

**QUALITY FACTORS AFFECTING ACADEMIC PERFORMANCE OF
STUDENTS IN SECONDARY SCHOOLS IN TANZANIA MAINLAND:
CASE OF SELECTED PUBLIC SECONDARY SCHOOLS IN TANGA**

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

2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends to the Senate for acceptance a dissertation entitled; “*Quality Factors Affecting Academic Performance of Students in Secondary School in Tanzania: Case of selected Public Secondary Schools in Tanga*”, 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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I, **Cornelius Gasper**, do hereby declare that this dissertation is my own original work and that it has not been and will not be presented to any other University for a similar or any other degree award.

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.....

Signature

.....

Date

DEDICATION

This work is dedicated to my most loved parents late Cornelio Benjamin and Ndumiakunda Lema for parental care since my childhood to the day of their bereavement. May God receive them in the eternal life. Amen. I also dedicate this work to my wife Upendo Mlay. She is a wonderful wife to me, a mother, mentor and somebody who cares for my achievement. I am grateful for her encouragement, concern and love. May the Almighty God bless her!. Lastly, I dedicate this work to my young brother late Greyson C. Lema who passed away while I was in my final examination. May God receive his soul in eternal life; Amen.

ACKNOWLEDGEMENT

There is no true achievement without encouragement. I acknowledge the grace of God for benefits He has bestowed upon me. This dissertation is as a result of co-operative efforts of many individuals. Limitation of space permits only a few to be mentioned here. I extend my sincere heartfelt gratitude to my dissertation supervisor, Dr. M. Ng'umbi, for his devoted heart, cordial and tireless support extended to me throughout the work. He spared his valuable time to guide, read, and provide helpful suggestions, corrections and recommendations that refined and made this work a scholarly one. His constructive criticism, scholarly guidance, advice, patience, encouragement and unwavering support have made this dissertation what it is. I appreciate his concern and contributions to this study. I also extend my sincere appreciation to my beloved wife, Upendo Elias Mlay, who gave me strength during the time I felt tired. She was there to encourage me when I despaired. I also thank my family for being patient and paying fees for my studies. Without that support I would not have met the financial requirements. I am also grateful to my fellow workers for their endless co-operation, encouragement and challenges which helped to refine my academic scope. My thanks would be incomplete without acknowledging the contribution from district officers, ward education co-ordinators (WECs), School Inspectors, head teachers, class teachers, students, parents and guardians who responded to my interview questions and discussion that yielded data for this study. However, none of the above mentioned are associated with any shortcomings of this study. I remain solely responsible and accountable for any shortcomings in this work.

ABSTRACT

This dissertation is concerned with quality factors affecting academic performance of students in secondary schools in Tanzania mainland case of selected Public Secondary Schools in Tanga. The study rests on the following objectives: to identify quality factors available in secondary schools that affect academic performance of students and to examine the role of quality factors on academic performance of students in secondary schools in Tanga. Finally, the study was aimed to establish quality factors strategies the schools need to put in place to realize good students' academic performance in secondary schools. Data collection methods comprised interviews, focus group discussion and documentary review. The data collected were analysed thematically. The findings of the study revealed various quality factors were available in secondary school, poor school infrastructures, shortage of curriculum materials and shortage of science teachers. Some of the reasons which account for this disparity are such as lack of fund, political influence, poverty, lack of strong school board to monitor implementation and lack of education and awareness to parents. The quality factors have the role to play in providing good education to children. However, most of the schools lacked important infrastructure such as library and laboratories which were not finished and many buildings were poorly built and uncompleted. Also, regardless of the teaching and learning to be poor caused by lack of necessary materials, quality in school could be improved through these strategies; building infrastructure, school inspection, self-assessment, teaching and learning materials, teachers ratio, parents' participation as well as the in service training. Recommendations to attain quality in secondary schools are attached.

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LIST OF ABBREVIATIONS

AIR	American Institutes for Research
BRN	Big Result Now
CAG	Controller and Auditor General
CAMFED	Campaign for Female Education
CBC	Competence Based Curriculum
CEDEFOP	European Centre for the Development of Vocational Training
CIS	Chief Inspector of Schools
CSS	Community Secondary Schools
DED	District Executive Directors
DSEO	District Secondary Education Officer
ESDP	Education Sector Development Program
FEA	Forum on Educational Accountability
FGD	Focus Group Discussions
HOS	Head of School
LGRA	Local Government and Region Administration
MOES	Ministry of Education and Sport
MOEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania
NGO	Non-Governmental Organizations
OECD	Organisation for Economic Cooperation and Development
PASHA	Prevention and Awareness for Secondary Schools on HIV Aids
PEDP	Primary Education Development Programme
PMO	Prime Minister Office

PSLE	Primary School Leaving Examination
SEDP	Secondary Education Development Program
SES	Social Economic Status
SI	School Inspector
TIE	Tanzania Institute of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania
VET	Vocational Education Training
WECs	Ward Education Coordinators

CHAPTER ONE

1.0 GENERAL INTRODUCTION

1.1 Introduction

This study is about quality factors affecting performance in secondary schools in Tanzania case of selected public secondary schools in Tanga. In this chapter, background to the problem, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study presented. In addition; limitations of the study, delimitation of the study, definition and clarification of terms and conceptual frame work which guide the study are presented.

1.2 Background to the Study

In present day national perspectives, quality is at the top of most agenda. Ways to improve the quality of education is very much the important task facing any education institution. Quality education has its significant impact and invaluable contributions to manpower development. Students therefore have the right to education of good quality, hence, the training of inspectors in quality system to be able to work with schools to achieve the expected standard (Oyetola, Kayode & Okunuga, 2012).

By so doing, inspectors work with the school in the following areas: achievement and standard, learners' welfare and participation, personal development, quality of teaching and learning, quality of curriculum and other activities, care/guidance and support, learning environment, leadership and management, overall effectiveness of

the school, what school does well and what school should do to improve its performance (Oyetola, Kayode & Okunuga, 2012).

Therefore, education should be monitored and evaluated before, during and after provision to make sure standards are maintained. Thus, school inspection is an important instrument for the Government to assure that there is good performance in secondary schools. This makes it important that the School Inspectorate conducts their duties in an efficient and effective way (CAG, 2008).

According to URT (1995) school inspection is a vital means of monitoring the delivery of education, adherence to the stipulated curriculum and set standards and ensuring efficiency and quality in education. Therefore the efficiency and effective delivery of education under the decentralized and liberalized education system as stipulated in the Education and Training Policy guidelines, requires closer monitoring of schools as well as horizontal feed-back mechanisms between the inspectors and education agencies, managers and administrators at zonal, regional and district levels (URT 1995).

According to MOEVT structure, the School Inspectorate is a unit within the Ministry of Education and Vocational Training, headed by the Chief Inspector of Schools (CIS) who reports directly to the Commissioner for Education. The Schools' Inspectorate is responsible for:

- ensuring adherence to set policies, laws, regulations and standards of education in the school system of Tanzania;

- advising the Commissioner for Education on matters pertaining to school inspection;
- preparing guidelines on inspection and inspection targets for schools and colleges;
- recommending strategies for improving the quality of education;
- carrying out inspection visits to schools and colleges, as well as to district, regional and zonal education offices;
- recommending follow-up action in school inspection reports;
- approving guidelines for the evaluation of instructional materials intended for use in schools and colleges;
- Preparing and submitting quarterly and annual evaluation reports for the Inspectorate (URT 2013).

According to the Education Act number 25 of 1978, the inspection of schools should ensure that all schools comply with the Government's Education Policy and the Education Act. Appropriate recommendations should also be given to the headmaster or the headmistress (CAG 2008). However, national structure for school inspection makes them to be difficulty to attend all schools according to geographical locations. Under this structure all secondary schools are under zonal school inspection office where the zonal has to monitor two to three regions. This will require enough personnel and transport so as to reach as far as all districts where these schools are found.

Overall, due to the need to produce a skilled workforce, there is a new effort to improve secondary education. Also, expanding and strengthening primary education

creates a pressure and a need for expanding secondary education. There is a move towards developing secondary education, but at as low a cost to governments as possible. In the past, it was the duty of the government to provide secondary education to all children. However, due to demographic growth and financial constraints, most African governments have been unable to provide secondary education adequately (AIR 2002).

The increasing number of secondary schools surpasses the capacity of the school inspectorate as one of the important tool for the Government with the mission to notice and ensure the quality of good performance in the schools. Therefore, this makes impossible that the School Inspectorate to conduct its duties in an efficient and effective way. There have earlier been indications showing that the school inspection is not as efficient and effective as intended (CAG 2008). Measures have also been taken to improve the situation. However, when it comes to students' performance in secondary school, the results are still poor (CAG 2008).

Furthermore, Ministry of Education & Vocational Training has been assigned overall responsibility for coordinating the development of the Nation's education system and ensuring its quality. By law, the Ministry is obliged to approve the establishment of all new schools, to maintain a register of such institutions and to carry out periodic inspections to monitor standards. Therefore when a new school is established by the Government, the Ministry of Education & Vocational Training employs a series of internal procedures to ensure that it conforms to the basic standards prescribed for each level of education (URT, 2013).

However, the use of Quality Assurance management system has become popular in the administrative world. The days of quality control practice in industries are over, quality assurance has taken over. In the education industry, the worth of any educational system is based on its ability to produce quality output (students) that can contribute to the development of the society. It is then the function of the education managers to identify and solve problems that may work against quality delivery of education. (Oyetola et al 2012).

According to Ayeni, & Adelabu, (2012), there is actually a general belief that the condition of school's learning environment including infrastructure has an important impact on teachers' effectiveness and students' academic performance. The facilities that are needed to facilitate effective teaching and learning in an educational institution include the classrooms, offices, libraries, laboratories, conveniences and other buildings as well as furniture items and sporting equipment. The quality of infrastructure and learning environment has strong influence on the academic standard which is an index of quality factors in the school.

Quality education is the desired state of education system in the society which can deliberately meet the needs of those who pass through the education system, for them to bring the desired changes in the society in which they are affiliated to (Mkonongo, 2012).

Performance in secondary schools for nearly five years have been deteriorating without reasonable reason and expectation of the society compared to effort which

were taken by the government through SEDP and other programmes to increase improvement. According to Mkonongo (2012) this improvement will lead to increased achievement and competencies of learners and teachers which in turn will also reflect efficient and effective output/ outcome of secondary education.

Apart from that, Claussen. & Assad. (2010) assert that Tanzania's expansion in primary and secondary education over the past years has been impressive by all standards. However, the question is whether the expansion in education infrastructure and enrollment has been matched with a commensurate increase in resource allocation, that the resources have reached out to service delivery providers and in particular schools, and to what extent it has been implemented without undue sacrifices on quality of education as measured by students' performance.

The problem that needs to be investigated in this study is how quality factors affect academic performance of students in secondary schools. Therefore, it helps to control the ambition of the country that "good quality secondary education is a prerequisite for good quality human life labour skills and economic productivity" (SEDP II 2010). As Asikhia (2010) argues that education is the best inheritance a nation can give to her citizens, especially the youth. Indeed, the development of any nation or community largely depends on the quality of education of such a nation.

Apart of all these quality factors has been made to make sure good and quality secondary education is given to students and the schools meet the standard to provide the intended quality services. Quality factors relate to the achievement of

educational programme standards which are established by institutions professional organizations and government. Therefore, Oyetola, Kayode & Okunuga (2012) comment that quality assurance is not a day affair: it takes as long as the inspectors are able to marry the school, especially the teachers in terms of improvement, with its expected achievement. This is because inspection in quality factors is not to nail or condemn teachers but to work together to see where improvement is needed.

Quality factors mechanisms are the processes by which the achievement of these standards is measured. However the responsibility of controlling and coordinating secondary schools is a function of Prime Minister Office (PMO) which implements policy formulated by the Ministry of Education and Vocational Training (MOEVT) on quality factors.

In addition, all matters relating to ensuring quality places the school head at the focal point. This is because quality assurance is a management function and the headmaster/mistress occupies a central position in the management of the school and therefore has responsibility for ensuring quality in the school (Fasasi. 2014). Likewise, as supported by Adegbesan (2010) that the roles of educational managers range from administrative to professional. Professional staff in the education industry should be concerned about how they manage the educational resources allocated to them for use as well as the control of their schools and students. That case is not applied in Tanzania as most of heads of schools are not seriously put much time on schools development, this may be caused by bureaucracy and lack of power to make decision even to what is within their level.

Similarly, quality in education is the degree to which education can be said to be of high standard, satisfies basic learning needs, and enriches the lives of learners and their overall experience of living (UNESCO, 2000). In Tanzania context, secondary education has yet to help the learner in their lives as majority run to motor cycle rides and music. This is contrary to education aims and goals where we expect a student who learns agriculture in secondary school can use his/her knowledge to establish a model farm in their society.

However, the issue of poor academic performance in Tanzania's secondary schools has been the subject of debate for a long time. There has been a general trend of massive failure in national examinations over a sustained period. Despite pupils qualifying for secondary education, those who progress constitute a minority of the population of school – age children (UNICEF, 2001). Therefore, up to now there is no clear mechanism on how the quality factors affect academic performance of students in public secondary schools.

Also Dill, (2000) in OECD. (2005), drawing on studies on the outcomes of academic audit procedures in the United Kingdom, New Zealand, Hong Kong and Sweden argues that academic audits have placed attention to enhancing teaching and learning on institutional agendas. They have also helped to clarify responsibility for improving quality in teaching and learning at the individual, academic unit, faculty, and institutional level.

1.3 Statement of the Problem

Secondary schools have quality and standards set up to fulfill their objectives. Secondary schools need to have enough teachers, classrooms, teaching and learning materials and other facilities. Apart from having these, there are bodies of assessing the schools to make sure they meet quality as stipulated in the contract or aims of establishing the schools. The existing situations in secondary schools such as lack of teachers, shortage of teaching and learning materials, lack of laboratory, libraries and others quality factors make difficult for good academic performance (Mushashu, 2000).

A number of public schools have no libraries and there is an acute shortage of textbooks to the extent that you can find one book being shared among 20 students. This leaves the teacher the sole source of information. This might result in producing students of a limited scope (Mushashu, 2000).

In addition, school inspectors do not take measures to schools which run with shortage of teachers, teaching and learning materials and other facilities. May be because school inspection has not been effective as expected due to inadequate competent personnel, shortage or lack of transport, offices and office equipment, housing, and the ability of the inspectors to take appropriate and immediate corrective measures where necessary (URT 1995). Thus according to Mosha (2012) there are schools that do not see the school inspectors for years; hence their activities are not monitored. In that sense it is difficult to qualify to standard set because both schools and school inspectors face the same complexity.

Evaluation, on the other hand, is done by NECTA which set examinations for the whole country. The setting of examination cannot accommodate the ideas or opinions from teachers on what is taking place in schools. Therefore, these examinations are set without knowledge of what has actually been taught in schools and whether the syllabi have been followed or not (Mosha 2012).

Furthermore, service and working conditions of teachers, one of the most important factors that determine the quality of education and training is the quality of its teaching force. Job satisfaction and the ability of teachers to perform well professionally are key factors in the maintenance of the quality of education. In Tanzania, teachers are frustrated with a lot problems at schools and home, have experienced low and irregular salary payments, lack of proper housing, inadequate teaching facilities, low status accorded to them and limited opportunity for professional development (URT, 1995).

The social demand for secondary education as a result of UPE and PEDP where standard seven leavers increased has characterized the rapid increase of government and non-government secondary schools in many regions and districts. Also political manifesto has pushed the growing and mushroomed ward secondary schools. Most of these schools have been established and registered because of political pressures or in competition among groups of parents, NGOs or local leaderships at the regional and district levels. Very often, certificates for registration have been granted without first meeting the set minimum infrastructure requirements for a secondary school as provided in the guidelines for establishing such schools. This has resulted in sub-

standard school infrastructure and a decline in the quality of secondary education (URT, 1995).

When syllabi changed and Competence Based Curriculum introduced in 2005 a lot of confusion witnessed in schools, most of the old and experienced teachers were supposed to change to new paradigm. This occurred without teachers with the requisite competences, teachers' guides and basic textbooks had not been developed, the classroom teaching and learning environment in most schools was appalling, the quality of teachers' practice wanting and commitment lacking, the environment, teaching and learning facilities and equipment to support the new curriculum were non-existent. In such a context, when the important pre-conditions have not been met, only miracles will lead to effective implementation of CBC in Tanzania primary schools (Mosha 2012).

Moreover, Schleicher,(2007) observes that the experiences of the top school systems suggests that three things matter most: 1) getting the right people to become teachers, 2) developing them into effective instructors and, 3) ensuring that the system is able to deliver the best possible instruction for every child.

On the side of examination results, the observation trend for five years 2009 to 2013 in the selected schools of form four examination shows that for five years consecutively, only 1.9% managed to record a good pass rate of division 1 – 3 and the rest failure are 98.1% with division IV and 0. This is a serious problem that reflects low academic achievement rate and general poor quality of our secondary schools in Tanzania, (NECTA 2009-2013).

However, great efforts have been taken by the government and communities to rectify the possible anomalies. Programmes such as SEDP I and II are all directed to solve secondary schools problems. SEDP I the Secondary Education Development Programme launched by the Government in July 2004 was intended to be implemented in three phases of five years each. The Programme which was developed within the context of the broad Education Sector Development Programme (1997) and the Secondary Education Master Plan (2000) had five key objectives, namely: improvement of access; improvement of equity; improvement of quality; management reforms and improvement of education management systems (monitoring and evaluation including improvement of data collection system) (URT, 2010)..

In addition, MOEVT come up with different strategies to solve and promote education such as the Secondary Education Development Programme Phase II (SEDP II) which is a logical and necessary sequel to SEDP I. It covers both levels of secondary education: the four year O-level cycle and the two year A-level cycle. It captures strengths, weaknesses, challenges, and opportunities created by SEDP I. It builds from ESDP 2008-2017, annual sector reviews, ongoing Local Government Reforms, and consultative dialogues. It focuses on the following five key areas: Improvement of quality and relevance, Enhancement of access and equity, Improvement of the teaching force and teaching process, Improving management efficiency and good governance and Institutionalization of cross-cutting issues (URT, 2010).

Despite of these efforts little is known as to how quality factors have influenced on children's academic performance. One would think that if the government has put such efforts and good schools have good teachers, well resources text books, good infrastructure, learners put more time on task and are tested continuously and parent determines to take care and make follow up to their children, then the academic achievement would not be like the above of five years 2009 to 2013. Given the above scenario one would not doubt about the quality factors measures that are in place in those schools which perform this way. To know which specific quality factors that affect the academic achievement of the learners in those schools; there is a need of doing investigation to establish which factors and how they affect the academic achievement of the secondary schools as well as suggesting how the quality practice can be improved in those schools. Knowing these factors will help the policy makers and administrators to improve the quality factors in schools for better quality education in secondary schools. Therefore, this study intended to investigate the quality factors that affect the academic performance of students in selected public secondary schools in Tanga region.

1.4 Purpose of the Study

The purpose of this study was to explore the extent to which quality factors affected the academic performance of students in secondary schools.

1.5 Research Objectives

The specific objectives of the study were as follows:

- i. To identify quality factors available in Tanga public secondary schools that affect academic performance of students.
- ii. To examine the role of quality factors on academic performance of students in public secondary schools in Tanga.
- iii. To establish quality factors strategies the schools need to put in place to realize good students' academic performance in Public secondary schools in Tanga.

1.6 Research Questions

1.6.1 Research Questions for Objectives 1

- i. Which quality factors available in Tanga public secondary schools that affect academic performance of students?
- ii. What is the role of quality factors on academic performance of students in Tanga public secondary schools?
- iii. What strategies schools should establish to attain quality factors to realize good students' academic performance in Tanga public secondary schools?

1.7 Significance of the Study

Theoretically the finding of this study will serve as a guide to teachers, parents, school inspectors, educational officers and administration as to what key issues are related to quality factors that need to be emphasized to improve performance in secondary schools in Tanzania. Practically, the finding is expected to inform on how the internal quality factors affect academic performance in secondary schools and how better it could be improved, the relationship between school inspectorate and

academic performance and how better that relationship is to be done effectively. Lastly the finding will inform what school facilities are needed to make the school perform better in academic. Lastly, the results of the study are expected to provide an insight on how schools and education stakeholders can improve quality factors and improve academic performance in secondary schools.

1.8 Delimitation of the Study

Delimitation involves drawing boundaries or limiting the scope of the study in terms of the subject matter, respondents and study area (Best and Khan, 2006). The study focused on examining the quality factors that affecting academic performance in secondary schools as the determinant of secondary schools' performance in secondary schools. The study investigated three independent variables (quality factors, school inspectorate as quality assures organs and school facilities).

The study was confined to form three and four students, their parents, heads of the sampled secondary schools and district education officers. Other respondents who were sampled were school inspectors and ward education coordinators. The reasons for this confinement were, it was necessary to sample the respondents who were more actively involved in the decision making, implementation of the school curriculum and daily school activities.

These respondents qualified to explain how quality factors affecting academic performance in secondary schools due to the time they had been to school that was

three to four years. Moreover, students in form three and four had already sat several examinations and observed their predecessors/ former candidates.

Geographically, this study was confined to three districts Korogwe, Muheza and Handeni in Tanga region, whereby four sampled public secondary schools was randomly selected from these three districts to sufficiently accommodate different factors of the quality factors.

1.9 Limitation of the Study

Best and Khan (2006) define limitations as those conditions beyond the control of the researcher that may hinder the researcher from obtaining the necessary data, hence placing restrictions on the conclusions of the study. This study was limited by numbers of factors such as readiness and presence of respondents, biasness, time factors where the researcher had to cut short explanations and lamentations of some teachers as some had the tendency to talk more than the planed time, Non-availability of data and relevant documents was another limitation, bureaucracy in the corresponding institution and modes of record keeping in secondary schools.

1.10 Conceptual Framework

The conceptual framework for this study based on the variables that affected, the quality factors affecting academic performance of students. These variables subsequently affect academic performance and hence student performance. The variables included the school assessment as the role of quality factors in assisting them to foster academic performance. School assessment is partially done or not well done at all in most of the school as a result schools are opened without necessary

facilities hence affect academic performance. The assessment and procedure might affect the school expectation and seemed to be barrier to school function. Lack of power to school inspection unit as quality assurance might hinder the general school operation.

The variables are summarized in the figure below:

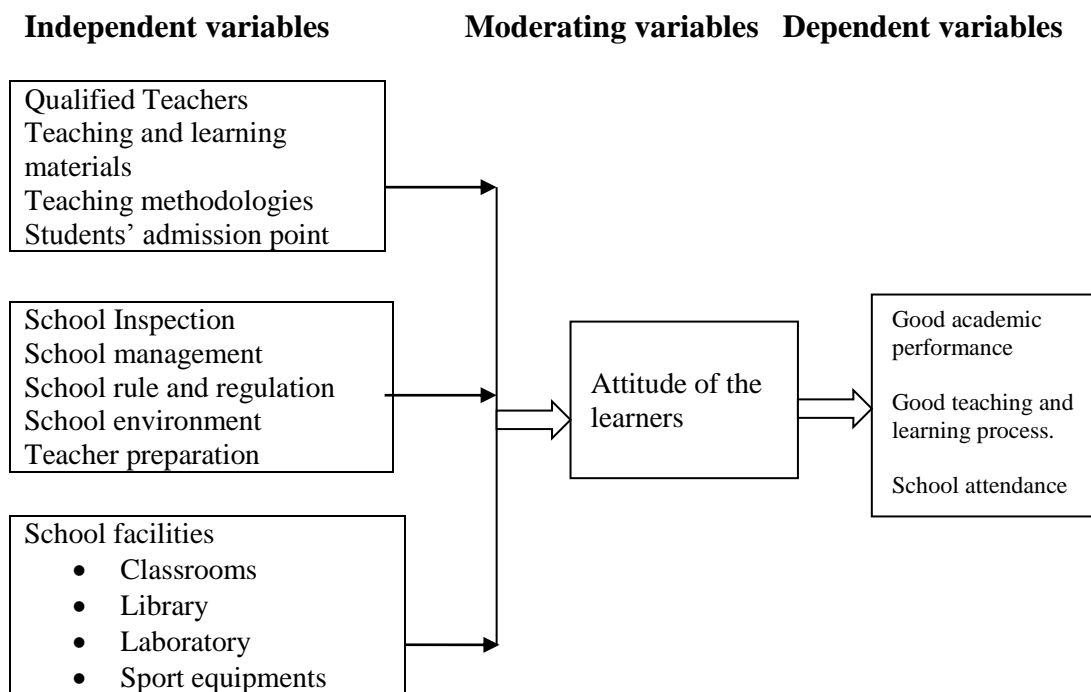


Figure 1.1: Conceptual Framework as Adapted from Chepkuto (2012)

The variables, both independent and dependent include the following:

Independent variables: The independent variables includes teaching and learning material, teaching methodologies, student admission point, school inspection, school management, school rule and regulation, school environment, teachers preparation and, classroom, library and laboratory.

Dependent variable: This includes performance of students.

Moderating variables: Ministry of Education provides policy on school opening and monitoring and evaluation, LGRA for teachers' employment and administrative issues capacity, TIE for curriculum development and NECTA for evaluation.

Intervening Variables: Attitudes of the learner's

The above diagram shows the relationship between the independent variables (qualified teachers, teaching and learning material, teaching methodologies, student admission point, school inspection, school management, school rule and regulation, school environment, teacher preparation and classroom, library and laboratory) and dependent variable include students' performance, good teaching and learning process and school attendance.

The relationship indicates that when there is quality factor in teaching and learning material, teaching methodologies, student admission point, school inspection is done well, including DSEO, school board and parent are responsible and accountable to what school is doing and the schools have enough classroom, library and laboratory there is bound to be good performance.

1.11 Definitions of Key Terms

Academic performance: In this study, the term "academic performance" refers to good results obtained after attending written tests or examinations. The performance is shown by grades or marks as well as divisions assigned by teachers or examination

boards on the stipulated standards. Specifically, the term is used to mean students' good or poor performance in the ordinary level secondary school examinations.

Quality factors: The word “quality factors” is used to refer to means of ensuring quality of input, teaching-learning process, academic achievement of pupils and school environment before things get out of hands.

Public secondary school: In this study, the term “Public secondary school” means all schools that are belonging and benefited by government fund where staff and students are allocated by region authority.

1.12 Organization of the Dissertation

The dissertation is organized into five chapters. Chapter One covers introduction and background to the problem. Chapter Two focuses on the review of literature relevant to the study. Its major concern is to identify the knowledge gap. Chapter three deal with methodological issues. These are procedures of collecting and generating the data related to the study in order to address the identified knowledge gap. Chapter four deal with data presentation, analysis and discussion of the research findings. Chapter five also presents the summary of the study and summary of the findings based on the objectives of the study, draws conclusions, and ends with recommendations for further studies. This is followed by references and appendices.

1.13 Summary of the Chapter

This chapter has provided the introduction to the study, the background to the study, the statement of the problem, the objectives and purpose of the study, the research

questions, significance of the study, delimitation of the study, limitations of the study, the conceptual framework, and definitions of key terms and the organization of the study. The next chapter is concerned with the review of related literature and finally identifies the knowledge gap.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter gives an overview of the relevant literature to the study. This study explores the extent to which quality factors contributes to academic performance in public secondary schools in Tanzania. The literature review includes the themes, namely definition of quality, quality factors in input and output process, student entry level, Teaching and learning process, evaluation process and level of resources. The other themes such as synthesis of the literature, knowledge gap, empirical studies about quality factors affecting academic performance in secondary schools carried in developed countries, in Africa, as well as in Tanzania were reviewed.

Quality, according to Longman Active Study Dictionary (2010), is a high standard. Quality is concerned with how good or bad a product is. It is about the standard of something when compared with other things. It therefore presupposes that there is a standard set against which the outcome is compared (Ekundayo, 2010). While Jaiyeoba and Atanda (2003) posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness.

In addition to that, Babaola (2004) sees quality assurance in education as a proactive means of ensuring quality of inputs, teaching learning process, academic achievement of pupils and school environment before things get out of hands. Also Materu (2007) stated that quality assurance is a planned and systematic review

process of an institution or program to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced. Therefore quality factors means to comply with standard set in ensuring that schools achieve the objectives for which they are established. This is why Eshiwani (1993) and Digolo (2003) observed that the maintenance of factors such as curriculum, instructional materials, equipment, school management, teacher training and resources are some of the indicators of quality education.

Students' academic performance is a yardstick for determining the quality of education and this is influenced by many factors. Berhanu (2011) conducted a study on factors influencing students' academic performance in metropolitan city of Pakistan. He found out that parents' education and social economic factors, and students' gender could affect the overall achievement of students. With the persistent poor academic performance of secondary schools in Tanzania today, there is a need to identify quality factors which affect performance in secondary schools in order to bring about improved performance in secondary education.

2.2 Quality Factors in Input, Process and Output of the Education System

Quality assurance in education deals with proactive means of ensuring quality of input, teaching-learning process, academic achievement of pupils and school environment before things get out of hands (Babaola, 2004). Thus, an education of high quality should have high quality students, teachers, infrastructures, school's curriculum and government policies as inputs. The manner in which the inputs are processed from the beginning to the final years of an educational programme and the

quality of assessment of the entire teaching-learning activities, also constitute important aspects of quality assurance (Fasasi, 2006).

2.3 Student Entry Level as Quality Factors Demand

Students constitute a vital input into the education system. Without them, all other inputs cannot achieve educational objectives. At the entry point of the educational system, the students are expected to be of high quality. That is, they should meet the expected standard of the level or class in which they are to be enrolled. Incidentally, students of poor ability have been admitted or promoted into higher class in our educational institutions (Fasasi, 2006). Therefore, quality factors demands that students should be of required standard before they are admitted into schools. It also demands that they should not be promoted if they are of low standard (Ezezobor, 1983).

The school performance can also be determined by entry qualifications, as the number of secondary schools increase due to interventions such the Secondary Education Development Programme (SEDP), aimed at ensuring that there are secondary schools in each ward. However, the challenge is that not all primary school leavers pass the standard VII national examination would be able to join secondary school with confidence. Of those who join secondary school, only a small fraction manages to pass in divisions, I, II and III in their national Form Four examination (Lyakurwa, 2012). This also, draws attention of Mosha (2012) that a school without a good and careful selection of students for admission was likely to obtain poor results. In private schools, the diagnostic tests given to aspiring students

before admission serve this purpose of ensuring that qualified candidates with good potential get admission.

2.4 How Teaching and Learning Contribute To Students' Academic Performance

Teaching and learning process is one of the areas focused by quality factors, therefore to attain good academic performance, school should provide necessary materials. In addition, Ehindero (2004) as cited in Adegbesan (2010) contends that quality assurance focused on the teaching / learning processes including the structure of the curriculum and learning environment.

When compared to other students elsewhere, students are trained in a poorly facilitated environment. A number of public schools in Tanzania have no libraries and there is an acute shortage of textbooks to the extent that you can find one book being shared among twenty students. This leaves the teacher the sole source of information. This might result in producing students of a limited scope (Mushashu, 2000). Moreover, the number of teachers per subject in most of secondary schools is alarmingly too small to allow proper teaching. There are very few teachers in science and mathematics subjects. This has been aggravated by the fact that some graduates avoid teaching and are employed elsewhere, where they can be paid handsomely (Mushashu, 2000).

Therefore, a caring, competent and qualified teacher for every child is the most important ingredient in education. Success of a school system depends on its teacher.

But for the teachers to do this they must be adequately prepared and motivated (Agu, Manda and Tukai, 2000). For example, OECD (2010), many countries pay lip-service to the importance of attracting and retaining a high-quality teacher force, but few has pursued this goal as single-mindedly as Finland. Finland has managed to make teaching the single most desirable career choice among young Finns through a combination of raising the bar for entry into the profession and granting teachers greater autonomy and control over their classrooms and working conditions than their peers enjoy elsewhere. Consequently, teaching is now a highly selective occupation in Finland, with highly-skilled well trained teachers spread throughout the country. The quality of the teaching force seems very likely to be the major factor that accounts for the high level of consistent performance across Finnish schools.

However, the teacher's role is crucial to effective and efficient learning, the teacher is expected to provide essential inputs like adequate planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feed-back on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students to produce and enhance expected learning achievement in secondary schools (Ayeni, 2010).

Tanzania environment is rich and its use as teaching – learning aid has not been fully utilized. Teachers should identify resources available around the environment of every school. These resources could be physical or human (Sumra, 2000).

Darling-Hammond, Wise & Klein (2000) contends that teachers who lack knowledge of content and pedagogy or teaching strategies cannot offer their students adequate learning opportunities. Conversely, teachers of high quality could impart right skill, knowledge and attitude. Teachers as inputs, therefore, constitute a major factor of quality assurance (Fasasi, 2006).

2.5 Evaluation Processes and Students' Academic Performance

School inspection is an essential instrument of the government and in particular of the Ministry of Education, which can use it to ensure that performance in schools is improving. Its impact, however, depends on how it is done, and whether the results are used as a tool to drive improvement of school performance. If inspections are not done effectively, if communication and feedback is lacking, if there is no follow up on recommendations, and if there is no way of assessing whether inspections deliver or not, then school inspections can be reduced to waste of useful public resources and time (Uwazi, 2009). In addition, CAG (2008) noted that there are no clear priorities on poor performing students in mathematics and science subjects in the school Inspectorate's own annual and operational planning for inspection. The issue of poor performing students is not addressed in issued guidelines to the school inspectors.

Sometimes people outside the school, such as inspectors, make judgements about the quality of education it provides. In some country this role is carried out by quality assurance or improvement officers. We call this process external evaluation (MOES, 2012). External evaluation is important. The people who carry out external evaluation have a different perspective from those who belong to the immediate

school community. External evaluator may not know the school as well as the head teacher, staff and local community; however, they are more objective and have a deeper knowledge of the standards and quality expected of schools across the country (MOES, 2012).

External evaluation should identify good practices and praise achievements, not just concentrate on weaknesses. This positive approach contributes to removing resistance to external evaluation and to developing a culture where education and training institutions benefit from one another's work (CEDEFOP, 2011).

Successful school needs good management in school community and in all levels as MOES. (2012) asserted that the headteacher has a crucial role in providing the vision and direction of a school. He or she is the first inspector of the school. School leaders are expected to monitor and supervise all aspects of a school. Leadership is critical to developing a culture of evaluation in schools and training institutions. Good leaders are key agents of change: they formulate a vision, communicate it clearly to the whole school community, believe in and are committed to self-assessment, and set example for it (CEDEFOP 2011).

Performance in secondary school has been evaluated through national examination results organized and administered by the National Examinations Council of Tanzania (NECTA). Mkumbo (2012) asserts public examinations serve many purposes. As observed by Mansel, James and the Assessment Reform Group (2009), public examinations constitute a powerful indicator of educational standards used to judge individual and institutions, as well the extent to which children have learned.

Examinations, therefore, are essential instruments for assessing the quality of education and the acquisition of knowledge at various levels (Aas et al, (2009).

In addition, Mkumbo (2012) has noted that the measure of the performance of the education system focuses on how much it prepares learners for the world of work upon graduation. This aspect focuses on assessing the relevance of the education system with respect to how much it is producing self – employable and socially – responsible and selfless graduates, who must serve the people. For instance, educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school (Fantuzzo & Tighe, 1999).

In the effective school, student progress on the essential objectives are measured frequently, monitored frequently, and the results of those assessments are used to improve the individual student behaviours and performances, as well as to improve the curriculum as a whole (Lezotte, 2001).

In addition, local and classroom based assessments play an effective role in improving teaching and learning and therefore educators must be provided the opportunity to strengthen their assessment skill. Such skills include selecting and creating assessments of various sorts to meet the multiple purposes of instruction, accountability and improvement, as well as using an assessment repertoire to meet the needs of each and every student. It also involves techniques of observation and documentation, and helping students learn to self-evaluate (FEA, 2007).

Quality factors in education and vocational training requires a bottom-up approach. It should be primarily the responsibility of the schools and VET institutions and it requires the involvement of the whole school community. This would place self-assessment at the heart of the process of quality improvement in schools and training institutions. Self-assessment is a systematic and regular review of systems, programmes, processes, activities, results and outputs that helps identify strengths and weaknesses in schools and VET institutions (Kelly, 2010). Such regular monitoring and review contributes to continuous improvement of a school and training institution with the ultimate goal of increased student achievement (CEDEFOP 2011).

2.6 School Facilities and Students' Academic Performance

Facilities are material resources. In the schools, they are physical and spatial enablers of teaching and learning which will increase the production of results (Emetarom, 2004). They include building structures, equipment, water, electricity, textbooks, furniture and recreational facilities, among others. They constitute vital inputs which are capable of achieving good results when combined with other resources in adequate quality and quantity. However, poor supply and poor maintenance of facilities are regular features in many primary and secondary schools in Tanzania, Tanga. This will not encourage a conducive environment for knowledge and skill acquisition (Fasasi, 2006).

Following schools expansion as a result of SEDP, many schools are having greater number of students in their schools. These students suffer absence of special facilities

for learning e.g. desks, and laboratories (Jidamva, 2012). The students who learn science practical under this environments/or poor quality facilities are not able to grasp the science concepts such as doing titration, volumetric analysis, and doing biological experiments (testing) starch to mention a few. As a result these students perform poorly in the science subjects. Currently one of the schools in Meru (Kisimiri secondary school) which use to be among ten best schools in A' level examination and which has been identified as a best school in the 2016 examination; documentary has shown that, it has best teachers as well as good facilities for learning science.

The facilities are available due to community support. Apart from that, good discipline leads to good performance. Study by Mosha (2012) show that good discipline should guide everything in schools and institutions if equity, excellence and perfection are to be realized. Good discipline is only feasible where the system and institutions are willing to listen to and act on the truth. Disciplined systems and institutions are characterized by order, smoothness, and the lack of friction and turmoil.

Moreover, the achievement of students is negatively correlated with the low SES level of parents because it hinders the individual in gaining access to sources and resources of learning (Duke, 2000; Eamon, 2005). It is also observed that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently they do not work at their fullest potential (Rouse & Barrow, 2006).

Similarly, theory of Education Productivity by Walberg (1981) determined 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, peers and television) (Roberts, 2007). The home environment also affects the academic performance of students. Educated parents can provide such an environment suits best for academic success of their children. The school authorities can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work (Marzano, 2003).

2.7 The Knowledge Gap

The studies have explained the concepts of Quality factors affecting academic performance of students in secondary schools at large and the measures that have been taken to tackle the problems of secondary school performance and students' performance in many parts of the world. Few studies have explained how quality factors affect academic performance in Tanzania secondary schools and students in particular. But on the other hand, the studies did not show what have been done by quality factors to change secondary schools and student's academic performance in Tanzania, which have been affected by poor academic performance due to malpractice activities which take place around the area. This is the knowledge gap in literature which this study intends to fill, by using selected secondary schools in Tanga region.

2.8 Summary of the Chapter

In this chapter, relevant studies related to the problem have been examined. It has traced the rationale that justifies the study regarding the quality factors affecting academic performance of students in secondary in relation to the basic educational services they get from various providers to meet school achievement. It has also identified the knowledge gap. The next chapter focuses on the research methods and procedures.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains how the research was conducted. In this chapter, research approach, research design, area of the study, sample and sampling procedures, data collection techniques, validity and reliability of the instruments and data analysis plan were presented. Finally, ethical procedures followed in this study were presented.

3.2 Research Approach

Kothari (2004) defines a research approach as an arrangement of appropriate conditions for collecting and analyzing data in a manner that reflects the research purpose. The research approach was qualitative, depending on the nature of the study was undertaken. In the qualitative approach, an emphasis was placed on the quality of entities, processes and meanings that could not be experimentally examined or measured in quantity, intensity or frequency. In contrast, quantitative studies emphasized the measurement and analysis of causal relationships between variables rather than processes, based on value-free framework (Denzin and Lincoln, 2000)

The study was qualitative in nature. It was used as it was believed to have the potential for allowing the researcher to collect data on the quality factors that affect students' academic performance in secondary schools in Tanzania. The approach allowed the researcher to gain a deeper and clearer understanding of the experiences

and feelings pertaining to the link between quality factors and students' academic performance in the sampled secondary schools. The approach was adopted to provide and enhance flexibility in examining verbal explanation from respondents to seek further clarifications whenever necessary.

3.3 Research Design

Research design refers to the plan or procedure for gathering information, portraying when, from whom and in what situation the information was obtained. Kothari (2004) defined research design as the conceptual structures within which the research is conducted. It constituted the blueprint for the collection, measurement and analysis of the data. The research design helped the researcher to get relevant data to achieve the objectives of the study. The study employed a qualitative approach in order to provide for a description and explanation of various situational influenced. Kothari (2004) explained that qualitative research is designed to find out how people feel or what they think about a particular subject or institution. Thus, its use in this study was found to be appropriate. This was because the approach allowed the researcher to be flexible to obtain and interpret the meaning and experiences of the respondents about quality factors affecting school academic performance in Tanga Public Secondary Schools.

Case study design was used because, as Kombo and Tromp (2006) puts it, the design seeks to describe a unit in detail in context and holistically. Moreover, the case study design enabled the researcher to ask respondents how and why questions which helped the researcher to describe a unit in detail, and bring about deeper insights and

a better understanding of the quality factors affecting academic performance of students in Tanga region (Creswell, 2006). Therefore, the use of case study enabled the researcher to probe deeply and analyse intensively the quality factors affecting academic performance of students in Tanga region.

However, according to Merriam, (2002), cases are intrinsically bounded entities, within which data are collected and analyzed. Therefore, a bounded case is sometimes referred to as a unit of analysis. This can be a person (teacher, student, parent, administrator etc), a class or school, school program, policy or an articulated practice (Mulengeki 2010). Therefore, in this study, the case is a school at district level where the study conceived schools as key area for research.

3.4 Area of Study

Cohen et al, (2000) commented that it is very important for a researcher at the planning stage to clearly specify and define the area to be researched. The setting of the present study was in Tanga region, specifically Korogwe, Muheza and Handeni districts. Tanga region was chosen as an area of research study because the researcher was familiar with it and Tanga might be among the regions in which the CSS were built rapidly and they accommodated a large number of PSLE leavers.

However, the Basic Educational Statistics in Tanzania 2005 – 2009 showed that Tanga region was in fourth rank in terms of Community Secondary schools incremented national wise. It had a total of 202 CSS (URT, 2009). So it was

convenient for a researcher to conduct a study to investigate how quality factors affect academic performance of student.

3.5 Target Population, Sample and Sampling Procedures

3.5.1 Target Population

Target population Cohen et al, (2000) described population as consisting of individuals or things or elements that fit a certain specification. Moreover a target population was that group from which a researcher wanted to get information and about which to draw some conclusions or make generalizations. The target population of the study included all secondary students and teachers in selected CSS, District Education officers, parents, Ward Education Coordinators (WEC) and all communities surrounding CSS.

3.5.2 The sample of the Study

Sample constitutes a few items selected from the population for the study (Kothari, 2004). Normally a sample contained all the major characteristics of the population in order to allow making generalizations about the entire population. The sample represent the actual characteristics of the whole population, and factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population (Cohen et al, 2007). Best and Khan (2006) posited that the size of adequate sample depends upon the nature of the population of interest for the study. The study sampled four schools in Korogwe district, Handeni district and Muheza in Tanga region selected because it was the community secondary school and their performance was not good. The sample of this study

comprised 40 students 10 from each school. Twelve O–level teachers three from each selected schools were involved, 04 heads of schools, 03 District secondary educational officers, 03 Ward educational officers, 02 school inspectors and 16 parents. However the factors such as convenience, availability and willingness to work with the researcher, and timetable flexibility were considered. Students were involved in the trial and evaluation of the instruments.

Table 3.1 Sample Composition

Categories	Schools					Districts officers			Ward			Total	Type of Tools
	A	B	C	D	E	Kor	Muh	Han					
Students	10	10	10	10								40	FGD
Teachers	4	4	4	4								16	FGD
Head of School	1	1	1	1								4	KII
DEOs	-	-	-	-	-	1	1	1	-	-	-	3	KII
WEC	-	-	-	-	-	-	-	-	1	1	1	3	KII
School Inspectors						-	-	-				2	KII
Academic master/mistress	1	1	1	1								4	KII
Parents	4	4	4	4								16	FGD

3.5.3 Sampling Procedures

A sample according to Cohen et al, (2000) is a small group of respondents drawn from the population in which the researcher is interested in gaining information and drawing conclusion. Sampling was done for the purpose of measuring some elements of the population and drawing conclusions regarding the entire population. Therefore sampling was a process of selecting a given number of representatives of the target population or the universe in such a way that they represented all attributes of the population.

3.5.3.1 Stratified Random Sampling

Stratified sampling involved gathering information of each of the strata in the population after a sample of sufficient size had been obtained from the stratum (Kothari, 2004). The technique used to select Form three, Form four students and parents where they were stratified based on gender and family social-economic background factors. This was done so as to establish a sample representative of the whole population in terms of sex and status so as to represent the parameters of the wider population.

In this study the students were stratified random sampling because they were the ones whose academic performance was determined by the teaching and learning process and subsequently tested by examinations. Parents were selected because they were the ones whose expected good performance from their students and their schools to achieve expected goals. Simple random sampling for teachers depended on their teaching subjects and purposive sampling used for HoS, DSEOs, SI and WEC.

3.5.3.2 Purposive Sampling

It is a method where the respondents are selected intentionally by the researcher depending on the data intended to be collected from them (Cohen et al 2000). In this technique the respondents were chosen based on their merits and the roles they were playing in their institutions. Purposive sampling technique used to select head of schools, Districts Secondary Education Officers, School Inspectors and Ward Educational Coordinators.

3.6 Research Instruments for Data collection techniques

This study used both primary and secondary sources of data to obtain the necessary information.

3.6.1 Primary Sources of Data

These were items that were original to the problem under study. These items have had a direct physical relationship with the events being reconstructed (Cohen, 2000). In this study, primary data were first-hand information obtained through the use of research instruments, particularly interviews, focus group discussions (FGDs) and observations. These sources of data provided rich information on the quality factors affect academic performance of students.

3.6.2 Secondary Sources of Data

These were sources that do not bear a direct physical relationship to the issue under study. They provided data that could not be described as original. A secondary source could thus be one in which a person describes an event that occurred when he or she was not actually present, but obtained its description from another person or sources (Cohen, 2000). Such data were obtained through documentary review. Secondary sources in this study facilitated data collection on the experiences from sources other than the primary sources on the quality factors affect academic performance students.

3.6.3 Methods of Data Collection

Data were collected through, documentary review, interviews, focus group discussion, and observation. The study employed a variety of methods (triangulation)

to allow corroboration by comparing data obtained from each of the methods used, leading to increased data validity. The use of more than one technique in data collection is also necessary to avoid biasness (Cohen, Manion and Marrison, 2007).

3.6.4 Documentary Review/ Analysis

Documentary review referred to analyzing and deriving of relevant information from primary and secondary sources. These are pieces of information that do not bear a direct physical relationship to the event studied (Cohen et al, 2000). Primary sources contained records of events or records of original information which provided information and data from authentic sources that supplemented the information obtained through interviews and observations. In documentary review the following primary sources were included: National Examination results, attendance registers of teachers at school and of classes, schemes of work, lesson plans, subject log book, class journals, files, staff development records, seminar and workshops records, staff meeting records, school inspection file, school board file and lesson notes.

3.6.5 Interviews

An interview is described as a conversation with a purpose (Cohen et al 2000). Also was a primary source of data in qualitative research which helps to get in- depth information about particular cases of interest to the researcher (Kombo & Tromp, 2006). This technique was suitable for an intensive investigation and useful for tapping information about attitudes, likes and dislikes that were revealed by a respondent's verbal behavior with subtle gestures that accompanied it. Another strength of this technique was outlined by Kothari (2004) was the fact that is the only

method for studying abstract and intangible personal factors such as attitudes, feelings and reactions that cannot be observed.

It also allowed a researcher to get first- hand information, by assuming that the best person narrated any event was the one who had been personally involved in it. Cohen et al, (2000) explained that an interview allows for adaptability, as there is a chance to seek clarification and to elaborate on points raised by either side, that of the interviewee.

In this study the Key Informant Interviews were conducted to Heads of secondary schools, Ward Education Coordinators, District Secondary Education Officers, School inspectors, and Academic teachers. Pre appointments for interviews were set up for convenient time and venue for each respondent.

3.6.6 Focus Group Discussions (FGD)

This technique resembled the interview techniques as it involves face to face discussion. However, instead of interviewing respondents individually, the focus group consists of a group of people discussing together about a specific subject of interest (Denscombe, 1998). The choice of this method lied in the fact that it allowed the researcher to get high quality data in a social context where participants considered their own experiences in context of the experience of others. Additionally, focus group discussions promote interaction among participants that stimulate them to state feelings, perceptions and beliefs that they would otherwise not express if interviewed individually (Bhalalusesa, 2003). The (FGD) in this study

was conducted to students, teachers and parents after class hours during recess time in schools. The researcher's role was to keep the discussion on track by asking a series of open-ended questions and posing probing questions to get more insights, noting down the points, harmonizing the discussion by avoiding over-dominance by particular members during discussions. The researcher led the discussion of the participants.

3.6.7 Observations

This is a technique for gathering information which relied on a researcher's seeing and hearing things and recording these observations rather than relying on people's self-report responses to questions or statements. It requires the researcher's personal ability and understanding of the phenomena (Frankael & Wallen, 2000). Morrison (1993) argued that the observation technique for collecting data enables the researcher to gain information on the physical setting (physical environment, including its organization), human setting (organization of people and their characteristics), interactive setting (formal or informal, planned or unplanned, verbal or non-verbal) as well as programmed setting (resources and their organization). It gave the researcher an opportunity to consider what was taking place in the situation rather than rely on second-hand information (Creswell, 2005). The advantage of using the observation technique was that the natural behaviour of respondents was observed without being influenced or manipulated by conscious feelings.

In this study, observation was used to collect information on several events concerned the quality factors affecting academic performance in secondary schools in Tanzania. Observation was used to watch for fertile cultural and scientific

environments necessary for secondary students such as the availability and effective use of classrooms, rich libraries, science laboratories, and other teaching and learning materials.

Apart from being a useful technique for collecting data, observation had some limitations. According to Morrison (1993) not all occurrences in social research are open to observation. For instance, a refusal by respondents to allow the observer to watch their activities could limit the study. Most social phenomena such as feelings, reactions and emotions were abstract in nature, and so could not be captured by observation. These limitations were minimized by discussing the purpose of the observation with the respondents to assure them of confidentiality.

3.7 Validity and Reliability of Instruments

Validity refers to the degree to which any inferences a researcher makes, based on the data he or she collects using a particular instruments, is supported by evidence (Frankel & Wallen, 2000). Reliability refers to how consistent research procedures or instrument is (Keya et al, 1989). Therefore, the coverage and relevance of the instruments to the problem under study were subject to content validity. This entailed the extent to which questions in the instruments covered the ground to be explored and convey the intended meaning to the respondents.

The instruments were piloted at a selected community secondary school. First, the instruments were checked and assessed by researcher's critical friend(s) and research expert (supervisor) at different time as a part of validation as well as moderation.

After that, one CSS with limited resources, teachers and form four students was involved in pilot study. These criteria of selecting a school for pilot study resembled to that of targeted sample schools.

Moreover, the instruments were presented to the supervisor for comments before administered for data collection. Basing on their comments, some necessary modifications were made. Interviews for parents were translated into Kiswahili since not all respondents were able to communicate using the English language.

3.8 Data Analysis Plan

Data analysis is a process that involves editing, coding, classifying and tabulating the collected data (Kothari, 2004). In this study, the researcher employed qualitative data procedures. Qualitative data, particularly responses from interviews, focus group discussions, observation and documentary review were analysed. The data obtained through the mentioned tools were analysed and categorized according to patterns and themes which bring meaningful interpretation and finally the desired results. The data collected through interview and FGD were in Kiswahili and then were translated and presented in English by the researcher. Care was observed in translation to keep the intended meaning of the information provided.

Documentary data relevant to the study were analysed according to their patterns and themes. Either, the school meetings minutes were arranged according to agendas, focusing on agendas that suited the academic performance in secondary education provision. The information from interview was recorded and noted in a note book and later grouped according to its themes in relation to the research questions.

3.9 Ethical Considerations

In order to abide by research ethics the following issues were considered. Prior to undertaking the study, the researcher sought research clearance permits from the Vice-Chancellor of the Open University of Tanzania (Appended), and District Executive Directors (DED) of Korogwe, Muheza and Handeni Districts to legally conduct the study (Appendices). Institutional informed consent to conduct the study and participants' informed consent to participate in the study were also obtained from school inspector and secondary schools, the respective head teachers, teachers and students. On meeting with the participants, the researcher introduced herself and explained the purpose of the study. Also participants were informed in advance about the investigation, in order to avoid their responses being affected by stress as a result of not being adequately prepared. The participants were also informed of their right to participate or not in the research.

Confidentiality was also observed when the information was examined and was used for this study only and care was taken to ensure that the information collected would not harm any participant, as the anonymity of all participants was ensured, for example school names were indicated using letters of the alphabet.

3.10 Summary of the Chapter

This chapter has covered important elements of the study research methods and procedures which were used in the study. Qualitative approach was used to gather information on the quality factors affecting academic performance of students in secondary schools. The study used a case study to enable investigation of the problem

in- depth rather than in- breadth. The study used; interviews, observation, document search and focus group discussions as the major instruments of data collection. The study sample involved; four public schools, four school heads, sixteen teachers, three education officers, two school inspectors, three ward education officers, four academic masters/mistress, sixteen parents and forty students. Data analysis employed inductive analysis techniques.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The findings of the study on quality factors affecting secondary school academic performance are presented in this chapter. The findings are organized according to the sub-themes derived from the research questions, presented in Chapter One. Data were gathered through interview, FGD and observation and documentary review. Interviews were conducted to school administrators, WEO, SI and DSEO. Focus group discussions were conducted with students, parents and teachers, while observations were conducted to office documents and buildings.

4.2 Quality Factors Available in Secondary Schools that Affect Academic Performance of Students

The first research question sought to identify which quality factors available in secondary schools that affect academic performance of students. Questions were posed and answers sought to provide data concerning quality factors available in secondary schools that affect academic performance of students. The identification considers that quality factors were mostly considered in establishing secondary schools.

The research question asked *which are quality factors available in secondary schools that affect academic performance of students?* Under this question, the researcher wanted to gather information on the quality factors available in secondary schools

that affect academic performance of students. To answer this question, this section is divided into sub-themes including: awareness of quality factors, quality factors in schools.

4.2.1 Awareness of Quality Factors

The task in this part was to explain how members were aware of the quality factors in the schools they work in. The interviews were used to find out their understanding on the quality factors. The interview results with school members showed that there are some who are aware with quality factors. This was shown by their answers where quality factors were differently understood. The results showed that there was no equal information on quality factors understanding by HOS, teachers, WEO, and DSEO while students and parents never heard quality factors. It was also found that there was no education given to society to understand the issue of quality factors in schools.

The respondents also lamented on the absence of transparency if there is quality factors within their level. Moreover, when asked what do they understand on quality factors. Research findings revealed several different experiences underlying the understanding of quality factors.

Case 1: School W

Quality of teaching and learning through the use of instruction materials such as syllabus and text books, teacher's preparations and teaching methodology presence of educational services to school to be successful and achieve its goal of teaching students (Male Head of School W: 23.7.2015).

Case 2: School X

It is to follow system. It provides quality education. It accomplishes goals of school to provide education. Where school inspectors have to check if the school provides quality education and have necessary materials (Male Head of school X: 04.8.2015).

Case 3: School Y

Quality of schools includes good buildings, environment, teachers, teaching and learning materials. To make sure all of these are available in school. Classroom is not four walls; it should have all necessary requirements of the class (Female Head of school Y: 28.7.2015).

Case 4: School Z

Somehow, school inspection on teaching; I have the duty of making sure there is good environment to success and good use of resources (Male Head of school Z: 19.8.2015).

In light of the information in the foregoing four cases regarding the awareness of quality factors, the following observations are made. First, Quality factors existed in schools but in different way. However, each school regarded the presence of good environment in teaching as to meet quality factors. The finding from observation revealed that presence of building and teachers were seen more important to begin a school.

Research findings indicated that several other teachers and students are unaware of quality factors, after long clarification they saw it as the duty of school inspectors. Therefore, quality factors were very little known to even to education practitioner, most of them showed a bit understanding of it.

In the interview held with the academic master of the school W, the academic master argued that there were many responsibilities in education, teaching, setting exams, marking it and supervising extracurricular activities. It should, however, be noted that the quality factors activities are also performed by different people especially at departmental level. The Academic master of school W said that:

In fact quality factors are not known to me, I have my responsibility to check presence of teaching materials, syllabus and teacher preparations. In addition to monitor my fellow teachers in teaching, setting exams and marking of exams. The same teachers are performing extracurricular activities (Male Academic master, School W: 23.7.2015).

Observations made on the documents suggest that many of these schools had quality factors activities conducted but were not officially recognised. The findings revealed the following first, most of them were conducted under form fillings in the classrooms. Secondly, report writing and presentations to DSEO where school report shortage of teachers, building and teaching materials. Thirdly, parent meetings where school problems and planning were presented for discussion.

On the same subject, when discussed by parents, majority showed they knew nothing on quality factors. Furthermore, findings revealed that parents spent little time on school issues or nothing at all. They identified provision of uniforms and note books as their sole responsibilities. Schools were considered as the property of the headmaster and teachers because they lacked education on how school was run. Parent of school X said that:

...Not enough. School promises that everything is open and we are obliged and responsible to our school, but things are different. They promise to give some guidelines but we have

none. It looks as if that is the duty of the head of school (Male Parent of School X:06.8.2015).

The above quotation indicates that parents needed instructions on how they can be involved in school operations. It also revealed that parents had different understanding on school issues that why schools lacked community support.

Through focus group discussion, students were asked to give their views on what they understand on quality factors. Each group gave their ideas which were generalized to formulate a single response. A group from school W in their general view explained that they had never heard on quality factors and how it operates.

Another group discussion from school X indicated that, they had no information on quality factors. Thus quality factors strategies used were not known by students that they had impact. On the other hand, group Y from school Y conceived nothing on quality factors; they also revealed strategies used to inform school administration on how teaching was going on in class. The other group Z in school Z showed not understanding on what is quality factors but participated in class meeting to discuss their school plan.

Thus generally, findings imply that students lacked exposure to terminology quality factors as they were able to explain their role in class to monitor and control teaching. For instance, documents revealed that students had forms i.e. class journal for teachers to sign after teaching. In additional Class monitor/monitress had to report to academic master/ mistress on the subject not taught so as measures to be taken. Yet, findings pointed out that there were different quality factors role done by

DSEO. For instance, visiting schools for monitoring teaching and talking with teachers, inspecting school environment and buildings, supplying of teaching materials when available and processing of teachers' salaries and remunerations. However, DSEO interviewed mentioned indicators assisted in education to achieve good or academic excellence as teachers with qualifications in desired teacher students' ratio, teaching environment, teaching and learning materials and motivation to teachers and students. This implied that quality factor was not popularly known as educationists believe; some teachers show understanding and awareness on quality factors the rest lack awareness. This may lead to shortfall in provision of good education as suggested by Babaola (2004) who sees quality assurance in education as a proactive means of ensuring quality of inputs, teaching learning process, academic achievement of pupils and school environment before things get out of hands.

4.2.2 Quality Factors

This section examines the quality factors existed in schools that affect academic performance of students in secondary schools. The factors which were examined included: buildings, qualified teachers, furniture, teaching and learning materials and students. Respondents in this subsection were; school heads, teachers, education officers and students. Methods used for data collection were: interview, documentary search, observation and focus group discussion. Findings are presented and discussed in subsequent sub-sections:

Buildings: The data gathered from interviews, focus group discussion and documentary search indicated results corresponded, schools had enough buildings

especially classrooms and two small rooms used as offices, they lacked science laboratory, teachers houses, teachers offices and kitchen and dining hall. The problems of those classrooms were in their conditions. Most of the classrooms were incomplete no floor, window, doors and electricity. During the interview, the head of school W explained more on the buildings:

School started with 80 students, two buildings of classroom; no toilets, no teachers' offices, no teachers' houses, no teachers, no any teaching and learning materials, and other necessary materials. Gradually, we increased classrooms to meet the increasing number of students. Unfortunately, those classrooms are not completed; that is why you see the school in this condition (Male Head of School W:23.7.2015).

Another head of school (Z) explained that:

Classrooms and toilets are the most important to be found in schools. Other buildings, such as library, are not considered (Male Head of School Z: 19.8.2015).

The head of school X revealed:

Classrooms are built to serve 320 students. However, this year only we have received 300 form one students. Therefore, we have a serious shortage of classrooms. The school also lacks teachers' offices because the current one is not capable to accommodate the increased number of teachers; and toilets for students are out of use. The school also lacks teachers' houses, dining hall, kitchen and science laboratory (Male Head of School X: 04.8.2015).

Furthermore, the head of school Y, mentioned shortage of one classroom due to increase number of students. The statements above imply that, most of schools had enough buildings in terms of classrooms but were not in good condition to favour provision of good education. . In four schools visited, it was found that the acute shortage is in science laboratory, library, dining hall, hostels, toilets and teachers houses. However, most of the respondents lamented that the classrooms were enough

but most of them were not in standard as some of the classroom were not finished they lack window, floor, ceiling board, paintings, light and doors. In additional, teacher of school X said that:

The school has no teachers' houses. Teachers live very far from school. They have to walk about more than five kilometres. There are no people living around the school hence no house could be rented here (Male Teacher of School X: 04.8.2015)

The above findings showed that teachers were desperate of the work situation because they had no houses while they were not being renting. An observation made in four schools found that only three schools had one house each. The other one, school W had no even a single house for teachers. However, in those three houses only one house was used by a teacher, the houses in other schools were not used as they were in bad condition that nobody could live in. Therefore, many teachers were relying on their own salaries. There was neither houses compensation nor renting allowances from employer or school head. This situation discouraged and reduced teachers' commitment.

Qualified Teachers: In this section the presence of qualified teachers are discussed. The data were obtained through face to face interviews, observation and focus group discussion. In order to find this information the following question was asked: *Do school have enough teachers?* Responses from the question revealed that the qualified teachers are present in all the schools. All HOS agreed on the big number of qualified teachers they have now but problem is in science subject especially physics, chemistry and biology where school Y had one physics teacher and lacked

chemistry and biology teachers. The other school X had one chemistry and biology teacher and no physics teacher; however, the other two schools had one teacher for each science subject. Therefore, the shortage of science teachers made those few to have more teaching load. The arts teachers were more than needs that made one subject of group to be taught by about four teachers. This was evidenced in school Y and Z from documentary reviewed. The researcher noted that part time teachers were used to teach science subjects. In addition, HOS of school Y disclosed that, although they had good number of qualified teachers but some of them can't deliver when in class that is another problem.

The focus group discussion held with students of school W revealed that there was shortage of science teachers in school. This was also mentioned by students of school X where part time teachers teach them chemistry and biology. The other school Y revealed shortage of science teachers in physics. On the other hand student of school Z disclosed that their school lacked science teacher where each science subject had one teacher.

Furthermore, students from the school X had this to say concerning shortage of science teachers:

Science teachers are not enough but arts teachers are many. Subjects like physics, chemistry, biology and mathematics have no teachers. The government should consider science students. They have built laboratory but I think they are not going to be used because there is no teacher (Students of School X: 05.8.2015).

The above quotation was also supported by science teacher from school Z interviewed and responded that

I teach the whole school. It is about 48 periods per week, which is too much a teaching load. My fellow arts teachers have four periods per week! There is a big shortage of science teachers in this school (Male Teacher of School Z: 19.8.2015).

However, the DSEO of school X interviewed agreed on the presence of the big number of qualified teachers in schools but lamented the acute shortage in science, mathematics and English subjects. In addition, DSEO of school W said the problem is known but science teachers are very few nowhere to get them.

Therefore, these study findings indicated that arts teachers in secondary school was not problem while science teachers was highly needed as schools showed big shortage of them.

Furniture: Research findings indicated the schools had enough furniture. The procurement was done through purchasing and parents contributions. The aim was to make sure schools had enough furniture. In interview all respondents showed that schools had sufficient and good furniture to students, while students had desks and chairs, problems were to teachers who had few tables and chairs. The situation made some teachers to roam around or stay outside the office charting!. One teacher from school X explained;

Consideration is on students only while teachers' needs are additional aspects. We need a place to sit so as to prepare lessons and do counselling to our students (Female Teacher of School X: 04.8.2015).

In additional, the researcher observed the small room used by teachers furnished with students' desks and chairs. This showed that teachers shared with students the same furniture. However, head of school Y added that:

We have a tendency of asking new students/ form one to come with their own desks and chairs. This helps to solve the problem of furniture to students. The problem is on our teachers. They do not have office tables and chairs. We have some few desks and chairs for teachers (Female Head of School Y: 28.7.2015).

However, the observation made in classrooms revealed the presence of sufficient furniture in almost all three visited school. Only one school showed deficit on furniture. One teacher of school Z added,

It is not easy to note shortage of desks and chairs because there are absentees. You just come during examinations and you will find some students sitting on the floor (Female Teacher of School Z: 19.8.2015).

Teaching and Learning Materials: The use of teaching and learning materials is important because it acts as a bridge between teacher and students. It simplifies teaching process and help students understand the lesson easily. Students are active and attracted to the lesson when their teachers use teaching materials which exposed student to the real learning he/she intends to acquire.

To obtain the information on teaching and learning materials, interview, focus group discussion and observation were used. Findings gathered on teaching and learning materials revealed that books were somehow sufficient to some subjects; problem was in other materials such as globes, charts, atlas and sample of rain gauge in geography, modal of biology such as human skeleton and digestive system. In this

regard, in discussions students revealed shortage of teaching and learning materials in their school as one member in group of school W said:

I usually see atlas in primary school, here I have never seen it. There are T/L materials in primary schools but here are not seen: digestive system model, globe and word cards. I remember my primary school teachers entering class with different models, but here in secondary school we have never seen teachers use any materials in class (Male Student of School W: 20.7.2015).

According to HOS of school Y the books in sciences were enough, they were about the ratio of 1:2 and some to 1:1 but there were no models and chemicals in science subjects. These were seen in most of the schools visited, books were enough especially in science subjects and few in arts subjects, when asked why they lacked books in arts subjects and models in science, Head of school Y said:

We receive capitation grant with directive to buy science books. Sometimes we receive those books from the councils, in that sense other subjects will not get books and if the situation continues will not buy model for science (Female Head of school Y:28.7.2015)

Added by head of school W who said that:

The school has no teaching and learning materials due to lack of fund, if we get money we will buy even few books (Male head of school W: 23.7.2015).

In additional, head of school X said that:

The school lacks teaching and learning materials but some teachers try to improvise some materials which are in their capacity to use in class. However, the problem of fund is the cause of these lacks of teaching and learning materials (Male head of school X: 04.8.2015).

These were suffixed with observation made on documents, inventory ledger which showed list of teaching and learning materials.

Availability of learning materials is central to effective teaching and learning. In all sampled schools text books was an issue. During all focus group discussions, students revealed that their schools had acute shortage of textbooks in arts subjects. A form four student of school Z explained that;

In class we are 45 students, but we have four geography textbooks, six English textbooks, three textbooks for Kiswahili (Male student of school Z: 12.8.2015).

This view was in line with Eshiwani (1993) and Digolo (2003) observed that the maintenance of factors such as curriculum, instructional materials, equipment, school management, teacher training and resources are some of the indicators of quality education. This was contrary to findings from the field that indicated that T/L materials provided was based on text books only and confined to some subjects which could affect students' academic performance.

Students: In this item, the researcher assessed the extent to which school heads had authority on the selection of students and their entry qualification. The authority to judge or to test them before enrolled, through test or examination to check their ability before registration. According to HOS of school Z in interview, form one students were selected by regional committee where every district was given students according to chances available or number of secondary schools available in the district. The findings revealed that majority of students qualify were below cut off

point of 130, that meant cut off point was lowered to fill the schools. The reason given was school had a chance or classrooms.

The other head of school Y explained that:

Some students cannot read and write but they are selected to join form one. I think there is a problem in primary schools and it is also contributed by the primary school examination format (Female Head of School Y: 28.7.2015).

However, the head of schools said that, the secular directs schools to receive students from two to three villages, where the school should be within the radius of five kilometres from the villages. This situation force schools to receive students of low pass only because the school should get students.

Another head of school X said that:

School caters seven villages; therefore we are forced to accommodate 300 form one students this year, the incident that creates shortage of classrooms in our school (Male Head of School X: 04.8.2015).

In additionally, DSEO of school Z said:

Three to four primary schools feed one secondary school in their area after passing PSLE. That's why you find students are coming from very far villages hence disturbing their learning (Female DSEO of School Z: 27.7.2015).

Also findings indicated that public secondary schools lacked mandate to select or set entry qualifications, in that sense they received students selected by another board who some did not qualify and then could not perform, as supported by Lyakurwa (2012) that the challenge is that not all primary school leavers pass the standard VII national examination would be able to join secondary school with confidence. Of

those who join secondary school, only a small fraction manages to pass in divisions, I, II and III in their national Form Four examination.

School Inspector: It was revealed in the findings that school inspectors have autonomy to take step to improve schools in their district/zone. One of the step was to advise councils, community and teachers before opening of the schools on requirement to be met so as to assure quality education was provided. Study unveiled that, advising was done but political influence and interference made School inspector advice not met. For example head of school W said:

We have school inspectors for monitoring and evaluating what is taking place in schools and giving advice. In this school, school inspectors are blind. There are a lot of short falls but the school cannot be banned (Male Head of School W: 23.7.2015).

Another head of school Y added

School inspectors as our quality assurers are supposed to visit the school every year where they check school environment, buildings, teaching and different documents. In our school since 2004 up to 2014 they have inspected us five times (Female Head of School Y: 28.7.2015).

The head of school X said that:

School inspectors are available and visit schools. These days they are not coming regularly or give information that they are coming. They just surprise (Male Head of School X: 04.8.2015).

Added by head of school Z that:

School inspectors are available but this year we have not seen them to come to inspect our school (Male Head of School Z: 19.8.2015).

The above quotation justified that school inspectors are available and perform their duty of inspecting schools. Also, data suggested that, despite the school inspector had mandate to inspect schools, they did not inspect schools regularly or even every year. Observation made on office documents files of school W revealed that from 2009 to 2014 only 2006 had inspection in the school. The academic master of school X said sometimes they just came to collect their fees but not for inspection.

This was justified by interview done to School inspector who said that:

The department lacks enough funds to perform its duty regularly every year in a zone. Therefore we try to move when we have fund for regular inspection unless there is special problem in a school (Female School Inspector: 10.8.2015).

The quotation above depicts the picture on the presence of school inspectors in zone and district. It also reveals that once they had opportunity, they visited schools for inspections and advise. However, the data showed that school inspector for secondary schools need to be at district level to reduce cost and make their duty efficiently. MOES (2012) indicated that sometimes people outside the school, such as inspectors, make judgements about the quality of education it provides. In some country this role is carried out by quality factors or improvement officers. We call this process external evaluation.

Community: Community comprises people of different villages surrounding the schools. Community should contribute to school development. However, the researcher found different in schools as HOS used much effort to inspire them to like schools and accept their school as it helped their children. Head of school W revealed

that parents and community lacked awareness to support school neither visit nor encourage their children to attend school.

In addition, head of school W said,

Once you call a parents meeting the attendance is not encouraging therefore nothing will be discussed. The issue is how to encourage other parents to attend (Male Head of School W: 23.7.2015).

To justify this, through focus group discussion with parents from school Z one revealed that:

We have a lot to do for our family. Let school and teachers do their job as they are employed. They are paid for that (Parents School Z:13.8.2015).

Another parent from school X said:

To go to school is wasting of time. Considering the distance and how much I will loss for a one stupid child. If the child does not want school let him stay at home; but time will tell that they misuse chances (Parents School X:06.8.2015).

When asked to make follow up to school and their children to check whether there was quality education, if the teachers were teaching, school had all the necessary needs for learning, parent from school Y added:

We have never gone to school. How come can we monitor the school? Let them teach, and we believe in them (Parent School Y:30.7.2015).

The other parent from school W said,

My duty is to provide my children with school uniform and books. Teachers have to teach. Besides, they have the school head (Parents School W:23.7.2015).

Therefore, schools were surrounded by the community that were expected to help schools, the above data showed that community did not support schools and even to insist their children to work hard in schools. However, lacked of education to members of the community contributed to community not support schools. In that sense they could not supervise or monitor the school to check the kind of education provided to their children.

This was in line with Fantuzzo & Tighe, (1999) that educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school.

Schools' curriculum: The researcher was interested to understand if the schools had curriculum materials. During interviews with HOS and discussion with teachers indicated that, there were syllabuses for each level and text books to some subjects. During interview one teacher from school X revealed that, they had hard time to use competence based syllabus, added that the syllabus was changed and introduced the new one without any instructions or training to teachers. The observation and documents revealed very few copies were available in schools. In additional the head of school Z showed preference on TIE books rather than other books that were in use.

Education Policy: According to interview with head of schools W, the education policy described the existence of secondary schools its requirement and qualification of the students. In the discussion with teachers commented that policy should give

the criteria which pass mark should be allowed for students to join form one and not to meet the requirements. This was in line with URT (1995) that secondary education would be given to person who would successfully completed seven years of primary education and had met the requisite entry requirements.

Therefore, according to teachers in focus group discussion of school Z policy gave hole to selection committee to choose form one student according to chances available in schools or political goals. However, the data from the documents showed the pass mark varied from year to year.

NECTA: The data gathered from teachers in focus group discussion of school X, it was revealed that NECTA had the role of evaluation through conducting examination which students sat at the end of four years. The interview with HOS all agreed that NECTA examine students and gave results that showed how students had performed. One teacher from school W responded that, I didn't know how NECTA know the coverage of the syllabus when setting the examination, some subjects are not taught or their syllabus not covered at all.

Another teacher of school X added that NECTA should know the situation existed in schools before setting their examination and shared information with schools on how students performed. In addition teacher of school Z suggested that if possible those answer booklets should be returned to school as references to prospective candidates. Concurred with this Mosha (2012) wrote these examinations are set without knowledge of what has actually been taught in schools and whether the syllabi have been followed or not.

TIE: TIE was mentioned as curriculum setter, was there to assured the required and accepted syllabus was in place and was in use by all schools. When the teacher of school X interviewed showed that they knew TIE as one who prepared their syllabus.

The other teacher of school W said,

We have no other relationship with TIE than using their syllabus (Female Teacher School W: 22.7.2015).

The other teacher of school Y commented that,

TIE changes syllabus without involving us. How can we implement the new syllabus without training?(Female Teacher School Y: 28.7.2015)

Involvement of teachers in changing of the syllabus or training implied that teachers were lacked new skills introduced in the new syllabus hence could not perform as the quality factors set. Again Mosha (2012) in his studies indicated this, in such a context, when the important pre-conditions have not been met, only miracles will lead to effective implementation of CBC in Tanzania primary schools. From the above data, public school had quality factors such as classrooms, teachers, teaching and learning materials, furniture, management and school inspectors for inspections. However, through interview, FGD and documents revealed that these quality factors were of poor quality that could affect students' academic performance.

4.3 The Role of Quality Factors on Academic Performance of Students in Secondary Schools

This section establishes the roles of quality factors on academic performance of students in secondary schools. Through interviews and Focus Group Discussion

(FGD) school heads, education officers, school inspectors, teachers and students were asked to provide their views regarding the role of quality factors on academic performance of students in secondary schools. In addition, document search and observation were used. Findings are presented and discussed in subsequent sub-sections.

4.3.1 Creation of Environment Which Influences Academic Performance

One of the research agenda items was to establish the influence of quality factors roles which, if used, could improve the academic performance of students in schools. The respondents were asked to identify issues related to quality factors roles influencing academic performance in schools. Several issues were mentioned depending on the working circumstances and experiences as follows:

Conducive environment: The researcher wanted to know how conducive environment would affect academic performance, responding on this head of school W said:

No one wants to study in a poor environment. I am sure if we have good environment with good classrooms, teachers' offices, toilets, teaching and learning materials, teachers' houses and hostels to reduce walking distances, this school will perform well. The fact is all these are not available at all or they are not to the standard (Male Head of School W:23.7.2015)..

This utterance justified the absence of quality factors criteria that could influence conducive environment in his schools. One teacher from school Z explained that:

Community need to be serious with schools. It's time now not to concentrate in classroom only. They have to consider other

needs such as good offices, computer, books, science equipments, library and electricity (Female Teacher School Z: 19.8.2015).

In discussion with teachers in school Y, they added there were no quality assurer to monitor the school, showed surprised on those people who supervised and plan allocation of schools, buildings were not finished, teaching and learning materials were not supplied or lacked fund. Fasasi, (2006) said that, poor supply and poor maintenance of facilities are regular features in many primary and secondary schools. This will not encourage a conducive environment for knowledge and skill acquisition.

This implied that the situation existed now was due to absence of quality factors criteria to be insisted to be followed and perform its role from the beginning, as a result poor environment were in schools. Therefore, according to discussion with teachers of school X classrooms were built poorly because no strictly criteria could be used to stop them and insisted on the standard construction. In additional, during interview with teachers of school W pointed one class which was poorly constructed under supervision of community/parents. Therefore, parents whom believed could helped to supervise classroom construction in quality were the one who built poor class. Still the same buildings were inspected and allowed to be used for teaching without any measures, where is the quality factors? teacher of school Z asked. During discussion with teachers, one teacher showed me the area where students went for food services. The place where food vendors were given for their services to students and teachers, it was unpleasant place surrounded by grasses and bushes.

Students when asked, they said we needed dining hall like other school where we could use for food and other service, claimed dining hall could act as multipurpose.

As shown by picture below:



Figure 4.1: Show the Area where Food Vendors' Serve Food to Teachers and Students.

Source: Field Data, 2015

Students' entry point: Quality factors could monitor and control the entrance of form one that was on required marks or pass, teachers of school W said:

In our school we do not know student entry point. It varies from time to time. Here students with 100 marks out of 250 are in secondary schools, and some students cannot write or read (Male Teacher School W:22.7.2015).

Added to this DSEO of school X said, there is pass mark set as entry point but we cannot leave secondary school built by community without students for reason of pass mark, this will demotivate them!.

In additional, teachers of school Z in discussion said:

When students fail in PSLE, pass mark is lowered to enable students to join form one. The highest pass mark was 250 but in school we have students with 90 marks (Male Teacher School Z: 19.8.2015).

Furthermore, the head of school X said that quality factors could help secondary schools to get good students and remove that situation existed which some school had children who could not read even a standard two books. Thus, poor students could be early noted and helped them before wasting their time. Therefore, this also affect academic performance of a school, if the agreed entry point would be set and followed to select students to join secondary school the academic performance would be good. This was agreed by Ezezobor (1983) as quality assurance demands that students should be of required standard before they are admitted into schools. It also demands that they should not be promoted if they are of low standard.

Teaching and Learning process: Teaching and learning process should be conducted in conducive ways where teachers had prepared their lesson well, use good teaching methodology that encouraged learning to students through discussion, role play, project and group work.

When interviewed head of school W said..,

...Teachers use participatory method but not completely. They sometimes mix with other methods (Male Head of School W:23.7.2015).

On the other side teachers of school W in discussion said.

We use participatory, students' centred methods where we involve students in discussion and presentation. However, our students are very slow but we try hard to help them (Teachers School W:22.7.2015).

Teachers of school Y added that, there was no library we could allow them to go to library for further readings. Contrary to these students of school X in FGD unveiled that...,

Teachers use lecture method as they only talk while students listen then take notes from the blackboard. Discussion is only done in Kiswahili subject especially when analysing books. Sometimes we were given notice to write ourselves, but that has now been stopped by the head master (Students of School X:05.8.2015).

When asked if they read books while in class, students of school X in group discussion replied that their school had shortage of books in some subject sited geography where one book was shared by six students. Mushashu (2000) supported that when compared to other students elsewhere, our students are trained in a poorly facilitated environment. A number of public schools have no libraries and there is an acute shortage of textbooks to the extent that you can find one book being shared among 20 students. This leaves the teacher the sole source of information. This might result in producing students of a limited scope

In additional, head of school Y disclosed that some teachers cannot teach in the class!

Some graduate teachers cannot deliver in the classrooms. They lack methodology and they are not ready to learn from others (Female Head of School Y:28.7.2015).

Discipline: Finding from interviews held with school heads, school inspectors, teachers and students and through observation unveiled that; most of the students did not show good discipline in classroom and school at all. One female teacher of school W lamented that..,

Students in this school do not show good behaviour in school and community. They do not come to school regularly. They change school uniforms to look like music celebrities. They are very free at home. For that, it is very difficult to monitor and change their behaviour (Female Teacher School W: 22.7.2015).

In additional to this parent of school W in discussion said that:

My child has changed behaviour since she started living with her grandmother. She now puts short skirt and changes her hair style. She is always accused by her teacher of not attending school (Male Parent School W:23.7.2015).

The quotation above indicated that students did not behave according to school norms and regulations. However, the researcher found that these students are living very far from school; therefore to shorten walking distance they decided to find another guide to live with. As students of school W in discussion said:

We walk about ten kilometres every day. So we decide to live with uncles or any relative who is near the school or along the road where we can get transport (Students School W: 20.7.2015).

This implied that on the way to school this student imitate much uncommon behaviour and sometimes cheat there in school while not. In additional students of school Z in discussion revealed that:

Some students live with their grandmothers because they want to be free to attend disco and watching movies/footballs (Students School Z:12.8.2015).

Therefore, research findings indicated that presence of quality factors could help students' behaviour by assisting schools to have necessary needs which could make education provision go smoothly. Students needed close follow up through classroom activities and outside activities.

In additional, it was mentioned by teachers of school W in discussion that absence of hostels and lunch to some schools accelerate indiscipline. The researcher observed students discipline book (Black book) in school Y where students were accused of been absent from school for a week or more without any reasons or permission and some were accused by their parents. This indiscipline could result to poor performance and promotion as would reduce learning hours to students. Teachers and students would spend more time in disciplinary issues or solving students' friction. This concurred by Mosha (2012) that good discipline should guide everything in schools and institutions if equity, excellence and perfection are to be realized. Good discipline is only feasible where the system and institutions are willing to listen to and act on the truth. Disciplined systems and institutions are characterized by order, smoothness, and the lack of friction and turmoil.

Lezotte (2001) asserted that in the effective school, student progress on the essential objectives are measured frequently, monitored frequently, and the results of those assessments are used to improve the individual student behaviours and performances, as well as to improve the curriculum as a whole.

Good discipline leads to good performance, added one teacher of school Y who said:

Students in this school come from the same society and culture. Their culture affects them. Students are attending some occasions which allow them to be exempted from school. So sometimes you cannot find students in classroom. They attend such occasions as traditional dances according to their beliefs. (Male Teacher School Y: 28.7.2015)

Therefore, culture if not observed could affect students' performance, thus community should note what should be attended by children and what not to be attended. Children should be strictly prohibited to attend night occasion that involved adult.

Self-assessment: It was found that in the schools teaching processes, there were great effort made by school to make sure teachers were teaching, that Self-assessment were seen during interview with HOS, academic master and discussion with teachers. All four schools visited had attendance books for teachers and students, class journals for teachers to sign after teaching, regular check-up of lesson plan every Friday.

In giving comments the teacher in school Z during discussion had this to say.

The school has class journals in the classroom to note teachers' attendance and makes follow up on those who are absent in their classes (Female Teacher School Z:19.8.2015).

In discussion students of school X added that;

Teachers read our names in classes to note our presence. If you are absent without genuine reason you have to be punished (Students School X: 05.8.2015).

This implied that there were self-assessment in each school to check and evaluate their progress and performance. The activities were in both sides' students and

teachers, this helped them to be aware of their strengths and weakness then increase effort. The findings concurred with Kelly (2010) that self-assessment is a systematic and regular review of systems, programmes, processes, activities, results and outputs that helps identify strengths and weaknesses in schools and VET institutions. This showed that schools had their own way of monitoring and evaluation, self-assessment to check teaching progress and students' performance as agreed by CEDEFOP (2011) that such regular monitoring and review contributes to continuous improvement of a school and training institution with the ultimate goal of increased student achievement.

However, in the school visited self-assessment was used as a way to compel teachers and students to attend class, this was contrary to meaning of self-assessment.

School vs community relationship: Good school attracts good relationship with neighbours hence community felt proud of the school. Community are ready to attend meeting at school because they believed what were discussed were implemented and were seen. Responding on the discussion one parent of school W said:

Once teachers call you to school be ready to get bad reports about the behaviour of your child, or money contribution etc. For example, today we are here to hear about demons issues that make our children cry (Male Parent School W: 23.7.2015).

In another discussion held with parent of school Y, the parent argued that there were many invitations by school. The invitations were for school development including

students discipline and academic issues. There were a lot of planning for school development but the issue was fund as parent of school Y said that:

Here there are a lot of promises but not implemented. The school is still like this. The problem is fund. As parents, we need to find another source of fund to help our school. It is not acceptable to have such situation in our school. (Male Parent. School Y:30.7.2015).

In addition to the above it was also mentioned in interview by the head of school W that community lacked awareness to education which made them not felt that school was part of their development. This showed that community were in bad relationship with schools which didn't meet quality factors requirements because to them school needed a lot of contributions to make it perform well.

In-service training: The researcher wanted to know if teachers had attended any in service training and how they affected. Responding to this through interview showed that there was training to some subjects, training mentioned were on subject panel, competence based teaching methodology and BRN workshop for Kiswahili, English language, Mathematics and Biology teachers, in additional to this another teacher of school Z mentioned seminars on PASHA and CAMFED.

When asked in discussion how often they had seminars or workshops, teacher of school X responded:

Very rare, we may end the term without any seminars or workshops. We need seminars to sharpen our skills with new changes. They motivate too (Female Teacher School X:04.8.2015).

Furthermore, interview held with head of school W revealed that teachers needed in service training because education issues are changing everyday where new inputs are getting in. The head of school W said:

We lack fund for in service training and workshops. So, we normally depend on those seminars that have sponsorship where schools do not incur any cost (Male Head of School W: 23.7.2015).

Another teacher from school Z who contributed to the topic explained that: on his twelve years in service, he had attended only four seminars, that situation was very bad to a science teacher where every day there were changes.

The response above suggests that, teachers lacked training, seminars and workshops though were in need of it, they believed that in service training would help them to improve their job and motivate them. As Agu, Manda and Tukai(2000) added success of a school system depends on its teacher. But for the teachers to do this they must be adequately prepared and motivated. Therefore, existence situations revealed that in service training was very rare and if happened fund was a problem to support the participants.

4.4 To establish Quality Factors Strategies the Schools Need to Put in Place to Realize Good Students' Academic Performance in Secondary Schools

Undesired quality factors which brings about decline of students performance in secondary schools in Tanzania, informs the desire of the researcher to determine what strategies schools should establish to attain quality factors to realize good students' academic performance in secondary schools? To that effect, interviews,

discussion and document search were employed to generate data. Two subsections inform the presentation and discussion of the findings.

4.4.1 School Quality Factor Strategies and Students' Academic Performance

In this subsection, the researcher determined the strategy of quality factors which would improve academic performance in schools. In that effect, the strategy of quality factors included: buildings, teaching and learning materials, school inspectors, self-assessment, in-service training, school/community participation, school board and quality assurance unit. They constitute vital inputs which are capable of achieving good results when combined with other resources in adequate quality and quantity. The intention to determine this was to unveil the kind of quality factors which rendered to academic performance so as to devise the appropriate mechanism to improve quality factors in schools. The research findings unveiled several quality factors strategies taking different dimensions.

The buildings: The research findings disclosed the building structure dominated the larger part of whether improving or demising the academic performance in schools. The interviews held with respondents sought to know what quality factor strategy school have on buildings to improve students' academic performance. The reflections were on the following matters: First, building such as classrooms, laboratory, library, teachers' offices, toilets and teachers' houses; findings in this area centred on presence and utilization of those buildings. According to DSEO of school X when interviewed, there was a committee in district level for monitoring school building, also at ward level there was a WEC and last the school committee.

School building regulation indicated what school should compose, in addition school inspector, health officers and DED had authority to stop or insisted on the completion of the buildings before enrolment of students. Schools started with poor building and some were not completed at all. However, parents did not shout on their children studying in poor environment, claimed the government would complete.

The finding observed in buildings were not encouraging, most of the buildings were worn out, needed major repair and completion for school use. When asked what strategies they have to make sure school has enough buildings, parent of school W in discussion replied:

The school has a committee for building construction. Its duty is to ensure that the school has all the necessary buildings. It also plans on how to get fund including monitoring parents' contributions on school buildings and good use of government money (Male Parent School W: 23.7.2015).

Another parent in discussion had the following to say:

It is almost seven to ten years we have been contributing in building through money, materials and manpower to make sure our school has enough buildings (Male Parent School W: 23.7.2015)..

When asked how this improved academic performance, three parents of school X had the following to say:

Enough buildings will help students learn well. Students are congested in classroom. Teachers will live around and they can help students until evening (Parents School X:06.8.2015).

On the other side students of school W showed disappointed with their classrooms which were in poor condition. In their classrooms there were no window, no doors and no notice board. One of the students of school W in discussion said:

We ask the government to help us build more classes or ask assistance from celebrities who attend our graduation to help us build classes (Male Students School W: 20.7.2015).

This was also supported by teachers of school Z who said during graduation they invited different people whom could help the school. Observation made to school buildings revealed that some of the buildings were incomplete, no window, no doors, no floor, no electricity and no notice board for posters. These had effects to teaching and learning could not be effectively hence poor academic performance. In additional, teacher in school X said that the school had set different strategies to get enough classrooms, laboratory, library and even kitchen. The teacher of school X said:

Sometimes we write proposals and take them to different leaders and companies asking for assistance. Through this we have managed to get 100 chairs and desks. Also two classrooms are installed with solar power (Male Teacher School X: 04.8.2015).

The statement was also supported by a quotation from head of school X, during interview who commented on the same strategy that:

The school should establish relationship with other organizations for the sake of finding assistance. You know, the school cannot depend on fund from the government or parents' contributions only (Male Head of School X:04.8.2015).

The WEC for the School X also commented on the strategies used by school as solution of a problem to quality improvement as quoted saying:

Congestion of students in few classrooms is a drawback to quality learning at school. Schools need support from different stakeholders, including parents who are within my area. I normally attend parents meeting though turn up is not

encouraging but parents agree to contribute for classroom and toilets (Male WEC, School X: 05.8.2015).

These comments by parents, students and teachers imply that buildings were part of quality factors that affect academic performance. The efforts established on solving this problems show that schools wanted to acquire good and enough buildings in order to achieve good academic performance. This was accord with findings of Emetarom (2004) that facilities are material resources. In the schools, they are physical and spatial enablers of teaching and learning which will increase the production of results.



Figure 4.2 Show the Classroom Situation in some Secondary Schools.

Source: Field Data, 2015

School Inspection: The study revealed that school inspector affect school performance. Commonly, ones observed include teaching preparations, the use of teaching aids, school environment and serious teaching. The data were collected

through interview with head of school, DSEO, discussion with teachers and students and observation made on school inspection file.

During interview, head of schools were asked “Do you think school inspector help academic performance? The findings revealed that school inspectors made teacher to prepare their lesson, use teaching aids in class, change habit of work, raise teachers awareness and there was serious teaching when school visited by school inspectors.

Commenting on this, one head of school W said:

The school inspectors have power invested to them to monitor and supervise education provided in this country. Teaching in some schools is done as business as usual. Teachers are not active in teaching preparation and use non participatory methods. School inspectors make teachers change their habit of work (Male Head of School W:23.7.2015).

Another head of school Y said that:

School inspectors help to raise teacher awareness and seriousness in teaching. There is some fear among some of teachers (Female Head of School Y: 28.7.2015).

The above quotation was supported by head of school X who said:

School inspectors raise teacher awareness and increase their responsibility in their job (Male Head of School X: 04.8.2015).

Another head of school Z reported:

School inspectors make teachers active in lesson preparations and you will see the use of teaching aids (Male Head of School Z: 19.8.2015).

The researcher wanted to know how SI affects student academic performance, during interview with SI, SI indicated that schools needed to refrain from, poor teaching

methodology, poor teaching preparations, shortage of resources and lacked of fund which affected student academic performance so as to help their students to learn and understand their subjects. SI said that:

We inspect schools and indicate areas with problems so as to be solved in order to improve academic performance (Male School Inspector: 10.8.2015).

In additional, teachers of school W in discussion responded that SI insisted on covering of the syllabus, lesson preparation, lesson notes and the use of teaching materials. Other teacher of school Z added that SI helped them to be aware in their responsibility of teaching by insisting the use competence base lesson plan.

On the other side teacher of school Z remarked:

School inspectors need to show friendship to teachers and help them to improve rather than frightening them and saying teachers are out of date compared to students (Male Teacher School Z:19.8.2015).

On the same topic, Head of School Y said:

School inspectors help much to change the habit of work. You find teachers busy preparing their subject (Female Head of School Y: 28.7.2015).

Another Head of School X added that,

School Inspectors help schools to improve. They check buildings, teaching documents, students' performance and class teaching (Male Head of School X: 04.8.2015).

Students of school W in focus group discussion said that:

We have never seen school inspectors. We will prefer them to come (Students of school W: 20.7.2015).

Furthermore, DSEO in interview said that: SI helped to make school active and aware, the SI report helped us in making follow up because the report note strength and weakness of the schools this is external eye.

However, school inspector said schools are inspected before allowed to start, schools should have enough and good buildings for classrooms, offices, toilets and some of the teaching materials. The situation in schools was contrary to what said by school inspector; still poor building was seen in schools. The findings showed school inspector was a good strategy as it increase teachers' efforts and help to improve weakness that prevailed in schools. However, to some extent it was reported to discourage teachers as they act as police of education instead of advising on how to improve education. The picture below showed the school building.



Figure 4.3: Show the Uncompleted Classrooms Building in some Secondary Schools.

Source: Field Data, 2015

Teaching and learning materials: This part examines the strategies of acquiring teaching and learning materials as a quality factor to help students' achieve academic performance in secondary schools. The findings were obtained through interview, discussion and observation. All head of schools responded on this agreed their school lack teaching and learning materials caused by lack of fund, hence they had the duty of finding means to obtain teaching and learning materials to facilitate teaching and learning at their school.

The interview with DSEO revealed:

Teaching and learning materials are very important in schools. Therefore, shortage of teaching and learning materials cause teachers not to be able to give real example of what their teaching. Students lack exposure to reality. Schools should have a system to acquire teaching and learning materials either through capitation grant, school fees or parents to buy books for their children (Male DSEO:24.7.2015).

In additional, during discussion in school Z students complained of shortage of arts books, the ratio were 1:5 in Geography, History and Civics subjects. They also mentioned of different books used in one subject but differ in content which led to confusion to them. In fact these make their lesson difficult.

The head of school W agreed with students said:

I know the importance of teaching and learning materials. Lack of such materials cause hardship in study and sometimes students do not understand their lesson well. The issue is fund and the school fees paid by students do not suffice the need of the school. Meanwhile, every student is asked to have at least two books of different subjects (Male Head of school W:23.7.2015).

However, teachers in discussion suggested that schools should be allowed to add at least 3000/= in school fees which would be used to buy teaching and learning materials. Teachers also added that schools should write to some organization and donors that donated books for assistance.

On the other side parents in the focus group discussion added that schools should find means of getting teaching and learning materials, adding that their responsibility should remain in providing uniforms and note books. WEC of school X on the issue of teaching and learning materials responded that, the council always ordered them to write reports on what was needed in schools but it took times to get responses, Added that few month ago the government had distributed science books to almost all schools.

Teaching and learning materials; books, maps, models, computers, projectors and others were mentioned as among issues needed special strategy to curb the existence situations in public secondary school. Some of the strategies mentioned to help acquisition included more fund from the government, parents contributions, project write up, fund from self-reliance project and establish relationship with different donors. Schools and head of schools needed extra effort to make sure teaching and learning materials were available including improvisation through local materials and borrowing from other schools. In additional, districts and wards could develop resource centres where teachers would use to improve their knowledge. At same time teaching and learning resources can be mobilized and shared by the schools to reduce cost.

4.4.2 Self-Assessment and Evaluation

Through interviews, discussion and observation, respondents were asked what strategy school has on quality factor to assure good teaching and learning process to achieve good students' academic performance. The findings indicated that self-assessment was a strategy conducted in schools through staff meeting, department meeting, school board and parent meeting. In teaching assessment was through the use of classrooms journals, students' meeting, and heads of department meetings.

Teacher of school X in discussion responded that:

We give students chance to report what is taking place in class. However, heads of departments have assessment forms to check how teaching is done in class (Male Teacher of school X: 04.8.2015).

Approved by students of school X that:

We use class meetings to discuss school issues especially academic, and we report where teaching is done poorly (Students School X: 05.8.2015).

Head of school Y disclosed:

We conduct parent meetings and school board meetings where the school gets feedback on how we execute school affairs. For students learning, we give assessment form to report teaching that helps us to identify weaknesses (Female Head of School Y: 28.7.2015).

In additional, another head of school X said that school had strategy of assessing how teachers teach through asking students to fill the class journals and students meeting where students reported and discussed how teaching was conducted in classes. Parent meeting was also mentioned as self-assessment because parents reported and discussed strength and weakness noted in various sectors of the school. Furthermore,

staff meeting and departmental meeting were used as self-evaluation where teachers used to discuss issues and their solution. However, there was a school board met at least two times per term to discuss different issues of the school.

The researcher also wanted to know if there was other assessment in other area out of teaching, the respond from the discussion with teachers of school Z were as follows:

We assess students' smartness, and schools' environment and cleanness in general to create good environment for students to learn (Teachers School Z: 19.8.2015).

In additional DSEO interviewed said:

We visit schools for general assessment in teaching, school environment and to talk with teachers. In fact, these give us good understanding of what exist in schools as well as strengths and weaknesses (Female DSEO: 27.7.2015).

Generally, this implied that self-assessment done in schools helped much to act as strategies of quality factors to help school achieve good students' academic performance. Self-assessment is very important strategy in schools as school inspectors who are external eye do not come frequently. This involves head of departments and academic masters to plan on how to evaluate quality factors and check how teacher are teaching, some teachers do not teach. Therefore, self-assessment acts as substitute of school inspectors. The use of class journals, departmental meeting, students meeting and parents meetings keep school alive and help to improve students' academic performance.

In service training: Through interviews with heads of schools, results corresponded with what other teachers had responded. Through the question "What strategy as a

quality factor could be used to improve teaching and learning methodology employed in classrooms?, they were required to mention and describe at least four strategies. Among the strategies mentioned were in door seminar, subject panel at district and region level, departmental meeting, team teaching and up grading course. In analyzing these responses, it is revealed that in door seminar and departmental meeting are mostly used by all schools involved. Departmental meetings were also used to discuss difficult topics.

Head of school W said that:

Seminars and workshops at school level are insisted so as to share new skills and methods of teaching. We normally ask one of our teachers who is competent in certain area to train others (Male Head of School W: 23.7.2015).

The head of school Z added:

Teachers identify difficult topics and present in department meeting. Members of the department who understand the topics take responsibility of training other teachers. Sometimes those topics are sent to subject panel at district level for discussion. This has helped and simplified teaching among teachers (Male Head of School Z: 19.8.2015).

Another head of school X said that:

The choice of methodology depends on the mastering of the subject. Some of the teachers show little understanding of their subject. Some of them cannot even prepare lesson notes. Teachers are poor academically and pedagogically. They only depend on lecture and question and answers. So on job training is important to familiarize newly hired and experienced teachers to new skills and techniques (Male Head of School X: 04.8.2015).

Added on it one class teacher of school X in discussion said:

Training to teachers is helpful. There is new technology nowadays such as use of internet, email and projector which need computer (Male Teacher School X: 04.8.2015).

On the other side students of school X blamed their teacher:

We do not understand our subjects because our teachers use to lecture and they provide us with notice (Students School X: 05.8.2015).

Furthermore, the head of school Y added:

Teachers need training to help them use participation methods like discussion and question and answers in class. Although it is difficult for all students to participate, the methods make the class more active ((Female Head of School Y: 28.7.2015).

On one side students of school W revealed that their teacher use lecture only, they have never involved in discussion and other methods. On the other side, students of school Z congratulate methods employed by physics teacher that was good and enabled them to understand the lesson. In additional, the observation made in classrooms witnessed the use of lecture method mostly employed by majority of teachers in schools visited. The method was claimed to be simple and did not consume much time in preparation compared to other methods.

The statements above imply that, teachers apply lecture, discussion and question and answer methodologies with different perspectives as had been discovered from their responses during interviews, discussions and observation. It was found that teachers planed and used a variety of methods due to different factors. Among them are shortages of time and learning materials, overcrowded in the classroom, coverage of the syllabus, students' ability and lack of training to equip them new skills in pedagogy and syllabus. Those practices of teaching led to variation in methodologies because some teachers could use participatory methods while other

teachers of the same subject could use less participatory methods, hence learning objectives could not be attained.

Therefore, in-service training mentioned to help students' academic performance. Teachers who trained well could perform well too, when there was opportunity to attend several training to sharpen their professional knowledge. Thus, in-service training could be in teaching methodology or the use of machinery in laboratory etc. The training empowered teachers' decision, good approach and implementation. At the same time could avoid the use of corporal punishment in the classroom which demoralizes students, it was expected a good teacher would use teaching methodology to curb bad behaviour in class which would result in fallen of performance. As suggested by Ayeni,(2010) added that the teacher's role is crucial to effective and efficient learning, the teacher is expected to provide essential inputs like adequate planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance. However, the use of corporal punishment in the classroom were seen as bad approach to cover poor teaching preparations as noted by Darling-Hammond (2000) contends that teachers who lack knowledge of content and pedagogy or teaching strategies cannot offer their students adequate learning opportunities.

4.4.3 Student Ratio

To obtain the information on student ratio in schools, teachers were asked through interview and discussion if they were affected by overcrowded classes. Findings indicated that majority of teachers did not like to teach in such a class, some teachers

said they had no option because this is situation of their schools. Through focused group discussion involving students and teachers from four sampled schools, the same question was posed and the answers were: most of the students said did not have option, they accept the situation to be in overcrowded class to keep their togetherness, while the remaining few said they did not like overcrowded class as it made the class not comfortable. This shows that, overcrowded classes did not engage student in learning and teachers did not prefer it as it affects academic performance. Shortage of classrooms compared to number of students affected teaching and learning, class size found in most of the school was 50 to 55 students but form one in school X were 60 in classroom the reason given was that the allocated students in year 2015 were more than their need. In this regard, in interview with teachers revealed that shortage of classrooms and increased number of form one accelerated overcrowded classes as one head of school X said:

Student ratio has been suggested to overcome the overcrowded classes. We have capacity of 160 instead they brought 300. This has caused among teachers, difficulty to employ participatory methods when teaching such classes (Male Head of School X: 04.8.2015).

In additional, head of school Y added that:

Overcrowding cannot be avoided. The government brings more students of form one. It does not consider school capacity and student ratio; hence cause overcrowding in classrooms. I have to accept (Female Head of School Y: 28.7.2015).

The quote above implies that head of schools did not have power to reject students when they were overcapacity. The other head of school W explained that:

Teachers face difficulty in teaching the overcrowded classes. The effort to build new classes has been left to head of schools' initiative. What they need is students to be taught but we do not like this situation. There is no ratio at all (Male Head of School W: 23.7.2015).

In school Z, additionally, head of school said:

This makes teaching difficult. The enrollment does not consider school capacity. Every year the number of form one increase while the number of classrooms remains constant (Male Head of School Z: 19.8.2015).

Students of school Z said that:

We cannot learn properly as we are too many in our class. We are sixty students (Students School Z: 12.8.2015).

In additional, teachers complained that in big classes you can't give enough exercise to your student because it will be burden to correct the work and return it on time.

With reference to the above data, the responses given suggest that schools had no power to control the number of students like wise no other board could talk or suggest on that issues, that the school had no enough classrooms which would lead to difficult teaching in schools hence poor quality education. On the other side to make teaching easy schools needed number of students to match with the number of classrooms so as to have the required number of students in class. Therefore, student ratio to available resources such building and teachers should be considered.

4.4.4 Teachers Ratio

Moreover, the number of teachers per subject in most of secondary schools is alarmingly too small to allow proper teaching especially science subjects. There are

very few teachers in science and mathematics subjects. This has been aggravated by the fact that some graduates avoid teaching and are employed elsewhere, where they can be paid handsomely (Mushashu, 2000).

To obtain the information on what strategies would be used to have good teacher ratio, head of schools, teachers and students were asked through interview and group discussion if they have enough teachers in their schools. Findings indicated that schools had enough arts teachers compared to science teachers who were very few in a school. Different efforts were mentioned to be used to curb the situation such as to use part time teachers, use form six leavers and ask some teacher who have some knowledge of the particular subject.

In interview the number of science teachers was mentioned to be very few compared to their counterparts' arts teachers. The head of school X said:

We have three teachers of science of which none is of biology and chemistry. The school uses part time teachers from other schools where students contribute some money for them (Male Head of school X: 04.8.2015)

Supported by his students in FGD, they mentioned shortage of science teachers in their school and the way it affected them, students of school X said that:

The biology and chemistry teachers are part time. They can leave anytime (Students School X: 05.8.2015).

Interviews with heads of schools and academic masters revealed that shortage of science teachers had seriously impacted syllabus coverage as teachers had big teaching load and spent most of their time teaching. The head of school Y elaborated that:

Most public secondary schools lack science teachers. We hire part time teachers from other schools or form six leavers. School needs science teachers. Arts teachers are enough (Female Head of School Y: 28.7.2015).

In additional, head of school W said:

To help my students, school use those two science teachers to teach all science subjects regardless of their speciality, what I consider is their form six combination and background of the subject (Male Head of School W: 23.7.2015).

Again, head of school Z also said that:

Students contribute some money that the school use to hire part time teachers for science subjects. Students also go to big school for practical and exposure to science subjects (Male Head of School Z: 19.8.2015).

The results from focus group discussions show that schools had shortage of science teachers which could affect the students' academic performance. The interview and discussion revealed the strategy used as part time teachers, form six and teachers with science background. The strategy was used to silence students on the side of quality it was not recommended for form six and use of background to teach. On one hand teachers and students commended the strategy while on the other hand DSEO revealed the government effort to train more science teachers and the plan set to make sure that science teachers were allocated evenly to all schools. In additional, WEC showed the coordination report planned by HOS in the ward on how science teachers could be used by all schools. This was also signified by the statement from one teacher in school X:

Science teachers in ward or district can rotate in schools within the ward. The school is responsible to provide token or allowance to those teachers. Otherwise the head master has to

find part time teachers to teach form four (Male Teacher School X: 04.8.2015).

Another teacher from school Y had this to explain about shortage of teachers:

In our school, out of the available forty five teachers, only three of them are science teachers. This is a problem that affects students who are studying science subjects. In that situation, we have asked the head mistress to find a physics teacher in another school because among those three there is no physics teacher (Female Teacher School Y:28.7.2015).

In school W, the teacher had this to say:

We have one teacher who teaches chemistry and biology and one teacher who teaches physics and mathematics. The headmaster gives them some extra money to motivate them because they teach the whole school from Monday to Saturday (Male Teacher School W: 22.7.2015).

In additional, the teacher of school Z said:

We have thirty seven periods per week. One teacher teaches form one up to four. Sometimes he invites his fellow science teacher from a different school to help him and he does the same to him (Male Teacher School Z: 19.8.2015).

The statements above from teachers imply that, shortage of teachers had affected academic performance and at the same overloaded the present teacher to the extent that they have to overwork themselves to teach students. It was revealed that strategy used were more friendly than official that could also affected students' academic performance. For example temporary teachers or form six were found to be used in schools. The problems came when they got other area for more payment or whatever the school is left without teachers.

The students from school X said:

Our school has temporary teachers for science. They normally leave us without teacher when they get their posts. The

government need to solve that problem. Some other schools have all the teachers, and that is why they perform well (Students School X: 05.8.2015).

The other students of school W said that:

The school has temporary teachers for sciences subjects: physics, chemistry, biology and mathematics. Syllabus is not covered especially in chemistry and biology (Students School W: 20.7.2015).

The students of school Y had this:

We have enough teachers. Our request is to get a physics teacher whom we do not have. Let them reduce arts teachers and bring science teachers (Students School Y:30.7.2015).

The findings above revealed that, schools had problems of science teachers while arts teachers were not a problem. Therefore, teachers as part of quality factors affect students' academic performance. This is due to lack of teachers in some subjects especially sciences that lead to these subjects not to be taught.

4.4.5 Parents' Participation

It was also found that teachers were facing a challenge of making parents to participate fully in the schools' activities. Teachers explained that in the community there is a group of parents who do not show any interest in school activities participations i.e. paying school fees and other contributions, but they keep quiet. This is another challenge facing schools on how could enable all parents participate actively in schools. The researcher wanted to know the strategy could be used to reestablish and enhance school and community relationship and participation.

The head of school W said....

.... School is trying to increase parents meeting where different issues concerning the school are discussed. Parent meetings can help us improve students' academic performance. We also have parents' day where parents get a chance to see students' exhibition of different things learnt at school (Male Head of School W: 23.7.2015).

The head of school X said that:

To get good results, parents need to participate effectively in school activities. They need to know what is taking place in school so that they can support the school in that case the school is on the process of using village offices to encourage parents to participate in school activities (Male Head of School X: 04.8.2015).

In additional, the head of school Y added that:

The school normally has a tendency of inviting parents to share with them school's problem. Meanwhile, they have contributed some money for their children to be taught on Saturday (Female Head of School Y: 28.7.2015).

In school Z, the head of school said that:

There is good relationship between school and parents. They have brought food to be eaten by their children while in school. We therefore increase teaching time up to 16.30 hours. We have introduced parent meeting where no teachers attend. That is one of the results of their meeting. They discussed and decided to provide food (Male Head of School Z: 19.8.2015).

These imply that, teachers need cooperation with parents to get good performance.

They use parents to stress what they needed from students, at the same time parents use teachers to ask for assistance on how their children can perform better. During focus group discussions with all teachers and students in schools W, X, Y and Z, the researcher asked more questions to explore what strategies could involve parents'

participation to improve academic performance. The results from these discussions revealed that, parents needed education to sensitize them on importance of education to their children. Students showed that their parents do not trust them that they can perform well. They asked teachers to assure their parents that they can perform.

Discussion with parents revealed that:

On the side of parents, all of them showed readiness to assist schools to achieve good students' academic performance, however, parents showed anger to school contributions, claimed that their poor. Parent of school W said that:

School is very costly to us. Look at what we earn: the same money is needed by the whole family. The participation talked here in school is money only. We are poor (Male Parent School W: 23.7.2015).

School Y parents said:

Children are not serious with studies, they just waste our money, look at their brothers and sisters are all in the street, jobless, driving Bajaj (Parents School Y: 30.7.2015).

Parent of school X had these to say:

We want to participate but school should not wait till students are misbehaving or when they need money. They can involve parents even in other issues (Male Parent School X:06.8.2015).

In additional, parents of school Z said:

Let school call us, look students are walking 10 km from school. They need dormitory to solve this. My children are staying in a rented house. I have to give them food every week (Parents School Z: 13.8.2015).

The findings above, agree with Rouse & Barrow (2006) that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently they do not work at their fullest potential.

It was assumed that, income and education level as a cause factor could attract parent's active participation in school activities. Lack of parents' participation in the school activities could be the result of the poor income or lack of education that fail to stimulate parents' interest to participate in the school activities. If the parent's ability does not encourage/ support students to participate actively in the school, parents are likely to remain quiet. However there are also some parents who have such habits of remaining quiet in the community. If the school does not consider how to accommodate these differences, the problem is likely to exist. Moreover, the achievement of students is negatively correlated with the low SES level of parents because it hinders the individual in gaining access to sources and resources of learning (Duke, 2000; Eamon, 2005). Therefore, poor parents' participation affect quality education to students' academic performance as parents could not be active in education issues of their children.

4.5 Summary of the Chapter

This chapter concentrated on data presentation, analysis and discussion of the research findings. The findings have been presented, analysed and discussed in line with the research objectives of the study. The study established that quality factors were not known to most of stakeholders including parents, quality factors such as classrooms, teachers offices, school inspectors, toilets were presents but in poor

quality most of them were uncompleted no doors, windows, floor and source of energy such as electricity, school inspectors were available but their frequency of inspection was not encouraging.

Quality factors had the role of creating conducive environment for education provision for setting factors such as students' entry point, good teaching and learning process, good discipline, self-assessment and good community relationship.

However, quality factors strategies the schools need to put in place to realize good students' academic performance in secondary schools were mentioned; school buildings, teaching and learning materials, in-service training, student ratio, school inspectors and parent participation in school matters. The next chapter provides the summary of the study, conclusions and recommendations.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the study by reviewing the purpose of the study, the surveyed literature, analysis, findings and at the end presents recommendations for action as well as further studies.

5.2 Summary of the Study

The purpose of the study was to investigate the quality factors affecting students' academic performance in Tanzania mainland. Three research questions were formulated to guide the investigation. Quality factors available in secondary schools that affect academic performance of students, the role of quality factors on academic performance of students in secondary schools and to establish quality factors strategies the schools need to put in place to realize good students' academic performance in secondary schools. The conceptual framework was based on the factors that affect students' academic performance adapted from: Chepkuto (2012). Based on the conceptual framework, empirical studies pertinent to the problem were reviewed accordingly.

The study involved 89 respondents in total whereby i.e., 3 DSEO, 4 HOS, 4 academic masters, 16 teachers, 16 parents, 40 students, 3 WEC and 3 school inspectors. Purposive sampling technique was used in sampling the respondents. The methods of data collection were documentary reviews, interviews to heads of

schools, academic masters, WEC, SI and DSEO and focus group discussion to parents, students and teachers. Data collected were analyzed qualitatively through thematic analysis.

5.3 Summary of Key Findings

A summary of the study findings is therefore drawn based on research questions presented in the first chapter.

5.3.1 Quality Factors Available in Secondary Schools that Affect Academic Performance of Students

The study revealed various quality factors available in secondary school where there are poor school infrastructures, shortage of science teachers. Some of the reasons which account for this disparity are such as lack of fund, political influence, poverty, lack of strong board to monitor implementation and lack of education and awareness to parents. Other reasons are such as policy. These affect students' academic performance as they make students and teachers not to participate clearly in their teaching and learning process hence placing them at a particular disadvantage.

5.3.2 The Role of Quality Factors on Academic Performance of Students in Secondary Schools

This study showed that the quality factors have the role to play in providing good education to children, through good building and conducive environment, qualified teachers, good students, teaching and learning process and community support,

something which is different from what was believed in the past that teaching can be done anywhere and anybody. The evidence for this includes, first, the conducive environment through buildings such as classrooms, toilets and offices were encouraged. Most of the schools lacked library, dining hall, hostels even for girls, kitchen and laboratories which were not finished and many buildings were poorly built and unfinished without floor, doors and window.

Second, it was revealed that the presence of students' entry point which was not constant influenced significantly the quality factors to students' academic performance. Schools receive students according to regional and district recommendations. Entry point is reduced to fill the schools or to attract political will to the community, contrary to quality factors role to affect student academic performance by having constant point especially to those who meet criteria to join form one.

Third, it was revealed that, regardless of the teaching and learning to be poor caused by lack of necessary materials, the quality factors was considered significant where nowadays schools introduced internal monitoring through class journals, inspection of lesson plan by HOS every Friday and extra teaching and a number of tests and examinations to influence students' academic performance.

Fourth, it was established that quality factors expect high discipline, self-assessment, school and community relationship and in service training. From the experienced schools, there are quality factors in schools to monitor discipline, self-assessment,

and school and community relationship and in service training influence students' academic performance.

5.3.3 Quality Factors Strategies the Schools Need To Put In Place to Realize Good Students' Academic Performance in Secondary Schools

During the study, it was revealed that presence of building infrastructure, school inspector, assessment, in-service training, teaching and learning materials, parents' participation as well as the student and teacher ratio were presented by respondents as the quality factors strategies to improve academic performance of students in secondary schools.

5.4 Conclusions

In accordance with the study findings, conclusions are drawn as follows:

First, students' academic performance to large extent depends on status of quality factors. In many cases, because of the poor quality, students' academic performance is not encouraging. This accounts for their small numbers of science teachers, shortage of teaching and learning materials, buildings, low participation in parent meetings and school board are weak, shortage of school inspectors and lack of fund to school inspector department. When they lack quality factors, schools make an option using much on internal resources for good achievement.

Second, the fact that some schools find extra fund to create conducive environment for teaching and learning, introducing classroom evaluation and HOS is supervision and monitoring is an indicator that quality factors in schools are important.

Therefore there is an increased awareness of assessment to students and school environment.

Third, the strategies for quality factors seems to exist in schools, data collected and discussion made reveal strategies that improve students' academic performance in secondary schools.

Lastly, the quality factors have merit of assuring good provision of education to students the presence of school inspectors, DSEO, HOS and other school management assures good education. Quality factor make sure schools have all necessary resources to perform well. Lack of fund to school inspectors should be dealt on as department seem to be the sole organ with mandate to inspect schools and advise the government.

In essence the quality factor study, make the schools reflect on the needed quality improvements in schools to realize expected learning outcomes, through good academic achievements and thus it is the condition to attain the criteria of quality education and good academic achievement and attain the education for all philosophy (EFA).

5.5 Recommendations

In the light of research findings presented in this study, it is recommended as follows:

- Various educational stakeholders including the government at different levels, teachers, parents and students should effectively play their respective roles to ensure achievement in students' academic performance. The local governments at village and district levels should design and implement programmes aimed at sensitizing parents and guardians on the advantages of participating on school issues and quality control. Where affordable, enough fund and sponsorship should be given by the government to schools and school inspector to fulfill their role due to poverty or inability of their councils and parents to meet these school expenses.
- Parents should be sensitized to value education. Through the local government at different level such as the village and district, mass sensitization on the importance of quality education. This can be done through regular public rallies, radio programmes and other possible means. Parents should be educated on the importance to channel their financial resources for the education of their children instead of wasting them on marrying more wives who increase the burden on the family thus creating a possibility of denying the child education because of the extra burden imposed on the family.
- With regard to the parent living in rural areas, they should be encouraged by teachers and other education stakeholders such as the ward education coordinators and district educational officers to join conscientizing groups such as church group, mosque group and community associations which may help them towards their self-discovery and hence maximize their potentials in education.

5.6 Suggestions for Further Studies

A limited number of studies have been conducted in Tanzania in the areas of quality factors in education. Most of them, including this one, cover a small area of the phenomenon. It is therefore suggested that: First, longitudinal researches should be conducted to track over time the quality factors affect education in various factors in secondary education. Second, it is suggested that a similar study be conducted in other districts in Tanzania to identify the quality factors affecting students' academic performance in secondary schools. This is because in other districts people live with different culture and perceive education differently. Third, a comparative study between urban and rural secondary schools should be conducted to understand how quality factors affect students' academic performance.

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APPENDICES

APPENDIX A: Interview Guide for District Secondary Education Officer

Introduction

This study intends to investigate the quality factors affecting academic performance of students in secondary schools. Data collected will be used for reference only and will remain confidential. Your views will be useful in developing quality factors for improving secondary schools. So you are kindly requested to feel free and provide all information you have concerning quality factors and how they affect academic performance of students in secondary schools. Remember, your responses to the questions are of great value because they will fulfill the objectives of the study.

District.....

Sex.....

Date of Interview.....

1. How long have you been in the post of DSEO?
2. How long have you been in this district?
3. What do you know on quality factors in schools?
4. What is your responsibility in quality factors of your school?
5. What type of quality factors exist in your school?
6. To what extent do teachers, school's buildings, furniture, and teaching and learning materials meet the demands of school activities?
7. Do you have parent meeting? If yes, why?
8. How do parents help academic performance?

9. What teachings and learning methods are usually employed by teachers and students inside and outside the classrooms?
10. Do you have enough teachers in your school?
11. Do you have in service training?
12. How do you get students in your school?
13. How do schools involve students in different roles for academic performance?
14. How do teaching and learning materials affect academic performance?
15. How do you monitor school programme at your schools?
16. What is the role of quality factors in school?
17. How do the roles of quality factors affect academic performance?
18. What types of assessments are conducted in schools?
19. How often do inspectors visit the schools per term? What do frequently comment for academic performance improvement?
20. What were the issues that persisted in the inspection report since 2009?
21. Do you think School inspection help academic performance?
22. What are the most important things to be available in school before registration?
23. What problems hinder academic performance?
24. How do you solve problems that hinder academic performance?
25. What strategies/measures should be taken to improve academic performance in your school?
26. What are other Quality factors affecting academic performance in your school?

Thank You for Your Cooperation

APPENDIX B: Interview Guide for District Chief Inspector of Schools

Introduction

This study intends to investigate the quality factors affecting academic performance of students in secondary schools. Data collected will be used for reference only and will remain confidential. Your views will be useful in developing quality factors for improving secondary schools. So you are kindly requested to feel free and provide all information you have concerning quality factors and how they affect academic performance of students in secondary schools. Remember, your responses to the questions are of great value because they will fulfill the objectives of the study.

District.....

Sex.....

Interview date.....

1. How long have you been in the post of DCIS?
2. How long have you been in thisdistrict
3. What do you know on quality factors in schools?
4. What is your responsibility in quality factors of your school?
5. What type of quality factors exist in your school?
6. To what extent do teachers, school's buildings, furniture, and teaching and learning materials meet the demands of school activities?
7. Do you have parent meeting? If yes, why?
8. How do parents help academic performance?
9. What teachings and learning methods are usually employed by teachers and students inside and outside the classrooms?

10. Do you have enough teachers in your school?
11. Do you have in service training?
12. How do you get students in your school?
13. How do schools involve students in different roles for academic performance?
14. How do teaching and learning materials affect academic performance?
15. How do you monitor school programme at your schools?
16. What is the role of quality factors in school?
17. How do the roles of quality factors affect academic performance?
18. What types of assessments are conducted in schools?
19. How often do inspectors visit the schools per term? What do frequently comment for academic performance improvement?
20. What were the issues that persisted in the inspection report since 2009?
21. Do you think School inspection help academic performance?
22. What are the most important things to be available in school before registration?
23. What problems hinder academic performance?
24. How do you solve problems that hinder academic performance?
25. What strategies/measures should be taken to improve academic performance in your school?
26. What are other qualities factors affecting academic performance in your school?

Thank you for your cooperation

APPENDIX C: Interview Guide for Ward Education Coordinators

Introduction

This study intends to investigate the quality factors affecting academic performance of students in secondary schools. Data collected will be used for reference only and will remain confidential. Your views will be useful in developing quality factors for improving secondary schools. So you are kindly requested to feel free and provide all information you have concerning quality factors and how they affect academic performance of students in secondary schools. Remember, your responses to the questions are of great value because they will fulfill the objectives of the study.

Gender..... Name of the Ward.....

School that qualified the ward to be involved in the study.....

Date of interview.....

1. How long have you been in the post of WEO?
2. How long have you been in this ward?
3. What do you know on quality factors in schools?
4. What is your responsibility in quality factors of your school?
5. What type of quality factors exist in your school?
6. To what extent do teachers, school's buildings, furniture, and teaching and learning materials meet the demands of school activities?
7. Do you have parent meeting? If yes, why?
8. How do parents help academic performance?
9. What teachings and learning methods are usually employed by teachers and students inside and outside the classrooms?

10. Do you have enough teachers in your school?
11. Do you have in service training?
12. How do you get students in your school?
13. How do schools involve students in different roles for academic performance?
14. How do teaching and learning materials affect academic performance?
15. How do you monitor school programme at your schools?
16. What is the role of quality factors in school?
17. How do the roles of quality factors affect academic performance?
18. What types of assessments are conducted in schools?
19. How often do inspectors visit the schools per term? What do frequently comment for academic performance improvement?
20. What were the issues that persisted in the inspection report since 2009?
21. Do you think School inspection help academic performance?
22. What are the most important things to be available in school before registration?
23. What problems hinder academic performance?
24. How do you solve problems that hinder academic performance?
25. What strategies/measures should be taken to improve academic performance in your school?
26. What are other qualities factors affecting academic performance in your school?

Thank you for your cooperation

APPENDIX D: Head Teachers' Interview Guide

Introduction

This study intends to investigate the quality factors affecting academic performance of students in secondary schools. Data collected will be used for reference only and will remain confidential. Your views will be useful in developing quality factors for improving secondary schools. So you are kindly requested to feel free and provide all information you have concerning quality factors and how they affect academic performance of students in secondary schools. Remember, your responses to the questions are of great value because they will fulfill the objectives of the study.

Name of School.....

Sex.....

Date of interview.....

1. How long have you been in the post of head teacher?
2. How long have you been in this school?
3. What do you know on quality factors in schools?
4. What is your responsibility in quality factors of your school?
5. What type of quality factors exist in your school?
6. To what extent do teachers, school's buildings, furniture, and teaching and learning materials meet the demands of school activities?
7. Do you have parent meeting? If yes, why?
8. How do parents help academic performance?

9. What teachings and learning methods are usually employed by teachers and students inside and outside the classrooms?
10. Do you have enough teachers in your school?
11. Do you have in service training?
12. How do you get students in your school?
13. How do schools involve students in different roles for academic performance?
14. How do teaching and learning materials affect academic performance?
15. How do you monitor school programme at your schools?
16. What is the role of quality factors in school?
17. How do the roles of quality factors affect academic performance?
18. What types of assessments are conducted in schools?
19. How often do inspectors visit the schools per term? What do frequently comment for academic performance improvement?
20. What were the issues that persisted in the inspection report since 2009?
21. Do you think School inspection help academic performance?
22. What are the most important things to be available in school before registration?
23. What problems hinder academic performance?
24. How do you solve problems that hinder academic performance?
25. What strategies/measures should be taken to improve academic performance in your school?
26. What are other quality factors affecting academic performance in your school?

Thank you for your cooperation

APPENDIX E: Class Teachers' Interview Guide

Introduction

This study intends to investigate the quality factors affecting academic performance of students in secondary schools. Data collected will be used for reference only and will remain confidential. Your views will be useful in developing quality factors for improving secondary schools. So you are kindly requested to feel free and provide all information you have concerning quality factors and how they affect academic performance of students in secondary schools. Remember, your responses to the questions are of great value because they will fulfill the objectives of the study.

Name of the school.....Class taught.....

Qualification.....

Date of Interview.....

1. How long have you been in the post of teaching?
2. How long have you been in this school?
3. What do you know on quality factors in schools?
4. What is your responsibility in quality factors of your school?
5. What type of quality factors exist in your school?
6. To what extent do teachers, school's buildings, furniture, and teaching and learning materials meet the demands of school activities?
7. Do you have parent meeting? If yes, why?
8. How do parents help academic performance?
9. What teachings and learning methods are usually employed by teachers and students inside and outside the classrooms?

10. Do you have enough teachers in your school?
11. Do you have in service training?
12. How do you get students in your school?
13. How do schools involve students in different roles for academic performance?
14. How do teaching and learning materials affect academic performance?
15. How do you monitor school programme at your schools?
16. What is the role of quality factors in school?
17. How do the roles of quality factors affect academic performance?
18. What types of assessments are conducted in schools?
19. How often do inspectors visit the schools per term? What do frequently comment for academic performance improvement?
20. What were the issues that persisted in the inspection report since 2009?
21. Do you think School inspection help academic performance?
22. What are the most important things to be available in school before registration?
23. What problems hinder academic performance?
24. How do you solve problems that hinder academic performance?
25. What strategies/measures should be taken to improve academic performance in your school?
26. What are other qualities factors affecting academic performance in your school?

Thank you for your cooperation

APPENDIX F: Focus Group Discussion Guide With Parents/Guardians

Dear

This discussion aims to investigate the quality factors affecting academic performance of students in secondary schools. Therefore, please give your views in detail as they are valuable for the purpose of this study. The information discussed here will strictly be treated as confidential.

Date.....

1. Do you have a child in this school?
2. How long your child has been in this school?
3. What do you know on quality factors in schools?
4. What is your responsibility in quality factors of your school?
5. What type of quality factors exist in your school?
6. To what extent do teachers, school's buildings, furniture, and teaching and learning materials meet the demands of school activities?
7. Do you have parent meeting? If yes, why?
8. How do parents help academic performance?
9. What teachings and learning methods are usually employed by teachers and students inside and outside the classrooms?
10. Do you have enough teachers in your school?
11. Do you have parent seminar, workshop or training?
12. How do you get students in your school?
13. How do schools involve students in different roles for academic performance?
14. How do teaching and learning materials affect academic performance?
15. How do you monitor school programme at your schools?

16. What is the role of quality factors in school?
17. How do the roles of quality factors affect academic performance?
18. What types of assessments are conducted in schools?
19. How often do inspectors visit the schools per term? What do frequently comment for academic performance improvement?
20. What were the issues that persisted in the inspection report since 2009?
21. Do you think School inspection help academic performance?
22. What are the most important things to be available in school before registration?
23. What problems hinder academic performance?
24. How do you solve problems that hinder academic performance?
25. What strategies/measures should be taken to improve academic performance in your school?
26. What are other qualities factors affecting academic performance in your school?

Thank you for your cooperation

APPENDIX G: Focused Group Discussion Guide For Students

Dear

This discussion aims to investigate the quality factors affecting academic performance of students in secondary schools. Therefore, please give your views in detail as they are valuable for the purpose of this study. The information discussed here will strictly be treated as confidential.

Date.....

1. How long have you been in this school?
2. What do you know on quality factors in schools?
3. What is your responsibility in quality factors of your school?
4. What type of quality factors exist in your school?
5. To what extent do teachers, school's buildings, furniture, and teaching and learning materials meet the demands of school activities?
6. Do you have parent meeting? If yes, why?
7. How do parents help academic performance?
8. What teachings and learning methods are usually employed by teachers and students inside and outside the classrooms?
9. Do you have enough teachers in your school?
10. Do you have class meeting, students' leaders meeting and school baraza?
11. How do you get students in your school?
12. How do schools involve students in different roles for academic performance?
13. How do teaching and learning materials affect academic performance?
14. How do you monitor school programme at your schools?

15. What is the role of quality factors in school?
16. How do the roles of quality factors affect academic performance?
17. What types of assessments are conducted in schools?
18. How often do inspectors visit the schools per term? What do frequently comment for academic performance improvement?
19. What were the issues that persisted in the inspection report since 2009?
20. Do you think School inspection help academic performance?
21. What are the most important things to be available in school before registration?
22. What problems hinder academic performance?
23. How do you solve problems that hinder academic performance?
24. What strategies/measures should be taken to improve academic performance in your school?
25. What is other quality factors affecting academic performance in your school?

Thank you for your cooperation

APPENDIX H: Observation Checklist for Teaching and Learning in Classroom

The observation checklist aims to investigate and record types of teaching and learning materials and methodologies used in secondary schools.

Date of observation.....Class Period

Subject..... Time of observation: Start.....End

Item	Event	Situation to be observed	Remarks
1	Teaching and Learning environment	<ul style="list-style-type: none"> • Availability of teaching and learning resources such as desks, books, chalkboard. • Classroom • Room arrangement to allow participation among pupils. • Sitting arrangement. • Class size in terms of number of pupils in the class. 	
2	Teaching and learning methods	<ul style="list-style-type: none"> • Presentation of facts • Involvement of pupils in learning process • Whole group, small group, pair or individually • Dominant method used and the extent it facilitates individual learning needs • Teaching aids/materials used and how they facilitate teaching and learning process 	
3	Learner's activities in lesson	Learning activities provided, types and amount provided	

APPENDIX I: Documentary Review Guide

The documentary review guide is intended to find out quality factors information and strategies used by secondary schools which affect academic performance of student in secondary schools.

Name of the School.....Date.....

S/N	Documents	Information Sought	Remarks
1	School calendar. School main time table	Schedules for tests & exams Allocation of subjects & periods	
2	Teachers and students attendance registers Classroom journals	Teachers and students' attendance in the school. Teachers' attendance in the-classroom	
3	Files	Teachers' qualifications, school inspection and other.	
4	Past papers of weekly and monthly tests, terminal and annual examinations and Exercises' books Answer scripts	The number of questions given to students. Find if they expose all six cognitive levels of bloom taxonomy	
5	Inventory Ledger	List of furniture, teaching and learning materials	
6	Schemes of work ,lesson plan, and lesson notes	Find if teachers make preparations before they enter into classroom	

APPENDIX J: Physical and Human Resources Checklist

Head teacher, kindly provide the following statistics accurately

Name of school _____ Date _____

Total No of students Form I-IV		Total No of classrooms			Desks			Teachers Houses			Pupils Latrines pits						Teachers			
Boys	Girls	R	AV	D	R	AV	D	R	AV	D	Boys			Girls			R	AV	D	Qual level
											R	AV	D	R	AV	D				
																				Degree
																			
																				Diploma
																			
																				Non..

Key ; R= Required, AV =Available, D Deficit

* NB. Pupils book ratio _____ (specify in which subjects books are shared by more than 3 pupils)

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

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



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

29/05/2015

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 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 staff and students undertake research activities from time to time.

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

The purpose of this letter is to introduce to you Mr Cornelius Gasper who is a Master student at the Open University of Tanzania. By this letter, Mr. Cornelius has been granted clearance to conduct research in the country. The title of the research is "Quality Assurance Factors Affecting Academic Performance of Students in Secondary Schools in Tanzania Mainland: Case of Tanga Public Secondary Schools" The research will be conducted at Tanga.

The period which this permission has been granted is from 01/06/2015 to 30/06/2015.

In case you need any further information, please contact:

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

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

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

HALMASHAURI YA WILAYA YA KOROGWE*(Barua zote ziandikwe kwa Mkurugenzi Mtendaji (W))*

Mkoa wa Tanga:
 Tel: 026 2650017/2650061
 Fax: 026 2650070/2650018
 Email: korogwedc@yahoo.co.uk



Idara ya Elimu ya Sekondari,
 S.L.P. 584
 Korogwe
 Tanga

23/06/2015

Kumb. Na. HWK/A.2/13/VOL.III/

Wakuu wa shule,
 Shule za Sekondari Kwagunda ,Mashindei na Kwemdimu.

YAH: KUMTAMBULISHA NDUGU CORNELIUS GASPER

Somo tajwa hapo juu lahusika.

Mtajwa hapo juu ni mwanafunzi wa shahada ya Uzamili katika Chuo Kikuu Huria cha Tanzania ambaye anafanya utafiti kuhusu **Quality assurance Factors Affecting Academic Performance of Students in Secondary Schools in Tanzania Mainland.**

Kwa barua hii namtambulisha kwenu ili aweze kufanya utafiti huo katika shule zenu. Tafadhali mpatie ushirikiano wa kutosha.

Nawatakia kazi njema.

Said A. Liyanga
 K.n.y Mkurugenzi mtendaji(W)
KOROGWE

KNY. MKURUGENZI MTENDAJI (W)
KOROGWE

MUHEZA DISTRICT COUNCIL*(All correspondence should be addressed to District Executive Director)*

Tel: 027 2641105
 Fax: 027 2641414

Secondary Education Department
 P.O. Box 20
Muheza

Ref. No. MUH/ED/ SS/T.90/6/9

21/07/2015

Head of School

Mkurumuzi Sec School *KwABUTH SS*
 P.O. Box 20 *SS*
Muheza

RE: CORNELIUS GASPER

The above named person is a student from the open university of Tanzania.

He is conducting a research over the subtopic called Quality Assurance Factors affecting academic performance of students in secondary school in Tanzania mainland.

This research will be conducted at various schools including Mkurumuzi Secondary school.

The purpose of this letter is to

Introduce to you the above named person so as assist him to do his task. The period which this permission has been granted is from 26/6/2015 to 30/6/2015.

Thanks in advance,

RICHARD J. MSAGATI
Rmzagati

**FOR: DISTRICT EXECUTIVE DIRECTOR
 MUHEZA**

ONY MURUGENZI MTENDAKA
 MUHEZA

C. C. _____ DISTRICT EXECUTIVE DIRECTOR
MUHEZA

MUHEZA DISTRICT COUNCIL*(All correspondence should be addressed to District Executive Director)*

Tel: 027 2641105

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21/07/2015

Head of School

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Thanks in advance,

RICHARD J. MSAGATI
R. Msagati

**FOR: DISTRICT EXECUTIVE DIRECTOR
MUHEZA**

ONY MKURUGENZI MTEBANGA
MUHEZA

C. C.

**DISTRICT EXECUTIVE DIRECTOR
MUHEZA**