

**FACTORS CAUSING UNSATISFACTORY ACADEMIC PERFORMANCE  
IN SECONDARY SCHOOLS IN ILALA DISTRICT: TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION,  
ADMINISTRATION, PLANNING AND POLICY STUDIES**

**2017**

**CERTIFICATION**

The undersigned certifies that has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation title ,”*Factors causing unsatisfactory academic performance in secondary schools in Mainland Tanzania: A Case of Ilala District,*” in fulfillment of the requirements for the degree of Master of Education Administration, Planning and policy studies.

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**I, Judica Elijah**, do hereby declare that, this dissertation is my own work and it has not been submitted for any academic award in any university for similar or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

This dissertation is dedicated to my lovely husband Mr. Thobias Richard Kaduma, my lovely sons, Emmanuel, Brian and Brighton, daughters Doris, Glory and Diana for taking care of me and for showing remarkable patience, encouragement, and tolerant during the whole period of my studies at The Open University of Tanzania. I also dedicate this work to my beloved parents, Mr. Elijah. Loserian Mollel and Mrs. Kesia George Kipuyo for their love and care.

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**ABSTRACT**

The study was undertaken to assess factors causing unsatisfactory academic performance of students in selected secondary schools in Ilala District, Tanzania. The study was guided by three objectives: to identify home based factors on how they influence poor academic performance, to assess how school based factors influence poor academic preference and to evaluate how policy related factors influence the student academic performance. The study used survey design, where the data were collected by using questionnaire and complemented by interviews, observation and documents. The findings revealed that unsatisfactory students' academic performances were caused by poor parental involvement in students' academic issues, family income and parent education level. This is because parents fail to supervise their children at home concerning homework and other assignment from school, also due to low income of the family students fail to get the school requirement such as text books, uniforms, bus fare and pocket money. Further, the results showed that lack of teaching and learning materials, inadequate number of teachers, unavailability of laboratory rooms and equipment, poor library facilities and non-provision of meals to students led to the poor academic performance in secondary schools in Ilala district. Finally, the results indicated that policy and circular such as education for free, non-screening of students at various levels, promotion policy, inadequate incentives to teachers, poor practice of guidance and counseling in schools; were causing unsatisfactory academic performance in secondary schools in Ilala district. Recommendations to improve students' academic performance in the selected schools in Ilala district were attached.

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**LIST OF ABBREVIATIONS**

BRN	Big Result Now
CSEE	Certificate of Secondary Education Examination
DSEO	Secondary Education Officer
EFA	Education For All
ESDP	Sector Development Programme
ETP	Education and Training Policy
FGD	Focus Group Discussion
K.C.S.E.	Kenya Certificate of Secondary Education
NECTA	National Examination Council of Tanzania
SBR	Student-Books Ratio
SEDP I	Secondary Education Development Programme (Phase One)
SEDP II	Secondary Education Development Programme (Phase Two)
SEDP III	Secondary Education Development Programme (Phase Three)
SES	Socio-Economic Status
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Background of the Study**

Education is an element in stimulation of social economic development as advanced by several government policy documents and various scholars (ROK, 2007; World Bank, 2005; Selina 2012). According to Todaro (2004) a country which is unable to invest in education to develop knowledge and skills of her people and utilize them effectively in national economy will be unable to develop anything else. Hallack (1990) states that education has been identified Worldwide as an important component that determines character and social economic development of any nation. Furthermore, Kapinga (1992) shows that education liberates man from socio-political forces which weigh upon him and mould a new personality at global level. However, academic performance of students in secondary schools has been poor in national examination results one year after another.

Globally, investment in education is done at three levels: primary, secondary and tertiary. Mbelle and Katabalo (2003) clarify that secondary education mainly aims at meeting global challenges in science and technology as well as organizations of production processes and markets. Schultz (2002) states that investing in education leads to faster growth for developed and newly industrialized countries. That is the reason to why; developing countries especially in Sub-Saharan Africa are now paying attention to invest in education from primary, secondary and tertiary levels by increasing enrolment and improving education quality. Studies by Miller-Grandvaur



and Yoder (2002) on secondary schools education found out that Secondary schools are an important part of the educational interventions in sub Saharan Africa. However, the main challenges in secondary school education seem to be academic performance of students. For example, Miller-Grandvaur and Yoder (2002) 2 report that in Mali, the national community school failure rate was about 68 % in 2000-01, and it was high for the public schools in the Sikasso Region where it was 55 % failure rate.

In East African countries, the demand for secondary school education has been increasing due to the increase in enrolment of pupils in primary schools. It renders to the expansion of secondary schools up to local level to meet the demand. The public resources are limited and governments have traditionally relied on private educational sector particularly at the post basic levels to meet the excess demand. Consequently, it has resulted to constraints on the provision of quality secondary education in the region (Wedgwood, 2006). In Uganda for example, Verspoor (2006) states that about 85% of secondary school graduates achieved below standard by 2003. Atieno et al. (2012) observes that the quest for the provision of quality education continues to be a matter of leading concern to both consumers and providers of the education service in Kenya and other developing countries at large. This is supported by the UNESCO (1994) report that reveals concerns for quality education has dominated the education debate from the early eighties and has remained a central issue in the twenty first century.

Tanzania being one among the East African countries, immediately after gaining political independence in 1961, proclaimed ignorance, diseases; and poverty as her scourges of development. The country has experienced high expansion of public and private secondary education since early 1990's through Structural Adjustment Program (SAPs). The rate of expansion of secondary schools was not proportional to the quality of education delivered as observed from the National Examination results. URT (2005) states that the overall aim of Secondary Education Development Programme (SEDP 1) in Tanzania is quality education which strived to increase the pass rates for division I to III from 36% in 2004 to 70% in 2009. However, the Ministry of Education and Vocational Training URT (2012) reports that academic performance of students has been deteriorating. At national level, the trend of pass rate for Division I to III for the past five years( 2012-2016) were 24.6%,57.1%,24.7% ,27.6%,27%and respectively.

In the 2016 National Form Four Examinations results URT (2017) reports that the best five regions were: Njombe, Iringa, Kagera, Kigoma , and Kilimanjaro respectively. The bottom five regions from the last were Lindi, Kaskazini Pemba, Tanga, and Kusini Pemba. Dar es Salaam holding the 18 th position. In Dar es Salaam there are many factors contributing to unsatisfactory academic performance in secondary school such as school environment, home based factors, policy and circular factors and many others, however these factors need further investigation. Therefore, it was paramount interest in this study to assess the factors influencing unsatisfactory academic performance in secondary school in Ilala District.

## **1.2 Statement of the Problem**

The academic performance of students in secondary schools in Ilala district has been deteriorating yearly. The high failure rate has resulted into little number of students continuing Advanced level secondary education studies and colleges. Despite the efforts made by the government of Tanzania, and community in expanding secondary schools which were extended to ward level, providing free education starting from primary school to secondary school in order to improve the education systems, the academic performance is still poor. The ratio of performance in secondary education has not yielded the desired objectives of 70% of secondary education candidates score division I to III in 2009 (URT, 2005). Currently, there have been a lot of problems related to the management, administration and supervision of secondary school in Tanzania (HakiElimu, 2015). These includes the ranking system, grading system which has been changing according to the will of the leaders. There has been changes in education system while the government is not well prepared to accommodate the changes hence arise many challenges. Tension has been increased to the school administrators as they are the ones to bear the consequences of their schools failure. Some have been fired and others demoted, but in real sense they are not the cause of the school's failure. In recent years, students performance in the Tanzania Certificate of Secondary Education Examination (CSEE) has been steadily declining, prompting concern in civil society and the government about what might be responsible for this and how to address it. Several factors contribute to students' academic performance at various level of education. These include school factors, home based factors and policy factors.

Few studies have investigated the reasons for the unsatisfactory academic performance of secondary scholars such as David (2014); Wilson (2011) and Omari (2002). These studies were conducted in places with differences in social settings and geographic location such as Ilala District.

**Table 1.1: National Form Four Examination Results from Three Selected Schools in Ilala District on Students academic Performance From 2012 up to 2016**

School/Year	Division I	Division II	Division III	Division IV	Division ZERO
2012-2016					
Mbondole	0	0	06	167	439
Kitonga	0	01	03	72	333
Nyeburu	0	0	07	116	333
<b>TOTAL</b>	<b>0</b>	<b>01</b>	<b>16</b>	<b>355</b>	<b>1,105</b>

Source: National Examination Council of Tanzania NECTA (2012-2016)

The issue of poor academic performance exists in Ilala District in Dar es Salaam, NECTA (2012 -2016). To justify the problem, three schools have been selected for documentary review to show students' academic performance from 2012 up to 2016 (Table 1.1). These schools performed badly as they were among the ten last schools in 2016 form four examination results.

Table 1.1 shows that the pass rate of students is declining year after year from 2012 to 2016. In all five years of the selected schools, the total number of students who sat for examinations were 1477. Unfortunately 426 students managed to score division one up to division four and the rest 1051 scored division zero. Failure rate is an

indicator of the education system fail to attain the Education for All (EFA) objectives and failure of the effective use of the resources directed to the schools. Since the factors specifically causing this phenomenon is not clear in our education system, the need to study the factors causing unsatisfactory academic performance is needed focusing basically three variables where the child grows while learning, that is home variable, school based factors and policy related factors.

### **1.3 Purpose of the Study**

The purpose of the study was to assess the factors influencing unsatisfactory academic performance in secondary school in Ilala District.

### **1.4 Objectives of the Study**

#### **1.4.1 General objective**

The general objective of this study was to assess factors that influence unsatisfactory academic performance of secondary schools students in Ilala District, Tanzania.

#### **1.4.2 Specific Objectives**

- i) To identify home based factors influencing unsatisfactory academic performance in secondary schools in Ilala District.
- ii) To assess school based factors influencing unsatisfactory academic performance in secondary schools in Ilala District.
- iii) To evaluate policy and circular based factors influencing unsatisfactory academic performance in secondary schools in Ilala District.

## **1.5 Research Questions**

Consistent with the research objectives, the following research questions guided the investigation

- i) How does home environment influence unsatisfactory academic performance in secondary schools in Ilala District?
- ii) How does school based factors influence unsatisfactory academic performance in secondary schools in the Ilala District?
- iii) How does the policy and circular influence unsatisfactory academic performance in Secondary schools in the Ilala District?

## **1.6 Significances of the Study**

The study would be most significant to school heads, students and parents who would like to see their schools perform better in national examinations. For school heads, the study provided data that could be used to improve management practices for improved academic performance. By identifying the strategies employed by principals of well performing schools, heads of poorly performing schools will learn lessons that could enable them improve management structures and academic performance in their schools. Secondary school students would benefit from the study because findings will reveal the way students in well performing schools interact with other members of the school community (heads of school and teachers) and the school environment (such as school resources).

Through this, students in poor performing schools would be encouraged to adopt strategies employed by well performing schools in order to improve academic

performance. Parents would also benefit from the study in that they expect that their investment in education will reap benefits, and this is best realized when students perform well and join institutions of higher learning. Similarly, as key stakeholders of schools, parents need information on how best to support the schools to bring about academic success, and this study will provide such information. It will contribute to the existing body of knowledge on National Examinations performance as well as form a basis for further studies in future.

## **1.7 Definitions of Key Terms**

For the purpose of common understanding of this study, the following terms had given operational meaning:

### **1.7.1 School and Secondary School**

A school is an institution designed for the teaching of students (or “pupils”) under the direction of teachers. According to Oghuvbu (2010) a school is set up with main purpose 9 of bringing students from different families together under one roof-the classroom. Effective teaching and learning cannot take place without the coming together of the teacher and the learners – students. Secondary education refers to post-primary formal education offered to persons who have successfully completed seven years of primary education and have met the requisite entry requirements (Tilya, 2003).

Furthermore, Koech (2006) clarifies secondary education is the level of basic education at which learners are expected to acquire proficiency in both academic and some applied subjects. The students are expected to take the first recognized national

examination that will usher them to higher education at various fields of training or direct entry into the world of work. URT (2010) explains that Secondary education occupies a pivotal role in the functioning of the economy and the education system itself. Experience shows that the majority of the people in both the private and public sectors are expected to be secondary education leavers. The whole primary education system relies on teachers who are a product of the secondary education system. Candidates of higher and tertiary education and training are products of the secondary education system. This is the essence of being pivotal. However, the current secondary school curriculum in Tanzania is examination oriented with great emphasis laid on passing examination at the expense of acquisition of skills, values and attitudes which will enable them join the world of work.

### **1.7.2 Academic Performance Concepts**

The indicators of academic performance are marks scored, grades and divisions obtained by candidates with respect to the examination standard board of a country such as National Examination Council of Tanzania (NECTA). The NECTA criteria of awarding divisions is as follows: A candidate who sits for NECTA examinations is awarded divisions I, II, III, IV or 0 on meeting the following conditions: Division One (I); passes in at least 7 subjects passes at grade A or B or C in at least five subjects. Reaches an aggregate of more than or 11 equal to 7 points but less than or equal to 17 points, taking the best seven subjects (URT, 2012). Division Two (II): Passes in at least 7 subjects, passes at grade A or B or C in at least four subjects and reaches an aggregate of more than or equal to 18 points but less than or equal to 21 points, taking the candidates' best seven subjects. Division Three (III); passes in at



least seven subjects one of which must be at grade A or B or C or passes in at least five subjects two of which must be at grade A or B or C. Reaches an aggregate of more than or equal to 22 points but less than or equal to 25 points, taking the candidates' best seven subjects. Division Four (IV): Passes in at least one subject at grade A, B or C, or passes in two subjects at grade D, reaches an aggregate of more than or equal to 26 points to 33 points but less than or equal to 33 points, taking the candidate's best seven subjects. Division Zero (O): does not fulfill the conditions for awards of the divisions.

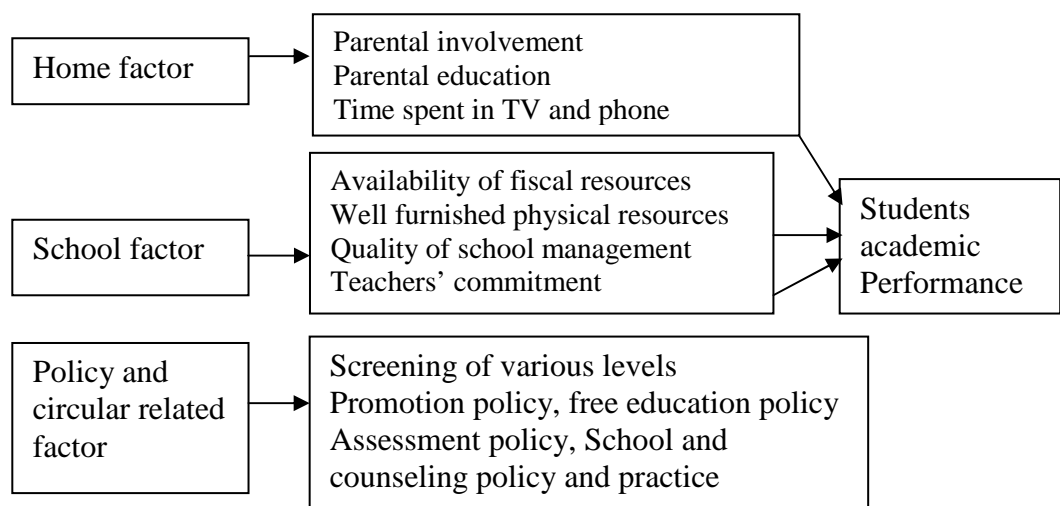
### **1.7.3 Poor Academic Performance**

Poor academic performance according to Aremu and Sokan (2003) is a performance that is adjudged by the examinee/testee and some other significant that shows as falling below an expected standard. Also, Asikhia (2010) described poor academic performance as any performance that falls below a desired standard. Similarly, Okoye (1982) defines poor academic performance of the individual or candidate in a learning situation as one in which a candidate fails to attain a set standard of performance in a given evaluation exercise such as a test, an examination or series of continuous assessments. A candidate who scores below the standard is regarded as showing poor academic performance in school. Some people blame students and others blame the government, while others blame the teachers on this matter. Aremu (2000) stresses that academic failure is not only frustrating to the students and the parents, its effect are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics. Education of secondary school level is supposed to be the base and the foundation towards higher knowledge in tertiary

institutions. It is an investment and an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in the country (I-IV) (URT, 2012).

### 1.8 Conceptual Framework

A conceptual framework can be defined as an abstract indicating how basic concepts and constructs are expected to interact with definite settings and experiences that form a foundation of the research study (Kothari, 2000). In this study there are three independent variables that appear to influence the dependent variable: the academic performance of students in secondary schools in Ilala district. The independent variables and dependent variable interact in a Tanzanian context consisting of home related factors, school based factors, and policy and circular educational. This conceptualization shows the complexity of factors influencing unsatisfactory students' academic performance in National Form Four Examinations results with most variables being interrelated, each of independent variable is reviewed in Fig.1.



**Figure 1.1: Conceptual framework of Factors Influencing Unsatisfactory Academic Performance**

## **CHAPTER TWO**

### **2.0 REVIEW OF THE LITERATURE**

#### **2.1 Introduction**

This chapter covers a review of literature related to the study. The literature review given in this chapter covers literature on factors influencing unsatisfactory academic performance, including home-related factors, school environment factors, and policy and circular-related factors.

#### **2.2 Factors affecting Academic Performance**

Researchers have shown that there are many factors that affect academic achievement of students. According to the Wisconsin Education Association Council (WEAC, 2005), high-achieving students are likely to have the following characteristics: positive feelings about their school experiences; attribute their success in high school to such things as hard work, self-discipline, organization, ability, and high motivation; tend to watch relatively little television during the school week; tend to associate with students who also were successful in school; and avid readers. In this section, a number of factors that have been shown to have an influence on students' academic performance are discussed.

#### **2.3 Home Related Factors on Students' Academic Performance**

##### **2.3.1 Parental Enrolment**

The family is the primary social system for children. Rollins and Thomas (1979) found that high parental control were associated with high achievement. According

to Hammer (2003) the home environment is as important as what goes on in the school. Important factors include parental involvement in their children's education. Gabela (1983) asserts that parents are not only mothers and fathers but a very large group of unpaid teachers. Gabela further explained that, children can benefit academically from the interest of the parents and their willingness to support the teaching staff in the work they are doing in school, how much parents assist their student in school work and how much TV students are allowed to watch.

Other researcher like Hill and Taylor (2004) pointed that parental involvement in school and parents' education are other primary indicators of student's achievement. Achievement is not only about what goes on once students get into the classroom. It's also about what happens to them before and after school. Parents and teachers have a crucial role to play to make sure that every child becomes a high achiever.

Parental influence has been identified as an important factor affecting student achievement. Cassidy and Lynn (1991) included a specific factor of the family's socioeconomic status, crowding, as an indicator of how being disadvantaged affects educational attainment. They found that a less physically crowded environment, along with motivation and parental support, were associated with higher educational levels of children. Religiosity as an aspect of the family environment is another independent variable possibly influencing academic achievement (Bahr, Hawks, & Wang, 1993).

Despite its potentiality, some researchers show that, effect of parental involvement in their children's schooling has on academic achievement is less clear (Mc Neal, 2001).

and Domina 2005) .It is thought the type of involment in students learning may make a difference and that in some case parents become involved after their child has already had academic difficulties(Domina ,2005).Therefore parental involvement in school is linked to both positive and negative influences on academic performance of students (Mc Neal, 2001).

### **2.3.2 Family Income**

Family income affects students academic performance, because income help the householder to afford expenses of their student like providing food, buying books, bus fare and other expenses as well as giving pocket money. According to Hopson et al (2011) students from low income families are ten times at risk of drop out than students from higher income families. Similarly they have higher risk of behavior, socially and emotionally unstable. Students eligible for free or reduced lunch are more likely to have lower marks and perform poorly in examinations.

Peng and Wright's (1994) analysis of academic achievement, home environment (including family income) and educational activities, concluded that home environment and educational activities explained the greatest amount of variance. In conclusion denying the role of the impact of a student's home circumstances will not help to endow teachers and schools with the capacity to reduce achievement gaps (Hammer, 2003).

Allen and Kickbusch (1992), cited in WEAC, (2005), found that the higher-achieving students plan to continue their education after graduation from high school, participate extensively in extracurricular activities, have a few absences each

school year, more likely to engage in recreational reading and to check books out of the school or public library on a regular basis, watch less television, spend more time each evening doing their homework, have friend who have positive attitudes toward school and who rarely cut classes or skip school, have positive feelings about their teachers and about specific courses they take and attribute success in school to hard work rather than ability.

### **2.3.3 Parents Education Level**

Results indicate that parent education and encouragement are strongly related to improved student achievement (Odhiambo, 2005). Phillips (1998) cited by Mwaura (2014) also found that parental education and social economic status have an impact on student achievement. Students with parents who were both college-educated tended to achieve at the highest levels. Income and family size were modestly related to achievement.

The family is one of the main factors influencing the lives and outcomes of students (Okantey, 2008). The educational level of parents is a powerful factor influencing children's academic success. It has been established that generally, the educational level of parents is greatly connected to the attainment of their children (Sarigiani, 1990).

Ezewu and Okoye (1981) found that educated parents who most often fall into high or middle –economic class families tend to show more concern over their children's

poor performance at school either by teaching them in those subjects they performed poorly or appointing lesson teachers to further coach them. Ezewu (1990).

Researchers on home environment agree that child home exposure has direct influence on students learning and academic performance, ((Jayne, 2002, Pong, Dronkers & Hampden, Thomson, 2003; Rothestein, 2004, Eamon, 2005; Domina.2005).

#### **2.4 School Based Factors Influencing Students' Academic Achievement**

Research exploring school related factors that explain why some students achieve high academic performance than others has revealed three theoretically important determinants. They include, school plant, leadership behaviour of the principal, teacher and characteristics. Eshiwani (1983) identified the following policy-related factors that may cause poor academic performance:

- School plant and resources (Textbooks, library and laboratory facilities).
- Leadership behavior of the principal, (school administration and management).
- Teacher characteristics (training, teacher certification, professional commitment,

Research conducted in the United States indicated that very small schools have lower academic performance than large schools. However, a school cannot provide a reasonably well-qualified staff for the different subjects of curriculum below a minimum size. There will be an optimum size of school beyond which the level of attainment falls. A number of studies in several African countries (Foster and

Chigret, 2006; Heyneman, 1984) found a strong relationship between resources and students achievement. They gave the laboratory a central and distinctive role in education. In addition, studies done in less developed countries such as Uganda, India, Ghana, Brazil and Malaysia, indicated that access to textbook availability is positively related to students' achievement. For example, the data for India and Chile showed that a block of factors, which included textbook availability accounts for more of the variance in test scores than does a block, which includes home circumstances and student's age and sex (Heyneman *et al* 1984). Among the most recent studies undertaken in Tanzania regarding factors influencing academic performance are those carried out by Nkuba (2015), Salim (2014) and Nyandwi (2014).

Kathuri's (1984) research reveals that schools resources including textbook availability are not significantly related to performance in Certificate of Secondary School Education (CSEE). However, he summarizes his work by saying that teaching resources may not be significant in totality but very critical in some situations and subjects. Eshiwani (1983) identifies that schools which consistently perform well tend to have sound and efficient leadership.

He further stresses that school leadership is a crucial factor in the success of a school. The qualities that are expected of a school principal include setting a climate of high expectations for staff and students, encouraging collegial and collaborative leadership and building commitment.



## 2.5 Policy and Circular Related Factor

The concept of policy has been defined variously by different scholars, though all definitions share the focus. In general terms, a policy is typically described as a principle or rule to guide decisions and achieve rational outcome(s). The term is not normally used to denote what is actually done; this is normally referred to as either procedure or protocol. Whereas a policy will contain the 'what' and the 'why', procedures or protocols contain the 'what', the 'how', the 'where', and the 'when'. Policies are generally adopted by the Board of or senior governance body within an organization whereas procedures or protocols would be developed and adopted by senior executive officials.

Gupta (1990) defines policy as an established guiding canon premised on objectives, devised to govern the activities of the business enterprise and from which the basic precepts of conduct are derived. A policy is devised to guide the organizational members to deal with a particular recurring situation in a particular manner. It delimits the area within which a decision is to be made and assures that the decision will be consistent with organizational goals.

Education policy refers to collection of principles and rules that govern the operation of the education system Bell and Stevenson (2006). In this paper education policy is defined as formal strategic decision-making processes engaged by the government and it refers to the more quotidian practice of problem definition and strategy making (explicit or tacit, viable or not) for resolving problems prevailing in education to achieve some desired goals and objectives.

In order for the education system to be successful the education policy is also supposed to be good. A good education policy therefore has to possess the following features as identified by Gupta (1990).

- First it should represent the principle that will guide the actions as intended by the top education management;
- Secondly, it should be a broad statement serve r as guide to practice now and in the future;
- Thirdly it should be a long lasting tool formulated after taking into account the long-range plans and needs of the education objectives for effective implementation of educational plans and programmes; policy formulation calls for serious thinking and participating of all the top executives. Policies live longer than people who formulate them. They are framed in such a manner that they apply to all members of the education system alike from top to bottom. The education policies should have the approval of the highest authority in the country which is the government in this case; also education policy should be clear definite and explicit. It should leave no scope for misinterpretation.
- Lastly, the education policy should also reflect the macro and micro-economic context of a particular country or society. Variables like human resource situation, per capital income and GDP should reflect in the policy.

### **2.5.1 Educational Policies**

Several policies have been designed to improve academic performance and increase enrollment in schools. The following are some of the policies,

- i) The Education for Self-Reliance 1967
- ii) The Musoma Resolution 1974
- iii) The Education and Training Policy (ETP) OF 1995
- iv) Education Sector Development Programme (ESDP) in Tanzania
- v) The Secondary Education Development Plan (SEDP) 2004-2009
- vi) The BRN programme (Big Result Now).2013
- vii)Free Education policy (2014)

Despite the effort and steps taken by the Tanzania government and other well-wishers of education, still there are many challenges. After all this efforts have been worked out still the performance is not good. There is a need of heavy investment in education and patience before reaching the target. We still have to keep on doing and address all bottlenecks to better performance. However, reasons for the poor academic performance are many and vary from group to another.

Recently the government introduced 2014 Education and Training Policy circular 5 which was launched in February 2015 and issued on

November 27, 2015 the government directs public bodies to ensure that all secondary education is free for all children, this include the removal of all forms of fees and contributions. This has increased enrolment and attendance as occurred in 2003,when primary education was made free and the primary net enrolment rate jumped from 59-94% in 2011.Due to high enrolment secondary school are

overcrowded with few facilities to accommodate the large increase number of students.

Education is an expensive product and someone has to bear the cost. This should have gone hand in hand with the increase conducive environment for learning. Abolition of fees, works well if all activities were accurately calculated and the cost to be incurred, otherwise the burden may be pushed back to the parents. The policy should elaborate what the government can do and parents likewise.

Also books availability is a serious issue in public school because parent assumes that since education is free it is not their duty to buy books the government will provide, but how can the government provide books, laboratory equipments to all schools at once. The same policy has proof failure in our hospital due to the fact that women are asked to carry all delivery items when they go to deliver in government hospitals, but the government had promised to provide.

The 2014 circular failed to address home environment as a factor contributing to poor academic performance of students. Education and learning literature has it that home environment in terms of parental education, parental expectations ,emphasis on learning at home is crucial in achieving learning, the policy had not mention how the parents are involved in the learning of their students.

Another issue that is not stated well is learning environment in the community, the policy mention the public libraries but how many students can get access to the

libraries? There is a need to make or libraries accessible to everyone and for 21<sup>st</sup> century.

The URT Education policy 2014 state that basic education will use Kiswahili as a medium of instruction, this make some contraction to the education stakeholder which specific language to be used. If we stick on using Kiswahili how can we compete with other countries in the labour market?

The government ignores the inclusion of stakeholders especially those who are responsible to implement those policies, there are tendency of separating planners and implementers so most of policy fail. The government did not listen to the voice of teachers; they undermined them and also undervalue their efforts, so where did they get moral to teach our future generation? The government can make educational planners, programmers, projects and policy but if the teachers are not cared, motivated, given good salaries and improved working environment, all these would turn into fatal. These issues can lead to poor academic performance in schools.

Our education policy is dynamic due to political issues, so each president with his government comes with new policy politically, that makes our scholars to very in terms of capability. It is important to have permanent education policy that cannot interfere with political issues also having permanent cabinet to deal with improvement of education issues. Screening student at various levels

There is no screening of student at different levels of education. Screening students encourage them to work hard for the fear of repeating the same class. This is what is

done by the private school, they make sure they take student with high marks and before examination they are screened to eliminate lower marks.

## **2.6 Empirical Studies**

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

Studies about students academic performance conclude that class size have been identified as determinants of academic performance. Studies have indicated that schools with smaller sizes perform better academically than schools with larger class sizes. Kraft (1994) in his study of the ideal class size and its effect on effective teaching and learning in Ghana concluded that, class size above 40 have negative effects on students achievements. Asiedu-Akrofi,(1978) indicated that since children have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers and allow for individual attention. But when you observed this around our schools, you find that some of the classes have more than 50 students, sometimes even 70 students in the same class. So this debilitates education and general performance of the students.

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

School itself has a great role in influencing student's academic performance in secondary school. In most school, located especially in rural and remote areas are in danger in academic performance, such a way that most of them end in failure. As it is stated in Lippman (2010), that the environment shapes the learners, and that learners influence their environment in the education attainment. School must create spaces that students want to go, similar to the way cafes attract people, rather than the space being purely functional (Bunting, 2004). Other research has acknowledge that students achievement lags behind in shabby school buildings compare to those equipped with fancy classrooms, swimming pools, television and the like (Higgins,*et al.*, 2005).

Orodho (2008) explained that, in some regions of Kenya, poor performance in the Kenya Certificate of Secondary Education (K.C.S.E.) has been attributed to factors such as, absenteeism of pupils from school, lack of facilities, lack of teacher motivation, understaffing and lack of role models, though these factors differ depending on the critical region as well as the school. Research done in Zimbabwe on academic achievement has tended to focus on global issues or factors such as

resources, school type, educator quality, family background, and school environment (Nyagura, 1991; Nyagura & Reece, 1990; Nyagura & Riddell, 1991; Dambudzo, 1998).

A study by Gordon (1995:71) on underachievement by secondary school girls indicates that educator's attitudes and expectations had a significant influence on the performance of secondary school girls in Zimbabwe. In addition, feminine emotional characteristics, physical and mental inabilities and cultural and primary socialization were given as some of the causes of underachievement by girls. It was reported that girl's emotional attachments, especially in love and romance, were central to their self-concepts. This tended to interfere with learning.

In addition, shyness also inhibited active participation in class, leading to lower achievement in school. Girls were also characterized as physically weak, a cause for their underachievement in practical subjects such as woodwork and metalwork. For example, of the candidates who sat for the form four examinations in 2003, only 29% girls passed woodwork compared with 63% boys. This compares with Fashion and Fabrics where 26% girls passed compared with 22% of the boys. Though girls and boys were portrayed as equally academically competent, they had different aptitudes which explained gender differences in performance in specific subject areas such as the sciences and arts. For example, in 2003 44% boys passed physical science compared with only 29% girls.

On the other hand, 57% girls passed Shona compared with 46% boys (Zimsec, 2002a). Lack of parental support and encouragement by parents were also cited as



responsible for girl's underachievement (Gordon, 1995:29-32). A report by Kanere (2009) showed that most students blamed the teachers with an explanation that teachers do not explain lessons clearly and as a result, students could not understand the material being taught and hence they did not score good marks on assignments and exams.

The same study, Kanere (2009) sought to find out the opinion of the teachers on performance from the teachers point of view and found out that, according to teachers the blame was on students and their parents. Some teachers reported that students were not serious about their education and that they do not respect their teachers including doing their assignments as instructed. Other teachers said that students perform poorly because their parents were not responsible enough.

Secondary school teachers have been blamed for not performing effectively. Maniraguha (1997) in his study on factors influencing academic performance in Rwanda established that teacher's effectiveness plays a vital role in student's academic performance. However, teachers' effectiveness can be measured by other factors like teachers' practices that positively impact on the teaching/learning process such as effective classroom management and content delivery or non-academic achievement related indicators such as enthusiasm for teaching, regularity, punctuality, relationship with school authorities, collaboration with the parents, class time use efficiency, involvement in extramural activities, responsiveness to students with special needs, etc. Many teachers have approached this problem from teaching and learning resource availability point of view. For instance, Hoimes (1983) asserts

that in normal circumstances, a school with enough teaching and learning materials has a high chance of providing good quality of education to its pupils. As for Nsubuga (1978), school facilities help both teachers and pupils to teach effectively and effectively learn in convenient and comfortable surroundings.

In Tanzania, government has tried its level best at improving education system so as to improve students' academic performance through various policies and programmes. These policies included; The Education and Training Policies (1995), The Technical Education and Training Policy 1996, National Higher Education Policy 1997. All these policies were established for the purpose of improving education and students performance (URT, 2004). Likewise education programmes such as; Local government reform programme Education Sector Development Programme (ESDP 2008-2017). The Secondary Education Development Programme (SEDP1) Phase One, The Secondary Development Programme (SEDP II) and The Secondary Education Development Programme (SEDP III). These programmes insist on improvement of quality and relevance enhancement.

## **2.7 Knowledge Gap**

Education in Tanzania has passed through several reforms since independence. The key reforms and directives are ,The Education and Training Policy (ETP 1995), The Technical Education and Training Policy (1996), National Higher Education Policy (1997), Sector Development Programme (ESDP, 2008-2017), Tanzania Development Vision 2025, The National Strategy for Growth and Reduction of

Poverty (NSGRP/MKUKUTA,2005),Education For All(EFA),and the Millennium Development Goals (MDGs).

In spite of the various efforts taken by various stakeholders in education with the aim of addressing the problem facing secondary schools, the examination results of the secondary schools depict a disturbing picture in Tanzania. This has also affected Ilala District. It has consequently created a need to conduct a research in the area in order to explore the factors influencing unsatisfactory academic performance in secondary schools in the district. Few studies have investigated the reasons for the unsatisfactory academic performance of secondary school, scholars such as David (2014); Wilson (2011), Joseph (2015), Basso (2015) and Omari (2002). These studies were conducted in places with differences in social settings and geographic location such as Ilala District, hence the current study intends to address this gap.

## **2.8 Summary**

This chapter consists of ideas, conceptual framework of the research .And it provides definitions of the key terms which is used within this research, arguments from various authors on factors influencing students academic performance including home related factors, school based factor and policy and circular factors.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter consists of an outline of the research methodology that was used to study the factors influencing unsatisfactory academic performance in secondary school in Ilala District. It indicates area where data was obtained as well as ways that were employed to collect data. Also this chapter shows the population and the sample, research design and approach, data collection techniques, data analysis plan, validity and reliability and finally the ethical consideration.

#### **3.2 Area of the Study**

The area of the study was Ilala District which is one the five districts in Dar es salaam. The area was selected because it has large number of secondary schools with unsatisfactory academic performance as well as secondary schools which perform well academically. When compare Ilala District with the other districts of Temeke, Ubungu, Kigamboni and Kinondoni, Ilala is lagging behind in academic performance.

#### **3.3 Research Approach**

The study applied both qualitative and quantitative research approaches. Quantitative approach helps to quantify the problem by way of generating numerical data or data from the field and transform them into useable statistics. Qualitative approach helps to study attitudes, opinions, behaviors and other defined variables of the population. Qualitative approach is useful in collecting data from a natural setting that are

descriptive(Silverman 2005).Since this study intend to look on the factors influencing unsatisfactory academic performance in secondary school, qualitative approach will be use because respondents give out information descriptively. And in formats provide information in short answer which will be coded.

### **3.4 Research Design**

A research design is a distinct plan on how a research problem will be carried out.(Omari,2011). Furthermore Creswell, (2003) & Kerlinger (1978) defined research design as the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and control variance. The design helps the researcher to get relevant data to achieve the objectives of the study. This study used case study design. Cohen *et al.*, (2007) described that case study design provides an opportunity for a specific aspect to be studied in depth within limited time. Secondly case study gives a fair and accurate account of the case in such a way that readers are allowed to penetrate the superficial record and check the researcher's interpretations by examining evidence on which the case study is built. Thirdly, a case study provides suggestion for intelligent interpretation of other similar cases. The case study research design enable the researcher to collect, analyze and report data on the factors influencing unsatisfactory academic performance in Ilala District.

### **3.5 Target Population, Sample and Sampling Procedures**

#### **3.5.1 Target Population**

A target population is a precisely specified group of cases from which a researcher studies a sample and to which the results from the sample are generalized (Neumann,

2006). Creswell (2005) defines the term population as a group of people having common characteristics for instances all secondary school head or teachers in particular locality. Target population for this study included all secondary schools in Ilala District. The study comprised three secondary school (Mbondole, Kitonga and Nyeburu). These school were selected because of the following reasons, (i) they are found in division (administrative authority) which are closed to each other (ii) the school performed poorly in the national form four exam (CSEE) 2016.

### **3.5.2 Sample of the study**

According to Best & Kahn (1993) a sample can be defined as a group or subset of the total populations selected for observation and analysis. Cohen, Manion & Morrison (2000), points out that the knowledge gained from the sample represents the total population under study. There were a total of 140 participants as sample size involved in this study. This study included one (0.9%) education officer, 3 (2 %) were heads of schools, 24 (16%) secondary teachers and 116 (81.1%) students from the sampled secondary schools within Ilala District Council.

### **3.5.3 Sampling Procedures**

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). It is however agreed that the larger the sample the smaller the sampling error. Omari (2011) defines sampling techniques to as the process of selecting the participants of the study in a sample from the population.

The study will employ purposive sampling and simple random sampling techniques for both teachers and students.

### **3.5.3.1 Purposive Sampling**

Purposive sampling involved the selection of those participants who portray the desired characteristics or elements and hence the potential of yielding the right information.

### **3.5.3.2 Simple Random Sampling**

This type of sampling is also known as chance sampling or probability sampling where each and every item in the population has an equal chance of being selected.(Cohen et al.,2007).Random sampling is used to select 40 students and 8 teachers.

## **3.6 Research Instruments**

According to Denscombe (1998), using more than one specific method enables the researcher to cross-validate information and data collected from a variety of sources. Due to the nature of this study, the researcher used the triangulation approach that implies use of multiple data gathering techniques and instruments. Thus a combination of documentary review, interviews, questionnaires and observation were used.

### **3.6.1 Documentary Review**

Documentary review refers to analyzing and deriving of relevant information from

secondary sources. Secondary sources contain records of events of the original information, which provide information and data from authentic sources. Secondary sources are derived from second-hand information. The reviewed secondary sources for this study included dissertation, published and unpublished thesis, books, reports, newspaper, journal articles, and retrieved from the internet. The examination results for the Ilala selected schools were downloaded from internet of the NECTA, progress results of the students were captured from the school academic records and the minutes of the school meetings that discussed examination results were taken from the head master's office, These were relevant as they could provide the insight on the nature of the problem that is unsatisfactory examination performance.

### **3.6.2 Interviews**

Interviews is the conversation with a purpose and it is a method review used mostly by the researcher in qualitative research approach(Kothari 2004).This methods is useful in gaining insight and context about a topic and also allow respondents to explain in details, on what they understand about phenomena (Kothari,2004).

The technique is suitable for an intensive investigation and useful for tapping information about attitudes, likes and dislikes that are revealed by the respondent's verbal behavior with gestures that might accompany it. Another strength of this technique as outlined by Kothari (2004) is the fact that it is the only method for studying abstract and intangible personal factors such attitudes, feelings and reaction that cannot be observed. It also allows a researcher to get firsthand information, by assuming that the best person to narrate any event is the one who has been personally



involved in it. This study used interviews to gather information from the students and the teachers on the factors influencing unsatisfactory performance in secondary school in Ilala District.

### **3.6.3 Questionnaires**

Kothari (2004) maintains that the questionnaire in a research is instruments for gathering data beyond the physical reach of the observer. Questionnaire involves a set of questions to be used to collect information from the respondent on their attitudes, feeling or reaction under study. This method of data collection ensures that all respondents answer questions almost at the same time. Kothari 2004 adds that in general the questionnaire is an economical methods of data collection in terms of time and coverage as well as being free of researcher bias. Respondents are provided with the chance to give well thought-out responses and anonymous, questionnaire can easily give out even confidential information.

The questionnaire method is used to collect information from research students, considering the large number of students needed for study and the limited time available. The questionnaire consisted of both closed and open-ended questions. Kothari (2004) believes that both open and closed types are cost effective and efficient and can elicit a lot of different types of information.

### **3.6.4 Observation**

This method implies the collection of information by way of investigator's own observation, without interviewing the respondents. The information obtained relates to what is currently happening and is not complicated by either the past behaviour or

future intentions or attitudes of respondents. This method is no doubt an expensive method and the information provided by this method is also very limited. As such this method is not suitable in inquiries where large samples are concerned Kothari (1990).

It is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomena. It relies on a researcher's seeing and hearing things and recording this observation, 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.(Fraenkel & Wallen,2000).Morrison(1993) contends that the observation technique for collecting data enable 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 programme setting(resources and their organization). The advantage of using the observation technique is that the natural behavior of respondents can be observed without being influenced or manipulated by conscious feelings. In this study, observation was used to collect information on several events on factors influencing unsatisfactory performance in secondary school in Ilala District.

### **3.6.5 Focus Group Discussion (FGD)**

Focus Group Discussion was another method used in data collection. Focus group discussion is the group interview whereby 6 to 10 people are brought together for a

discussion. (Patton *et al*). Kombo *et al* (2006) holds that focused group discussion comprises of 6 to 8 individuals. It composes of people who share certain characteristics which are relevant for the study. The group included teachers and students who are stakeholders in education. In focus group discussion the researcher clarified the topic to be discussed to the participants and prepared open-ended questions and the discussion focused on the topic presented (Kombo *et al.*, 2006).

The strength of this tool are that it helps to generate data quickly at less cost. (Rwejuna, 2013).The tool allows direct clarification of issues and yields large and rich amount of data since it is flexible. The limitation of this instrument is that, members may not express their genuine opinion; some members may dominate the discussion and the discussion may be influenced by the facilitator. The researcher used focus group discussion because in depth information were required on the home based factor influencing students' academic performance in secondary school.

### **3.7 Validity**

Manson and Bramble (1997) defines validity as the degree to which a test measures what it supposed to measure. It concentrates in identifying ambiguities and unclear questions in order to make necessary corrections (Rea and Parker, 1997).The researcher ensures validity of her tool by conducting a pilot study. Some sheets will be provided to teacher and students' parents and my fellow tutors to review it for purpose of ensuring its relevance, clarity and if it covers the intended objectives before going to the field (site).

The researcher therefore, assured the validity and reliability of instruments through choice of the right instrument for harnessing the required data from relevant respondent with specific attention to key issues that relate to the factors influencing unsatisfactory academic performance in secondary school in Ilala District.

Before the actual data collection, piloting of questionnaires is done on two secondary schools in Ilala District, which will not participate in the actual study. Piloting enabled the researcher to test the reliability of the instruments.

### **3.8 Reliability**

Reliability refers to consistency of the results of assessment (Nitko, 2001). According to Omari (2011), reliability deal with consistency and stability of the phenomena; that means the extent of reproducibility of the results by the same instrument. Cohen et al (2000), piloting of instrument is of paramount importance in order to maintain validity, reliability and practicability of instruments and therefore, the validity and reliability of the findings. Try out and pre –testing of instrument will be done by researcher so as to make correction for mistakes and identify the ambiguous and repeated questions which were unnecessary.

### **3.9 Administration of the Research Instruments**

The researcher administered the research instruments to all categories of respondents by herself. This is done to give researcher possibility to collect firsthand information to get practice of what take place in the field. Questionnaire is distributed to students

and teachers and given ample time to fill them. Interviews were conducted to head of schools and teachers as well.

### **3.10 Data Analysis Plan**

Data analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups. It is a process that involves editing, coding, classification and tabulation of collected information (Kothari, 2009). Since the study involved both qualitative and quantitative data, the analysis process was done by the two ways.

First Statistical Packages for Social Sciences (SPSS) for quantitative data was used. This is the software which is used to analyze information that is quantitative in nature. In this study, data collected using questionnaire was analyzed using SPSS software. The process involves coding of data, sorting and drawing conclusion.

Secondly, the qualitative data obtained using interviews, observation, focus group discussion and documentary reviews was analyzed by considering major themes to extract relevant information. This helps the researcher to make descriptive of the collected data from the field basing on research and derive conclusion on what to take regarding its usefulness.

### **3.11 Ethical Consideration**

The basic ethical principle in organization data collection is that no harm should come to participants as a results of their participation in the study (Cohen et al.,

2007). Therefore, the researcher ensured the protection of human rights to all participants involved in the study by considering the following issues; research permit, informed consent and privacy and confidentiality.

## CHAPTER FOUR

### 4.0 DATA PRESENTATION

#### 4.1 Introduction

The gathered data through questionnaires, interview and document analysis methods were presented in this chapter. The presentation covered two types of data which were quantitative data and qualitative data. The quantitative were presented as derived from questionnaires under three themes. The second type of data presented was qualitative data. These were presented under similar themes as under quantitative data. Objectives of the study guided the presentation of the data.

#### 4.2 Demographic Data of Respondents

**Table 4.1: Gender of the Respondents**

Gender	Percent	Valid Percent
Male	68	48.6
Female	72	51.4
Total	140	100.0

Source: Field Data (2017)

This research included both sexes as shown in the results Table 3 in order to avoid information than the other. Not only that, some information could be hidden by one sex group due to personal interest but also can be disclosed by the other. In so doing the study believed on the need to acquire all necessary information from males and females.

**Table 4.2: Age of the Respondents**

Age cohort		Frequency	Percent	Valid Percent
	10-15	3	2.1	2.1
	15-25	115	82.1	82.1
	25-35	16	11.4	11.4
	35-45	6	4.3	4.3
	<b>Total</b>	<b>140</b>	<b>100.0</b>	<b>100.0</b>

Source: Field Data (2017)

The age groups of the respondents are presented in Table 4. The students respondents whose age ranged from 10 – 15 years were about a quarter (2.1%) and those of age ranging from 15 – 25 years were more than three quarters (82.1%). The distribution for teachers group about 11.4% respondents' falls below between 25-35 years and only 4.3% had the age above 35 years.

**Table 4.3: Grade of the Students**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Form 3	37	26.4	31.9	31.9
	Form 4	78	55.7	67.2	99.1
	3	1	.7	.9	100.0
	<b>Total</b>	<b>116</b>	<b>82.9</b>	<b>100.0</b>	
Missing	System	24	17.1		
<b>Total</b>		<b>140</b>	<b>100.0</b>		

Source: Field Data (2017)

Students were selected from form three and four since they can express themselves freely, this enable the researcher to collect data.



**Table 4.4: Occupation of the Parents**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
	Peasants	42	30.0	36.2	36.2
	Business	53	37.9	45.7	81.9
	Civil servant	18	12.9	15.5	97.4
	Others	3	2.1	2.6	100.0
	Total	116	82.9	100.0	
	System	24	17.1		
	<b>Total</b>	<b>140</b>	<b>100.0</b>		

Source: Field Data (2017)

The occupation of parents/guardians of students is also presented on Table 5 About 36.2% of parents were peasants, 15.5% were civil servants and 45.7% were involved in business. The poor academic performance of students is posing a problem to educators and a serious concern to parents. It is revealed that the quality of parents and home backgrounds of a student goes a long way to predict the quality and regularity of the satisfaction and provision of a child's functional survival and academic needs. Poor parental care with gross deprivation of social and economic needs of a child, usually yield poor academic performance of the child.

The study revealed that more than four-fifth of parents were peasants whose income from their small farms of average of one hectare square which accompanied with low quality input resulting into inadequate output which is not enough to sustain a households home consumptions and for incurring scholastic requirements of a student including bus fare. Hence, low income of parents links to students' poor academic performance.

**Table 4.5: Level of Education of the Parents**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
	Non-formal	12	8.6	10.3	10.3
	Primary	74	52.9	63.8	74.1
	Secondary	27	19.3	23.3	97.4
	Tertiary	3	2.1	2.6	100.0
	Total	116	82.9	100.0	
	System	24	17.1		
<b>Total</b>		<b>140</b>	<b>100.0</b>		

Figure 5 reveals that the level of education of parents had an impact on the academic performance of their children. From the above figure 10.3% had non-formal education, 63.8% primary level, 23.3% secondary education and 2.6% tertiary. The above percentages are attributed to the feeling that an educated parent will be more conscious of the requirements for good performance than an uneducated parent. Conversely, a parent who has basic education will tend to encourage the child to do better and go beyond. In the same way the economic status tends to be directly proportional to the education level hence the more educated the parent, the more economically stable, he/she is likely to be thus readily able to avail necessities for better education.

The implication of the study result is that education level of parents had linkage to poor academic performance of their children. Parents have the primary responsibility of instilling ethics of hard working and educational achievements in their children. Ilala District secondary education officer and 3 heads of secondary schools

pronounced that, inadequate awareness of parents leads to insufficient supports of their children's education achievement. The data from the study areas in Ilala District reveals that, most of parents could not provide adequate encouragement and other educational support to their children that contributed to their poor academic performance.

The study is line with Oloo (2003) who observed that, children whose parents are of high educational scales have a far better statistical chance of participating in secondary education. Also, parents with high level of education greatly enhanced students' academic achievement. From this study, low level parents' education is negatively influences academic achievement of their children. It is more evident that, parents' education and encouragement are strongly related to improved students' academic performance. In the oral interview between the researcher and some students, they revealed that parents hardly countercheck their notes book even once per term. Hence, parental influence is an important factor affecting Students' achievement.

### **4.3 School Environment Based Factors**

School environment include the classrooms, libraries, laboratories, teachers' qualities and quantities, school management, teaching and learning materials. All these are variables that affect students' academic performance (Ajayi, 2001 and Oluchukwu, 2000). Hence, the school environment remains as an important area that should be studied and well managed to enhance students' academic performance.

**Table 4.6: Teaching/Learning Materials in Secondary Schools and Academic Performance**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
	Adequate	26	18.6	18.6	18.6
	Inadequate	114	81.4	81.4	100.0
	<b>Total</b>	<b>140</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field Data (2017)

The findings in this study show that most of the schools observed had inadequate teaching and learning materials. About 18.6% of the respondents reported adequate teaching and learning materials and 81.4% of the respondents indicated that schools in Ilala have inadequate teaching and learning materials that links to poor performance. Availability of teaching and learning materials for secondary schools such as text books, mathematics geometrical sets, coloured chalk, charts and mathematics models are important for teaching and learning process. Availability of such resources enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students.

The scarcity of these facilities in the study area made difficulties in teaching process in which it took a long time to deliver a simple concept that could be taught in a short time on a subject matter to students by teachers. On the other hand, students are forced to use rote learning instead of making them understand and recall easily what they see than what they just hear or were told. Inadequacy of teaching materials such as text books, mathematics geometrical sets, charts and mathematic models in these schools making learning difficulties and thus making them fail to cope up with their

lessons with the end result being failing in their internal and national examinations. Therefore, inadequate teaching and learning materials should be associated to poor academic performance of students Ilala secondary schools.

Table 4.13 is evident of what Hynaman and Jaminson (1974), Beebont and Juriz (1972) stated that the availability of learning and teaching resources is based on the view that learning should be active, varied, socially and self-regulatory. Studies show that there is a positive relationship between textbooks and academic achievement that with any other teaching and learning resources input. Furthermore, Futter (1986) notes that greater availability of textbooks and reading materials raises quality of learning activities and consequently increased achievement.

**Table 4.7: Availability of Libraries in Secondary Schools and Academic Performance**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Adequate	13	9.3	9.3	9.3
	Inadequate	127	90.7	90.7	100.0
	<b>Total</b>	<b>140</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field Data(2017)

The findings in this study show that libraries were a great problem in Ilala secondary schools. About 90.7% of respondents indicated that there were no libraries at their schools. Other respondents reported that in some schools there are only empty rooms with no a single book in it, while others reported that books that are found there are outdated mainly from donors which are irrelevant. Also teachers reported that no any well-equipped library exists in the school. Library forms one of the most important

educational services and educational process functions in a world of books. It is an important facility that inculcates in the students' reading behaviors in order to have a wide knowledge. Students in rural areas have limited access to internet services, therefore, having Library facilities could help to improve their learning environment and eventually get better academic performances.

The findings are in line with the study done by Kipkoech (2012) who observed that the availability and quality of textbooks in a secondary school library is an essential factor in teaching learning process. This is strongly related to students' academic achievement in Ilala District. Ola (1990) observed that secondary school library in whatever form, has replaced the traditional method of 'chalk and talk' in imparting knowledge to students. A well-equipped library is a major facility which enhances good learning and achievement of high educational standards. The chief purpose of a school library is to make available the learning facilities to the students. These facilities include books, periodicals and other reproduced materials which are of interest and value. In Tanzania UNESCO Country Programming Document 2011 – 2015 shows that students book ratio at national level is currently 5:1 higher than that what is officially recommended of 3:1. This ratio reveals that; it is a factor contributing to the massive failure of students in national form four examinations results that has been observed in recent years. District Secondary Education Officer (DSEO) of Ilala District Council reported that students: book Ratio in Ilala in 2012. Students books ratio in various subject were as follows; Mathematics 1:3, Civics 1: 15, Chemistry 1:4, Physics 1: 10, Biology 1:2 and History 1:10, Geography 1:12, English 1:11 and Kiswahili 1: 11 respectively. Therefore, the average Student-Books

Ratio (SBR) in Ilala District was 1: 11 at the end of the year 2015 (DSEO, 2015). This information reveals that about 90% of students' books ratio in Ilala secondary schools is below the official recommended limits.

Despite the efforts made by education stakeholders in providing textbooks to students in Ilala secondary schools, still the students' books ratio for most of subjects taught are below standards. Only biology subject has students' book ratio of 1:2. That is two students can share 1 book of biology that meets the official recommended limit. Mathematics, physics and chemistry are closer to the recommended ratio for 1:3, 1:5 and 1:6 respectively. The subjects which show to be below the official recommended limit of students books ratio include; English, Kiswahili, Geography, History and Civics. It should be noted that most of these secondary schools do not have access of internet services.

The study revealed that shortage of library rendered to inadequate reference and textbooks which are major inputs for students' academic performance in examinations especially those in peripheral secondary schools in Ilala District.

**Table 4.8: Availability of Laboratories in Improving Academic Performance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate	32	22.9	22.9	22.9
	Inadequate	108	77.1	77.1	100.0
	Total	140	100.0	100.0	

Source: Field Data (2017)

The laboratories mentioned were merely selected science rooms were not standard science laboratories as such. The selected science rooms in the study area observed at Msongola and Nyeburu secondary schools in which some science practices were conducted in these rooms. These rooms were too small to accommodate a big number of students for practical works. Physics, Chemistry and Biology laboratory materials and equipment were kept in the same room which had neither enough space for accommodating large numbers of students nor store and preparation rooms. Also they are not installed with water and gas system infrastructure. At Kitonga secondary school, two science laboratories were there but no equipments only which were distributed recently by the government.

**Table 4.9: Influence of Meals Provision and Academic Performance in Secondary Schools**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Adequate	13	9.3	9.3	9.3
	Inadequate	127	90.7	90.7	100.0
	<b>Total</b>	<b>140</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field Data (2017)

The findings in the study area show that about 90.7% of respondents said that there had neither breakfast nor lunch provision services for their students. It was supported by head of schools in the study area insisting that government has no programs of providing foods to day secondary school. The study reveals that lack of food and breakfast provision was among the factors for poor academic performance to students in Ilala District. This implies that teaching hungry students who cannot pay



attention to their instructors and gain knowledge, results in poor academic performance. This was consequently, made them attain lower scores on their internal tests and examinations achievement. It has also been learned that skipping breakfast can adversely affect problem-solving tasks such as mathematics grades which require problem solving skills.

This study is on line with Kaklamanou et al. (2012) who stated that students need fuel to actually make them study well and be attentive and manage the responsibility of class. It also complements to Ross (2010) who observed that offering students the right food choices and helping them develop positive health eating habits will support the optimal functioning of their brains. Eating breakfast helps students to eliminate or reduce stomach pain, headache, muscle tension, and fatigue, factors that lead to an interference with learning. The study reveals that lack of food and breakfast provision was among the factors for poor academic performance to students in Ilala District.

This was supported by all three heads of schools and District Education Officer who said that students were not provided with lunch and breakfast at schools. This implies that teaching hungry children who cannot pay attention to their instructors and gain knowledge results to poor academic performance. Consequently, they attain lower scores on standardized achievement tests.

One of the student commented that, the parents gives them bus fare and no money for breakfast nor for lunch, at Kitonga secondary there is only one vendor for the whole school, therefore during break time they have to scramble with limited time of

10 minutes for break, hence proposed break time to be 20 minutes or increase the number of food vendors. This applies to all three schools.

**Table 4.10: Policy of Free Education in Improving Academic Performance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	17.9	17.9	17.9
	No	115	82.1	82.1	100.0
	<b>Total</b>	<b>140</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field Data (2017)

According to table 4.36, 17.9% of the respondents agreed with the statement, 82.1% disagree with the policy of free education in improving academic performance in secondary schools.

#### 4.4 Analysis of Open Ended Questions in Questionnaires

##### Qn.1. What are the home based factors influencing academic performance?

NS	Home based factors influencing students' academic performance	Number of respondents
	Parents level of education	10
	Separation of parents	05
	Poverty	04
	Poor parents –students relationship	06
	Parental support to student academic issues	07
	Time spent in TV and phones	08
	Domestic chores after school hence no time for study	10
	Availability of basic needs	09
		05

**Qn. 2. What is your opinion on the policy of free education in improving academic Performance in secondary school?**

<b>NS</b>	<b>Opinion on the new policy of free education in improving students academic performance in secondary school</b>	<b>Number of responded</b>
	Allocation of funds according to the needs	10
	More research should be done	08
	It will increase enrolment of students	04
	Stakeholders should be involved the policy formulation such teachers and parent for implementation	05

**Qn. 3 On what should be done to improve academic performance in secondary schools?**

<b>SN</b>	<b>What should be done to improve academic performance</b>	<b>Number of responded</b>
	Perform weekly test	50
	Conduct counseling sessions	20
	Provide incentives to teachers	70
	More laboratory technicians	40
	Increase teaching and learning resources	20
	Parental enrolment in students academic	25
	Provide electricity to schools	10
	More science teachers	16
	Availability of social services near schools	10
	Building hostels	14
	Homework on daily basis	35
	Improve primary education system	06
	Abolish free Education Policy	10
	Separate education with Politics	06
	Inter school examination competition	05
	Parents –teachers relationship	10

#### 4.5 Home Factors Influencing Student's Academic Performance in Secondary Schools in Ilala (Qualitative)

In the following section, qualitative data were presented using interviews focus group discussion and documentary analysis on the themes of home factors influencing academic performance in secondary school. The themes which have been analyzed here are parent level of education, separation of parents, poverty, time spent in TV and phone, parents commitment to students academic issues and domestic chores.

Most of the responded mention that parents level of education is a constraint in students' academic performance, respondent one said that:

*Parents in this area have no time with their student academic progress, parents with lower level education have no time to make follow up on their students' academic issues, Parents have the primary responsibility of instilling ethics of hard working and educational achievements in their children. So if they lack education how can they assist their children?*

Respondent two (student) from interview added that,

*“When my parents are called to school by the teacher they ask me, have you done anything wrong? To them going to school there must be a problem but not voluntarily attending school and talk to teacher on my progress”.*

Respondent three on cementing on parents level of education argued that, some parents have not attended even primary school, they have informal education, therefore they can easily cheated by student when they are given report form some of the students changes the marks or read to them wrongly. When they sit for the final examinations the parents are surprised on hearing that their children have fail while they usually perform well in class.

Respondent four from one of the heads of schools clarified that:

*“In my school when I call parents for meetings, their response is negative, only a few will turn up, majority will never visit school may be under the escort of police. This has caused running of the school to be very difficult because there is no collaboration between the parents and the school”.*

Another problem is separation of parents which leads to single parent family.

Respondent five (teacher) on responding question one said that:

*Single parenting is a social issue that can have significant effects on a child’s academic success. Children who are raised in single parent homes are at risk of not reaching their full potential. Students within our educational system encounter many challenges in their family lives which they bring into the classroom. The family structure, ideally, provides a sense of security and stability that is necessary for children. When there is a breakdown in the family structure, it may have a tremendous impact on children and their ability to function ordinarily or achieve academically.*

Respondent six (student) who is a single parent explains that:

*“I live with my mother since my father left my mother while I was a baby, sometimes I hear my friends talking about their father, how they take care of them, I wish my parents can re unite and have a happy family, my mother is doing small business which is not enough to support me and my siblings.*

From documentary analysis single parent students seem to have no two parents to depend on. Therefore they have to rely on one parent to meet most, if not all their needs. With limited finances and time parents are less likely to provide the adequate support a child needs to perform to the best of their ability. This is not to say, necessarily, that the parent raising them is not providing them with more than adequate love and attention, but rather the single parenting within itself is comprised of many different factors that can affect a child’s level of academic success.

Respondent seven who is a teacher during interview mentioned poverty in the family level as another constraints in students academic performance, he explain that many families are living below the poverty line hence they cannot meet the daily basic needs to their student.

This is explained by respondent eight who is a student who said that:

*I live far from school, therefore I have to wake up at 5 am to find transport, my parent give me 400 hundred shillings for bus fare only, I didn't take anything at home since it is not available at that time, therefore I have to stay without eating anything until I go back home late in the evening, this is because my parents cannot afford to provide more money, how can I concentrated with studies while my stomach is empty?*

Respondent nine who is a teacher said that,

*In the class you might find students with no stationary such as note books, text books, pencils, pens, and mathematical sets, also proper school uniform such as shoes, socks bags and sweaters which the government cannot provide though it is free education.*

According to focus group discussion and interview most students spend their time in watching television and chatting with phone with their friends which leads to irresponsible behaviours and low concentration in academic. Those with no television sets at home go to their friends or watch for money. In the places where people show movies the majority of the participants are students.

Respondent ten who is a student said that,

*When my parents give me money for school we make donation with my friends so that after school we go to watch movies and play stations.*

Furthermore respondent eleven who is a teacher argued that,

*We receive many cases of our students caught in those areas which show football match and other sort of games and movies, they usually visit these places after school or other dough from school and are caught there.*

Respondent twelve while responding to question one commented that,

*....Parent are not committed in making follow up on their children ware abouts this is due to lack of commitment of parents to their student academic issues. They don't bother to know the time when students are supposed to arrive home from school.*

Another problem is domestic chores where by respondent thirteen in focus group discussion said that,

*...Most of the students are assigned domestic work such as fetching water and firewood, cooking and washing utensils as well as looking after their siblings.*

Respondent fourteen who is a student, responding to domestic chores said that,

*...I don't want to go home early because my parents give me a lot of work at home, that I don't get time to finish my assignments and when I got to school the next day I got punished by the teachers. Therefore it is better to stay at school and finish all my assignment.*

Furthermore this was argued by respondent fifteen who said that.

*....Parents and guardians have to reduce work load to students. They should provide only light duties that will help them accomplishing time while they are not exhausted and concentrate with studies in revising and in doing their homework.*

Respondent sixteen during focus group discussion while responding to question one had this to advise to parents.

*...I advise parents to reduce domestic chores to their children (students).For instant. Parents should provide light duties like fetching water but not to far distance and cleaning utensils. This will help them to concentrate in studies while they are not tired.*

#### 4.6 School Based Influence on Students' Academic Performance

Under this section the interview, focus group discussion and documentary analysis were used to present the qualitative data on the themes of the school based factor that affects student's academic performance in secondary school. The themes which have been analysed here are availability of teaching and learning materials, teachers, laboratory and equipments, library and meals.

Respondent seventeen on responding on question two said that,

*....There is scarcity of teaching and learning materials in this school, we don't have enough text books or textbooks are hardly available or not available in the school at all, one book is shared by 10 students, this make it difficult to study on their own, the big problem is with science text books, one class can have two physics books. How can they study? The availability of learning-teaching resources is based on the view that learning should be active, varied, socially engaged and self-regulatory. Since the student lack learning-teaching resource, it leads to low performance in examinations.*

Another student respondent during interview explained that,

*... We have few science teachers in our school especially Chemistry, Physics and Mathematics, one physic teacher teaches the whole school, sometimes we have to come to school on Saturday to do practical because we're are in form four preparing for exams, many of us opt arts because of the lack of science teachers.*

Another respondent head of school said that,

*...In my school I have to force students to study science subjects, thus why you see science class has only 15 students, the rest study arts and some business due to lack of science teachers. Even the field teacher which we receive from collages and university, it is hardly to get a science teacher, all are arts teacher, so we expect our collages to pour out many arts teacher compare to science teachers.*

Another respondent argued that,



*....Look at this building it is a laboratory but no equipment to do practical, we were instructed each school to build labs, we have three lab but empty, we heard the government is going to provide apparatus, so we are waiting for our share, because we can't tell the parents to contribute for the school due to free education policy, they know that the government is going to provide everything, till when we are going to wait, we don't know so we teach theory only*

One respondent who is a student said that,

*...Here at our school we don't have library at all, we cannot do our private studies and going to Tnganyika Library is very far from here, by the time I reach there it is already late so I have never dream of going there.*

The same view was held by academic teacher at one of the schools studied, who argued that,

*...It is true that we don't have a library room here in our school, there is difficult for students to study on their own, If we had library with books students can add to what is taught in class for clarification.*

Another respondent said that,

*... We have a small room with few old books, two tables and chairs, it cannot even accommodate ten students at once, there are old story book for donors which are irrelevant for our studies. The government should do the same efforts in the construction of libraries the way it has done in laboratories.*

The other respondent from the focus group discussion cementing on library argued that, the educational process functions in a world of books. The chief purpose of a school library is to make available to the pupil, at his easy convenience, all books, periodicals and other reproduced materials which are of interest and value to him but which are not provided or assigned to him as basic or supplementary textbooks. The importance of a library is seen in those schools with well-equipped library they normally maintain high academic performance.

Another respondent responding on meals availability clarified that,

*....We are not provided with food here, even if you have money to buy only that lady there roasting cassava, and most of us live very far from here to reach the bus station it took about 30 minutes by foot because I can't afford **bodaboda** there you can get food stuff.*

This was commended by one head of the *selected* schools, who said that, *...The environment here is no conducive, even teacher depend on that lady for roasted cassava, teachers and student have to carry their own water bottle from home, the school has no water nor a shop to buy water and other stuffs.*

#### **4.7 Policy and Circular Factor on Influencing Student's Academic Performance**

This part intended to respond on the research objective three (3) that requires showing the way policy and circulars including affects students' academic performance. The researcher employed interviews and focused group discussion to gather information

Respondent seventeen from teachers category during interview while responding to free education on improving academic performance argued that:

*...The New policy of free education will increase academic performance if resources are allocated according to the needs of the school. For example text books laboratories apparatus, stationeries which are distributed to school they don't match with the number of students.*

Respondent eighteen from head of school on elaborating on this said that.

*....On my side being a head of school is like a punishment, because there is little money to meet daily operations of school, I thing before the implementation of this policy several research should have been done in order to identify the strength and weakness of the policy. Parents don't know what they have to contribute in enhancing student's academic performance. All the burden is left to the school with the notion that education is free. The government cannot provide everything to the school; there are some situations where parents must intervene for their student's benefit*

Respondent nineteen from student category share that.

*...The policy is good because our parents do not pay anything therefore the enrolment of student is very higher, so many students will get secondary education compare to the previous years were many failed to attain secondary education due to lack school fees and other contributions.*

Respondent twenty agree that. Enrolment is high but there is a fall in academic performance therefore more research has to be done to rectify the problem. He narrated further that.

*...Though many students attain secondary education, we are increasing the number of form four failures in the country who do not have credit to continue with higher education. Before parents were paying school fees therefore they used to make follow up on students academic performance, Even the students were working hard in school because their parents are incurring expenses I school, but nowadays even the student are relax, they don't have a culture of studying on their own.*

Respondent twenty one from the District Education Office said that,

*...Students have no culture of studying on their own, therefore it is very hard to perform well in examination because they depend on teachers for everything, they can't search materials from other source, they depend on what is taught by the teacher alone, even sometimes they don't study what they have been taught.*

Respondent twenty two argued that,

*...The policy will be successfully if politics will be separated from education, there are a lot of changes that are occurring in education due to politics, academician should be left to decide on education matters and not politicians, Without putting demarcation on this, our education system will be always be influenced by politician for their benefits.*

Respondent twenty three narrated that,

*...The policy is still new let us give time in order to be able to comment on it. We can talk something after five years of its implementation.*

Respondent twenty four from teacher's category responding on the research question three in the probe offer remedial classes during interview explained that.

*... We used to offer remedial classes. Parents were required to contribute on them. Most of the parents were willing to pay, and the national examinations were good. This has been stopped but the teacher are supposed to conduct remedial classes and being paid by the school but the schools have no money, therefore teacher are ask to teach for free! Do you think the teachers will be motivated to conduct free remedial classes? It increases teachers work load. This has affected students' academic since through remedial classes, students would have revised their lessons. That is why private school usually performs well, because they incur expenses in education.*

Another respondent who is a teacher commented that:

*...We had the promotion policy which was done after every three years, but it is six years now since I got last promoted to this position, no increment of salary nor promotion, promotion motivate us to work hard, so in order for this free education to be valuable they should first teachers welfare because we are the implementers of the policy.*

Another teacher narrated that,

*.....Iam a chemistry teacher, I teach form four, I had to teach at the same time performs the duties of a laboratory technician with the same salary no even incentive or appreciation of the hard and risky work that I do, at least they should consider the work load and increase some incentives.*

## **CHAPTER FIVE**

### **5.0 DISCUSSION OF THE FINDINGS**

#### **5.1 Introduction**

This chapter presents analysis and discussion of the research findings. The analysis and discussion are organized under three themes: home based factors influencing unsatisfactory academic performance in secondary schools in Ilala District, school based factors influencing unsatisfactory academic performance in secondary schools in Ilala and policy and circular based factors influencing unsatisfactory academic performance in secondary schools in Ilala District.

#### **5.2 Home Based Factors Influencing Unsatisfactory Academic Performance**

##### **5.2.1 Parental Involvement in Students' Academic Issues**

The data from interview and focus group discussion have shown that parental involvement in school matters of the students has got a positive impact on student's academic performance. Achievement is not only about what goes on once students get into the classroom. It's also about what happens to them before and after school. Parents have a crucial role to play to make sure that every child becomes a high achiever.

Parental influence has been identified as an important factor affecting student achievement. Results indicate that parent involvement and encouragement are strongly related to improved student achievement. Gabela (1983) asserts that parents are not only mothers and fathers but a very large group of unpaid teachers.

### **5.2.2 Family Income on Students' Academic Performance**

Research findings revealed that family socio economic status has an impact on students performance, due to low family income parents fails to meet the basic needs of their children such as food, stationeries, uniforms and bus fare. Though the government provides free education still parents can't afford to meet the students daily expenses, as seen from focus group and interviews students are provide with only bus fare with no money for food, other wear torn school uniform this make the uncomfortable in school hence leading to poor academic performance.

### **5.2.3 Parent Education**

Finding from interviews and focused group discussions showed that parents level of education has influence on students academic performance, educated parents make follow up of their children progress in school not only academic but also behaviors of their children. Data shows that educated parents are more likely to respond when called to school compare to non-educated parents. During the interviews and focus discussion, most of the respondent from selected school shows that parents show no cooperation to teacher on matters pertaining their children. Therefore teachers from these schools lack parent support in assisting the children they turn up when the problem has become worse.

Some researcher's associate parental education which leads to good income empowers parents to give their children a solid foundation for school and life success and enable them to build up strong partnership between parents and school in order to sustain achievement standards. The study findings concur with other studies by

(Okantey, 2008), who explained that, parents who are not educated are not interested in visiting school and look on the progress of their children.

#### **5.2.4 Conclusion on Research Question One**

Research question one intended to determine how home factors are associated with students academic performance in Ilala District secondary school. Data from respondent and discussion of those findings revealed that students' poor academic performance in Ilala District is associated with home based factors such as parents' involvement in their children academic issues where by parents fail to show concern on their children progress. Another home issue is family income where parents failed to provide the daily expenses to their children like stationeries, uniforms, bus fare and pocket money. And the last issues is parent level of education where by most of the parents attended primary education therefore they don't know the value of education to their children, hence fail to support and encourage their children to put effort in school. Those factors have lead to student poor academic performance in Ilala secondary schools.

### **5.3 School Based Factor on Students' Academic Performance**

From findings of the study, it has been revealed that, school factor has impact on students' academic performance in secondary school in Ilala district. School environment is where learning process takes place; it should be conducive for learning to take place. In order to rectify the situation, the respondents have the following suggestions.

### **5.3.1 Teaching and Learning Materials Should Be Available In Schools**

Findings from the study show that, teaching and learning materials such as textbooks, charts, models are not available in schools. Lack of textbooks is a cruel problem in Ilala district. The ratio of book is one book to 10 students which becomes difficult for the student to revise at home.

Teaching and learning materials facilities smooth learning process. From the findings there is scarcity of teaching and learning in most of the schools. Text books availability is a serious problem. This causes the students to depend on teachers as the main source of information.

### **5.3.2 Influence of Libraries and Academic Achievement**

Findings from interview and group focus discussion revealed that library is very important for students learning process; respondent explained that in most schools there are no libraries at all. In one of the selected schools, there is a small room with few chairs and old text books, the door is usually closed when the teacher concern go to class because there are librarian in school libraries. This commented by Fowowe (1988) who clarifies that a library must be up-to-date and at the same time have older materials. It must be properly supported financially to fund materials and services among others. He concluded that a well-equipped library is a major facility which enhances good learning and achievement of high educational standards. In his words, Farombi (1998) reiterated that school libraries may not be effective if the books therein are not adequate and up-to-date. Its impact may only be meaningful if the library could always be opened to the students for a considerable length of time in a



school day. Library is source of information in schools, as a resource, it occupies a central and primary place in any school system. It supports all functions of school-teaching and provides service and guidance to its readers. With all the above mentioned facts from the respondents findings shows that, many schools operate without libraries thus led to poor academic performance in Ilala district.

### **5.3.3 Laboratory and Academic Performance**

During interviews and focus discussion in selected schools most of the respondent stated that laboratory is essential to the teaching of sciences. The success of any science course is much dependent on the laboratory provision made for it. Science without practical is very difficult. Farombi (1998) argued the saying that “seeing is believing” as the effect of using laboratories in teaching and learning of science and other science related disciplines as students tend to understand and recall what they see more than what they hear or were told. Since laboratory is a place where theoretical work is put into practical, it should be well equipped. But most of the laboratories as stated by the respondents from selected school are rooms without equipments. Practical in any learning experience involves students in activities such as observing, counting, measuring, experimenting, recording, observation and carrying out field work.

These activities are totally different from the theoretical work which involves listening to talks and taking down notes from such talks. Failure of having full equipped laboratories led to poor academic performance in the selected secondary school as students fail to master various science experiments.

#### **5.3.4 Influences of Teachers on Students' Academic Performance**

Findings from the study revealed that, there is low number of teachers especially in most of the public schools. The few teachers are poorly paid as a result most of them take up part time employment or entrepreneurship in order to make ends meet hence low concentration in teaching process. Other respondent especially teachers stressed that, the problems of poor working conditions to teachers result in higher absenteeism, reduced levels of effort, and lower effectiveness in the classroom, low morale, and reduced job satisfaction. The work load is big compared to what they earn. No promotion on time, salaries arrears, allowances and other incentives. Teachers have been shown to have an important influence on students' academic achievement. Both teaching and learning depends on teachers, this clarified by Afe (2001) who explained that teachers play a crucial role in educational attainment because they are ultimately responsible for translating education policy into action and principles based on practice during their interaction with the students. If the government continues ignoring teachers' voices on the hardship of the working compare to what they are earning, it is slowly digging the grave for education without knowing. The academic performance in schools will continue to deteriorate yearly. This extends the findings established by Mkumbo (2014) that many teachers are not committed to teach as they are demoralized and their working morale is low except in few religious schools and well paid own private schools.

#### **5.3.5 Provision of Meals and Academic Performance in Secondary Schools**

Findings from the study show that, availability of food influence student's academic performance in selected schools. Student's respondent narrated that, they stay for a

long time in school and no food is provided. The concentration in class work decreases as time goes on. This is seen as most of the student becomes tired and start sleeping during the afternoon lessons.

Food is important for human being as well as students and is a part of education. Other researchers such as Kaklamanou et al. (2012) stated that students need fuel to actually make them study well and be attentive and manage the responsibility of class. It has been discovered that skipping breakfast can adversely affect problem-solving tasks such as mathematics grades which require problem solving skills. Most of the secondary schools in the Ilala district do not provide meals to their students who are facing poor academic performance.

### **5.3.6 Conclusion on Research Question two**

Research question two intended to determine how school based factors are associated with students academic performance in Ilala District secondary schools. Data from respondents and discussion of those findings revealed that students poor academic performance in Ilala district is associated with school based factors such availability of teaching and learning materials which are inadequate, library facilities for students to develop habit of studying on their own, laboratories for practical work which makes the subjects to be interactive and easily understood as 'seeing is believing' and provision of food to day school students as they spent long hours in school. Those factors have lead to students' poor academic performance in Ilala secondary schools.

#### **5.4 Policy and Circular Related Factor on Academic Performance**

The opinion of the respondents indicated that the free education policy has increased the number of enrollees in the secondary schools. Implicitly, this has increased the number of the students to be attended in schools. As the students' number doubles there implication on the students' administration costs such as food and text books and other requirement such as chemicals. So importantly the increase has led to the overcrowdings in the classroom which makes the management of the class activities difficult, it is even harder thus to apply competence base approach in teaching under this situation, the end result is ineffective learning which results to students unsatisfactory academic achievement.

The screening policy has been applied in seminary schools and religious based schools. This has been used to frighten the students to be serious in their studies and avoid suspension or expulsion from the schools; in turn the students use their learning time effectively, and pass their examinations. The current circular on education to suspend the behaviour of the school to screen students or weak performers is what has resulted to massive failure in the country, Ilala secondary schools inclusive.

The current trends of behaviours in secondary schools show that the learners use a lot of time in no academic activities. Evodia (2013) did a study on the role of counseling in secondary schools in Moshi, Tanzania. The results indicated that many learners were poorly performing because the schools had no well trained counselors to guide the learners in their behaviours including study skills, manage relationships and

effective use of learning time, hence they were poorly performing in their examinations. What has been observed and established in Moshi is the same to what is happening in Ilala secondary schools, hence the learners if not counseled they hardly perform academically. This connotes hence the need of the introduction of comprehensive guidance and counseling in secondary schools if we need to realize better academic performance of our learners.

Additionally, the SEDP was introduced to improve the secondary school performance. The objective of the policy among others had the intention to improve the academic performance and to increase enrolment and access. Since its inception in 2004, the policy has tried to bring improvement in the secondary schools. However, the congestions and the poor teaching and learning facilities (lack of science laboratory) was a common feature observed in many of the schools established under this policy. These variables affect the teaching and learning in secondary schools and the effect of the policy is unsatisfactory examination performance noted in the year 2010, 2011 and 2015. This implies that there is need to have the proper formulation of the policy and ensure its effective implementation; if we need to realize the good practices in schools which include better students' academic performance.

#### **5.4.1 Conclusion on Research Question Three**

Research question three intended to determine how policy and circular factors are associated with student's academic performance in secondary school in Ilala District. Data from respondents and discussion of those findings revealed that students poor

academic performance in Ilala district is also associated with policy and circulars that are introduced by the government, the free education policy where by the government pay schools fees for all students in secondary schools and the parents supply their children with other has been perceived wrongly by the parents because they don't contribute anything to their children because education is free. The parents should be education on their role enhancing their students' academic performance. Welfare of the teacher should be considered for them to be comfortable with work hence increase academic performance in secondary schools. In addition adoption of the screening policy has resulted learners to be lazy and they don't work hard in their studies. Lack of guidance and counseling has exposed our learners to unmanageable behaviours which interfere their academic performances. Finally, the adoption and implementation of the SEDP has resulted to congestion and high demand of the science laboratory which many schools do not have as a results the students do not perform well in science subjects.

## **CHAPTER SIX**

### **6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter provides the last part of the research report; it covers summary, conclusion, and recommendation for actions and further research.

#### **6.2 Summary**

This study intended to assess factors influencing unsatisfactory student academic performance in Ilala district. The study comprised of three specific objective:

- i) To identify home based factors influencing unsatisfactory academic performance in secondary schools in Ilala District.
- ii) To assess school based factors influencing unsatisfactory academic performance in secondary schools in Ilala District.
- iii) To evaluate policy and circular based factors influencing unsatisfactory academic performance in secondary schools in Ilala District.

The study employed mixed methods research design. According to Teddie and Tashakkori in Rwenjuna (2013) mixed methods design is the design that collect and analyze data to produce integrated findings using both qualitative and quantitative strategies in a single programme of inquiry. The strength of mixed methods design are that, it is efficient in both types of data pulled by qualitative and quantitative techniques: it has the power to provide stronger inferences ia a study and also the design allows both types off respondent to present their views and opinions in the way convenient to them (Rwejuna, 2013).

Samples were selected from Ilala district secondary school, and Ilala district education office. The selected participants were expected to provide maximum information about research problem; therefore the purposeful sampling technique was employed in selection of samples. The study had a sample size of 140 participants who were required to provide information regarding factors influencing unsatisfactory academic performance in their areas through questionnaire, interview and focus group discussion. Also documentary analysis as used to supplement the information acquired through questionnaire open ended interview and focus group discussions. Questionnaire is a self-report data collection instrument that teaches research participants to fill out questionnaire as part of a research study.

It was selected because it could collect quantitative and qualitative data at the same time. The other tool which was used in this student was interview. It is a data collection method that involves oral questioning either individually or as a group. The reason to use this is to obtain more information in greater depth. In the study context, to provide deeper understanding on the home factors, school factor and policy and circular factors influencing unsatisfactory students' academic performance in secondary school in Ilala district.

Research questions guided this study were as follows:

- How does home environment influence unsatisfactory academic performance in secondary schools in Ilala District?
- How the school based factors influence unsatisfactory academic performance in secondary schools in the Ilala District?



- How does the policy and circular influence unsatisfactory academic performance in Secondary schools in the Ilala District?

**The first research question revealed** that home factors which caused unsatisfactory student academic performances were: **poor parental involvement in students' academic issues, family income and parent education level**. This is because parent fails to supervise their children at home concerning homework and other assignment from school, also due to low income of the family student fails to get the school expenses such as text books, uniforms, bus fare and pocket money.

**The second research question found** that lack of teaching and learning materials, inadequate number of teachers, unavailability of laboratory rooms and equipments, poor library facilities and non-provision of meals to students had led to the poor academic performance in secondary school in Ilala district.

**The third research question found** that policy and circular such as education for free, non-screening of students at various levels, promotion policy, non-providing incentives, poor practice of guidance and counseling in schools; were the policies and circulars that caused unsatisfactory academic performance in secondary schools in Ilala district.

### **6.3 Implications of this Study**

The findings of the study showed that students' learning environment at home is not supporting effective learning that is why the students have been performing poorly as

the examination results of 2012 to 2016 have shown. Efforts must be done to rectify the situation. From the findings it shows that parents are not supportive to their children academic progress the load is left to the teachers alone. Supervising of students should be done by either sides, the parents and the teachers as well. This further implies that the schools in Ilala district will be far also realizing the Dakar Framework for action (2000) of which some of its targets are to produce graduates who are well around in creativity, innovation and performing better academically.

Second implication to the second objective about school factor affecting academic performance in secondary school, the study revealed that the school environment is not conducive to facilitate learning of the students, the availability of learning and teaching resources, qualified teachers, library and its resources, laboratory and its equipment and the provision of meals to students have led to poor academic performance of students. The capitation and grand sent to schools is not enough to fulfill the requirements of the school, lack of science teacher in many schools hinder the students to pursue with science subjects. This mismatch of the resources and the number of students will continue to deteriorate academic performance in secondary schools in Ilala district hence it needs to be addressed by the ministry of education.

Third implication to the third objectives on the policy and circular related factors, the findings shows that there is no thorough research before the introduction of policies, some of the policy are politically oriented, according the political situation of the country, example is the free education policy introduced in 2015 it was during election, finding shows that after the introduction of this policy there was a fall in

examination performance in the following years. In 2012 the government abolished screening of students who fail form two national examination, when these students reached form four they had worse results as students who were not qualified. The government has also stop promotion and salary increments to teachers at the same time. Abolition of incentive and other allowance such as teaching allowance this decreased the motivation of teachers of work effectively hence increase students' poor academic performance. Implicitly the ministry has to allow screening policy and practice and it has to re emphasis the guidance and counseling practices in schools.

#### **6.4 Recommendations for Action**

In order for secondary school in Ilala district to have good results they should adhere to the following recommendations;

- i) Parents are advised to reduce domestic chores to students. Students have to perform light duties like cooking food, washing utensils, fetching water not far distance, this gives them time to concentrate in their school work because they are not tired.
- ii) Parents have to supervise and monitor their student academic progress by making fallow up in school and discuss with teacher issue pertaining to students academic as well as the behavior of the students before it become worse, They should develop a habit of visiting their students school and laying the burden to teachers when students fail they sit back and blame the teacher while it is their fault of not be responsible to their students' progress.

- iii) Equally parents have to provide study materials such as text books for their children since there are not adequate in schools. These are important to student as they will help them to revise and study on their own.
- iv) The parents should be educated on the importance of education to their children and the current world through seminars and parents meetings.
- v) The government through guidance and counseling session in schools identify student from low income families and assist them in their daily needs so that they reach their potentials like their counterpart students from higher income families.
- vi) The government has to build hostels, for student who lives far from school because they walk a long distance to reach school and also is risky to them.
- vii) Provision of food to students. The government in collaboration with parents and teachers has to ensure provision of food to student during school hours. This will help student to concentrate on studies and gain higher performance since they will not sleep in class and will be active in the learning process.
- viii) More research should be done prior introduction on new policy, different stake holder such as teachers and parents should be involved in all stages for ease implementation.
- ix) Provision of guidance and counseling to students. The government has train counselors who will help students rather than depending on teachers who have other duties of teaching.
- x) Capitation and Grants should be provided on timely bases according the needs of the school and not the number of students, this makes running of schools to be difficult to the head of schools.

- xi) The government should look on the transport of students since they are humiliated by the conductors especially those living far from school. They arrive late home and fail perform school assignments and domestic chores.
- xii) Schools should provide regular test for students such as weekly and monthly tests, this will help the students to be familiar with examinations question and way of tackling questions in examination ,this will increase academic performance.
- xiii) New policy of Free Education and other policies pertaining education should be reviewed to identify its strength and weakness in order to raise the standard of our education.
- xiv) Selection of student to secondary schools should be done in such a way that students with different capabilities are selection rather than the present system of selecting students with high performance to certain schools and those with lower concentrate in on school. Mixing them will enable the lower performing student to compete with their higher performing students hence increase performance.

### **6.5 Aea for Further Study**

Since the study focused on the three variables in causing unsatisfactory in academic performance in Ilala selected school, there is need to do research and establish how students' **redness also is** responsible for this poor academic achievement in schools.

The study used a moderate sample of 140 respondents who were reached by various methods, a new study is recommended on wider sample and to a wider geographical area than Ilala district.

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## APPENDICES

### Appendix 1: Questionnaire

#### 1A: Questionnaire for students

Dear respondent's student I Elijah Judica, a student of the Open University (OUT). You are requested to answer the provided questions below aiming at collecting your views, opinions and suggestions on the factors influencing students' academic performance in secondary school in Tanzania. The information you provide hereunder will be strictly treated and handled out confidentially and purpose for this research only.

#### A: Background Information

1. District.....
2. Ward.....
3. School at which the student is studying.....
4. Sex of the respondent..... (1=male, 2= female)
5. Age of the respondent .....
6. Form in which the student is studying.....(1= form III,2=Form IV)
7. What is your parents'/guardians' occupation? i .peasants [ ], ii. Business [ ],  
iii. Civil servant [ ], iv. Others (specify).....
8. 10. Are you given homework?1=Yes [ ], 2= No [ ]
9. 11. Do you finish it in time? 1=Yes [ ], 2= No [ ]
10. If not finished in time, why?
11. What activities do you do after class sessions at home?
  - i) .....
  - ii) .....

iii) .....

iv) .....

12. Do your parents assign you domestic chores after school sessions?

i. Yes [ ], ii. No [ ]

13. What is the level of education of your parents?

i. Non-formal education [ ],

ii. Primary education [ ],

iii. Secondary education [ ],

iv. Tertiary education [ ].

14. Do your parents visit or communicate to your teacher to check your academic progress?

Yes [ ], No [ ]

15. From your experience give your comments on the availability of the following school facilities and services that may have influenced to students' poor academic performance at your school.

Teaching and learning materials (1=Adequate [ ], 2=inadequate [ ])

Laboratories... (1=Adequate [ ], 2=inadequate [ ])

Teacher..... (1=Adequate [ ], 2=inadequate [ ])

Library ..... (1=Adequate [ ], 2=inadequate [ ])

Meals .....(1=Adequate[ ], 2=inadequate [ ])

16. Do you think the new policy of free education will increase academic performance?

Yes [ ], No [ ]

How? \_\_\_\_\_

\_\_\_\_\_

17. Do your school have guidance and counseling session? Yes[  ],No[  ]

18. Do you think counseling contribute to good academic performance? Yes[  ],No[  ]

19. What do you suggest should be done to improve academic performance?

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

20. 20. Comment on your learning time in school.

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

## Appendix 2: A Questionnaire for Teachers

Dear respondents students, I Elijah Judica, a student of the Open University (OUT). You are requested to answer the provided questions below aiming at collecting your views, opinions and suggestions on the factors influencing students' academic performance in secondary school in Tanzania. The information you provide hereunder will be strictly treated and handled out confidentially and purpose for this research only.

Questionnaire number.....

1. District.....

2. Ward.....

3. Name of secondary school.....

4. Sex of a respondent.....

5. Marital status of a respondent....(1=married, 2=Single, 3=Divorced, 4=Widow)

6. Age of a respondent (teacher) in years.....

7. What is your highest level of education? i. Diploma [ ], graduate [ ], iii. Postgraduate [ ]

8. What subject(s) do you teach? ..... and .....

9. Are you satisfied with your working environment? Yes[ ], No[ ]

If NO, what should be done to improve the working environment?

I \_\_\_\_\_

ii \_\_\_\_\_

iii \_\_\_\_\_

8. What are home based factors influencing academic performance?

i) .....



- ii) .....
- iii) .....

9. School environment related factors influencing academic performance

- i. Availability of Teaching and learning materials (1=Adequate [ ], 2=inadequate [ ])
- ii. Availability of Laboratories...(1=Adequate [ ], 2=inadequate [ ])
- iii. Availability of Teacher.....(1=Adequate [ ], 2=inadequate [ ])
- iv. Availability of Library ..... (1=Adequate [ ], 2=inadequate [ ])
- v. Availability of Meals .....(1=Adequate [ ], 2=inadequate [ ]) 101

10. Do you think the new policy of free education will increase academic performance?

Yes \_\_\_\_\_ No \_\_\_\_\_

How? \_\_\_\_\_

11 .Do you think guidance and counseling contribute to students academic performance?

Yes [ ], No [ ]

13. How do parents response to visit school to check the students performance?

Positively [ ], Negatively [ ]

14. What do you think the government should do to improve students' academic performance?

- i) .....
- ii) .....
- iii) .....
- iv) .....

### **Appendix 3: A Checklist of Items for Discussion with Heads of schools**

Dear respondents students, I Elijah Judica, a student of the Open University (OUT). You are requested to answer the provided questions below aiming at collecting your views, opinions and suggestions on the factors influencing students' academic performance in secondary school in Tanzania. The information you provide hereunder will be strictly treated and handled out confidentially and purpose for this research only.

1. School....., Reg. No.....
2. No. of Students..... (1)Boys..... (2) Girls.....) in 2017
3. Are teachers motivated because to students' performance? (1) Yes, [ ] (2) No [ ]
4. How is the community perception towards education in the area (1) Good [ ] (2) Poor [ ]
5. What is the range of most students' distances from home to school? .....
6. The dominant means of students transportation to and from school (i) On foot, [ ] (ii) By bicycle [ ]; (iii) by motor vehicle [ ]
7. How was teacher-Student Ratio (TSR) in 2016 .....
8. What was the Book-Student Ratio (BSR) in 2016.....
9. What is the response of Parents to school issues when asked for help? (1) Positive [ ], (2) Negative [ ]
10. Does school provide food to its students (1) Yes [ ], (2) No, [ ]

11. Please! State the availability of the following facilities at your school? a) Does your school have a chemistry laboratory? i. Yes [ ], ii. No [ ];
- b) Does your school have a Physics laboratory? i. Yes [ ], ii. No [ ];
- c) Does your school have a Biology laboratory i. Yes [ ], ii. No [ ];
12. a) Are science subjects practical's done at your school? 1. Yes [ ], 2. No [ ]
- b) If no, why? .....
13. a) Does your school have a library? 1. Yes [ ], 2. No [ ]
- b) If yes, does it have enough facilities such as: (i) Books 1. Yes [ ], 2. No [ ]
- (ii). Tables and chairs 1. Yes [ ], 2. No [ ]
- c) Do your students get meals at school? 1. Yes [ ], 2. No [ ]
14. a) Do you have enough teachers for every subject per stream? Yes[],No[]
- b) Which subjects don't you have enough teachers? i..... ii. .... iii. .... iv. .... v. .... vi. ....
15. Does the school administration have a culture of providing monthly test for every subject?
- (i), Yes [ ], (ii) , No [ ]
16. Do you have school counselor? Yes[ ],No [ ].
17. What is your opinion on the policy of free education in improving academic Performance in secondary school? \_\_\_\_\_
- 
18. What are your suggestions for improving academic performance in secondary schools?

19. i .....  
    ii .....

**Appendix 4: A Checklist of Items for Discussion with District Education Management**

Dear respondent's students, I Elijah Judica, a student of the Open University (OUT). You are requested to answer the provided questions below aiming at collecting your views, opinions and suggestions on the factors influencing student's academic performance in secondary school in Tanzania. The information you provide hereunder will be strictly treated and handled out confidentially and purpose for this research only.

1. Teacher-Student Ratio (TSR) at the district level between 2012 – 2016

<b>YEAR</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>TEACHER-STUDENT RATIO</b>					

2. The Book-Student Ratio (BSR) at the district level between 2008 – 2011

<b>YEAR</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>BOOK STUDENT RATIO</b>					

3. Does the district management have a culture of rewarding teachers for better performance of students basing on the national form four examinations results? i.

YES [ ]; ii. NO [ ].

4.

5. How many schools are well equipped in terms of science laboratories in your district as from 2012- 2016?

<b>YEAR</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Availabilities of laboratories%</b>					
<b>Number of schools with laboratories</b>					

6. How is the general situation of academic performance in form 4 national examinations in your district? Put a tick! a). Very good [    ] b). Good [    ] c) Moderate [    ], d) Poor [    ]

7. If it is poor, why?

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

What is your suggestion for improving academic performance in secondary schools?

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

**Appendix 5. Interview and focus Group Discussion Questions to students**

1. How do your parents support you in learning at home in the following items and its impact in your academic performance.
  - i. Textbooks and other stationeries
  - ii. Bus fare and pocket money
  - iii. Uniforms and bags
  - iv. Money for remedial classes
2. What are domestic chores that hinder your performance in school?
3. How does school factors enlisted below affects your learning in school?
  - i. Availability of teaching and learning resources
  - ii. The number of teachers
  - iii. Provision of meals
  - iv. Laboratory
  - v. Library
4. What should the government do to improve academic performance in secondary school in Ilala district?

**Appendix 6: Interview Questions to Teachers**

1. What are home based factors influencing students' academic performance in Ilala district?
2. What are school factors influencing students academic performance in Ilala district?
3. What are policy and circular factors influencing student's academic performance in Ilala district?
4. Recommend on what should be done to improve academic performance in Ilala district?