……
……

If no, briefly explain why you do not give academic pupils academic reports

……
……

(15) Does the Parents Teachers Association exist in this school (Yes/No)……

(16) Briefly explain if the existence of parents Teachers Association can strengthen academic performance in this school?

……
……

(17) How often does the staff evaluate the implementation of the strategies which

Set to improve academic performance?

……
……

(18) What are your suggestions on what can be done to improve academic performance? In Primary School Leaving Examination?

……
……

(19) Briefly explain the extent to which the staff is involved in planning school development and unlocking various challenges facing the school

……
……

(20) Do you have any mechanism to control attendance in your class?, and what are the action taken to the pupils who miss the classes?

……
……

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Appendix 3: Questionnaire for Pupils

(1) Mention three factors which attract you in your school

a……b……..c……

(2)How far do you live from this school? Briefly explain the distance from home to your
school……
…..……
……

(3) How does the distance from home to your contribute in your academic performance?

……
……
…

(4) Do the teachers have the tendency to attend classes and regularly teach you according to the timetable? (Yes /No).

If yes, do you get well involved by discussing the taught topic?

If no, What do you do to make teachers teach according to the timetable.

……
……
…

(5) Is there any mechanism which controls the teacher attends and teaches? Mention one.

(a)……

(6) What is your responsibility at this school?……
……
……

(7) Have you ever think of becoming educated person in your family and what profession you inspire.……

……
……

(8) Mention two areas where the pupils are involved in decision making at your school?

(a)……

(b)……

(9) What do you know about capitation grant at your school? Briefly
……
..

……

(10) Does the school have a pupil's school Assembly? (Yes/No)……

(11) How often do the pupils meet on school assembly per term?.....

(12) What are the key issue which are normally identified and discussed, and what are the action taken to overcome the challenges?.....……
……
…

(13) Do the parents make follow up on your attendance and advise you on good academic performance?

……

……

(14) Mention major factors which contribute to poor academic performance

(a)……

(b)……
(c)……

(15) Do the pupils have any contribution on the academic poor performance in Primary School Leaving Examination? (Yes/No)

If Yes. Explain how

(a)……
(b)……
(c)……

(16) Do you have any shortage of books in every subject in your class.(Yes/No)

If Yes, How many pupils share one book? ……

(17) Do teachers regularly attend and teach pupils by using aids? (Yes/No)

If Yes, how are the pupils involved the in the whole process of learning?

……

……

If No, what do you think are the reasons lead them not regularly attend and teach?……
…

……

……

(18) Which is the teaching method that the teachers always apply in conducting their lesson?
(a)……
(b)……

(19) Do the teachers provide exercise and test in every period after completing conducting the lessons? (Yes/No)……

(20) Do the teachers assist the pupils to correct the mistake which happen after test? Briefly
explain……...

……
……

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Appendix 4: Questionnaire for District Education Officials

(1) What are the educational challenges which are facing teaching and learning process in primary Schools in Nzega district Council?

(a)……..……
…

(b)……

(c)……

(d)……

(2) Briefly explain how do those challenges contribute low performance in Primary schools Leaving Examinations?

……
……
……
……

(3) Have your District set any strategies to overcome the problem of poor academic performance in Primary School Leaving Examination?

(Yes/No) If Yes, mention four strategies.

(a)……
(b)……

(c)……
(d)……

If No. briefly explain…….....

……

……

(4) Are primary schools regularly inspected? What are the major findings in the inspections?

……
……
……
……

(5) Briefly explain on how you work on the inspection report, and actions which you often take to support the inspection report.

……
……

(6) How often do you conduct workshops/training to the Head Teachers on Administration skills in a year? Explain……
..……
……
…

(7) Does the Department have any in service training programme for teachers?

If yes, mention the number of teachers who have benefited from the training.

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

(8) Briefly explain if there is any improvement in teaching and learning process after the In service teachers training being conducted

……
……
……

(9) Mention any three subjects which seem to challenges most teachers in implementing curriculum? In you District

……
……
……

(10) How does the District Council support teaching and learning process?

Briefly explain.

……
……
……
……
……

(11) Briefly explain how Primary Schools Capitation is administered at Council and School level.

……
……
……
……

(12) Does the Council provide any motivation to teachers who implement well the school curriculum (Yes/No) if yes, mention three types of motivation .

(1)……

(2)……

(3)……

If No explain briefly.

……
……..……...……
…….....……

(13) How many primary schools in your Council have active school committees?……
……

(14) How many meetings are conducted by the school committees per year, and what is the main agenda.……..……
……
……
…

(15) How do the school committees sensitize the community in enhancing academic performance in schools?……
……
……
…

(16) What are the challenges facing school committees in improvement of academic performance?……
……

……
…

(17) What are the strategies in place for solving the school committees challenges……
……
……

(18) Which measures are taken by the village and ward government to the parents who cause truancy to their pupils?……
……
……

(19) Briefly explain on how parents are involved in enhancing academic performance of theirpupils……
……
……
…

(20) What do you think should be done to improve academic performance in primary school.……
……
……

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Appendix 5: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759Dar es Salaam, Tanzania,
http://www.out.ac.tz

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

20/02/2014

To Whom it May Concern

RE: RESEARCH CLEARANCE

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

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue research clearance to both staffs and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr Joseph Babeyo Reg. No. HD/E/161/T.08** is a Masters student at the Open University of Tanzania. By this letter **Joseph Babeyo** has been granted clearance to conduct research in the country. The title of her research is **"Evaluation of Poor Performance in Primary School Leaving Examination at Nzega District: What is wrong with School Management"**. The research will be conducted in Nzega District.

The period which this permission has been granted is from 20th February, 2014 to 20th May, 2014.

In case you need any further information, please contact:
The Deputy Vice Chancellor (Academic)
The Open University of Tanzania
P.O. Box 23409
Dar es Salaam
Tel: 022-2-2668820

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

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

Appendix 6: Introduction Letters from Nzega Municipal Council

Jamhuri ya Muungano wa Tanzania

OFISI YA WAZIRI MKUU
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

Telegrams: **MKUUMKOA**
Telephone: 026 – 2604058/2604116
Fax: 026 - 2604274
E-mail: **rastabora@pmoralg.go.tz**
Tafadhali unapojibu taja:

Ofisi ya Mkuu wa Mkoa,
S.L.P. 25,
TABORA.

Kumb. Na:AC.154/218/01'B'/29

25 Februari, 2014

Mkurugenzi Mtendaji,
Halmashauri ya Wilaya,
NZEGA.

YAH: KUMTAMBULISHA BW. JOSEPH MABEYO REG.HD/E/161/T.08 ILI KUFANYA UTAFITI WA KIELIMU KATIKA HALMASHAURI YA WILAYA YA NZEGA

Tafadhali husika na mada tajwa hapo juu.

Mtajwa hapo juu ni Mwanachuo wa Chuo Kikuu Huria cha Tanzania ambaye anafanya Shahada ya Uzamili - Kozi ya Sera, Mipango na Uongozi katika Elimu, (Masters of Education Administration Planning and Policy Studies).

Kwa mujibu wa barua ya tarehe 20/02/2014 kutoka Ofisi ya Makamu Mkuu wa Chuo Kikuu Huria, Bw. Joseph Mabeyo amepewa kibali cha kufanya utafiti wa Kielimu kuhusu "Evaluation of Poor Performance in Primary School Leaving Examination at Nzega District: What is wrong with school Management".

Kwa barua hii ninaomba kumtambulisha wako ili aweze kufanya utafiti huo na kwamba apewe ushirikiano katika kutimiza adhima yake.

Nashukuru kwa ushirikiano.

Stephen A. Bushiri
Kny: KATIBU TAWALA MKOA
TABORA

Sab/jm

K.n.y KATIBU TAWALA MKOA
TABORA

HALMASHAURI YA WILAYA NZEGA
(Barua Ziandikwe kwa Mkurugenzi Mtendaji)

Benki: NMB Nzega
Telegram: HALMASHAURI
Simu: 026 269 2301
Simu: 026 269 2349
Fax: 026 269 2349

E-Mail Address
nzegadc@yahoo.com

Ofisi ya Mkurugenzi Mtendaji (W),
Idara ya Elimu
S.L.P. 99,
NZEGA- TABORA,
TANZANIA
10/3/2014

Unapojibu nukuu: E1/1/VOL.V/81

Katibu Tawala Mkoa
S.L.P.25
TABORA,

YAH: BW. JOSEPH MABEYO, REG. HD/E/161/T.08 KUPOKELEWA NA KUFANYA UTAFITI WA KIELIMU KATIKA HALMASHAURI YA NZEGA.

Tafadhali husika na kichwa habari hapo juu pia rejea barua yako ya tarehe 25/2/2014 kumbukumbu na. AC.154/218/01 'B'/29 na mada ya kumtambulisha mtajwa hapo juu.

Napenda kukuhakikishia kuwa alipokelewa, amepewa msaada na ushirikiano kadri ilivyozekana ili afanye Utafiti wa Kielimu kuhusu 'Evaluation of Poor Perfomance in Primary School Leaving Examination at Nzega District', ukiwa ni sehemuya kukamilisha mahitaji ya Kozi yake ya Uzamili – Sera, Mipango na Uongozi katika Elimu (Masters of Education Administration Planning and Policy Studies).

Asante.

Telesphory C. Tegile
k.n.y Mkurugenzi Mtendaji Wilaya,
NZEGA.

MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
NZEGA.