

**FACTORS CONTRIBUTING TO LOWER ENTRANCE TO A'LEVEL IN  
EASTERN COAST OF WETE DISTRICT IN PEMBA ISLAND**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENTS OF THE  
REQUIREMENT FOR THE DEGREE AWARD OF MASTER IN SOCIAL  
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**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the senate of the Open University of Tanzania a dissertation titled: *Factors Contributing to Lower Entrance to A'level in Eastern Coast Wete District in Pemba, Zanzibar*” in partial fulfillments of the requirements for the Master’s degree in social Work of the open University of Tanzania.

.....

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Date.....

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## DECLARATION

I, **Mohamed Omar Suleiman**, do hereby declare that this dissertation is my own original work and that it has not been presented or submitted to any University for a similar degree or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

This work is dedicated to my beloved wife Mrs. Karuwesh Saleh and my children Omar, Fatma and Saleh.

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### **ABSTRACT**

This case study research was conducted in the Eastern Coast of Wete District in Pemba Island Zanzibar Tanzania. The aim was to assess factors contributing to low entrance in Advanced level studies. Primary data were collected from parents/guardians, students, and teachers through interview where relatively structured questionnaire employed Likert's scale were used. Simple Random Sampling (SRS) was used in sample selection, where selected sample account figure for 12% students and parents and 20% of teachers of the population which is reasonable enough for this study. The study found that (i) majority of parents/guardian are farmers, fishers and seaweeders. Also family related factors were; family status, size and educational levels. For family background related factors including occupation, employment status, family size and educational levels. Other factors which contributed to poor performance of secondary school students and low entry to A'level included low parents and teachers' involvement in school administration, poor accessibility to physical infrastructure and poor compensation and motivation to teachers. The study recommends the use of multidimensional approach in solving the problem since the problem is multifaceted in nature.



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## LIST OF ABBREVIATIONS

AL	Advance Level
CEDAW	Convention on the Elimination of Discrimination against Women
CRC	Convention on the right of the Child
CSEE	Certificate of Secondary Education Examination
CSSEE	Certificate of Secondary School Education Examination
DEFA	Declaration on Education for all
DEO	District Education Officer
FAO	Food Agricultural Organization
FAWE	Forum for African Women Educationalist
GCE	Generally Certificate Education
GSES	Girl Secondary Education Support
ICT	Information Communication Technology
MKUKUTA	MpangowaKukuzaUchuminaKupunguzaUmaskini Tanzania
MKUZA	MpangowaKupunguzaUmasikini Zanzibar
MOEVT	Ministry of Education and Vocational Training
OL	Ordinary Level
SEPD	Secondary Education Development Program
UNGEL	United Nations Girls Education Initiatives
UPE	Universal Primary Education
ZEMAP	Zanzibar Education Master Plan

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Background to the Problem**

Education is termed as the engine for any societal development being economic, social, cultural as well as economical. However it is more than 50 years now since the United Nation declared that everyone has rights to education (Ajayi, 2006), the major concerns that developing Countries face is the high rates of students leaving schools by which Sub-Saharan Countries make about 30 million children out of 58million globally who drop out hence automatically failed to enter secondary and tertiary education (Akinfolarin, 2008). These statistics put Sub-Saharan Africa in a place where poverty, disease and illiteracy will be inherited for generations if joint efforts cannot be made to minimize the danger of poor academic performance of children in school. High quality education is highly needed and valued in any society. Most of rural community children in Sub Saharan Africa are expected to combine school and household work (Ayodele, 2000). An increased workload at home can cause irregular attendance, such as when crops are being planted and harvested, and lead to girls and boys dropping out (Duruji, et. Al, 2014).

It has been well documented that education is important for countries to grow, there are strong links between an individual's educational level and his/her economic achievements. An investment in education is associated with a higher probability of employment and higher income (Zanzibar Educational Programme 2008/2009-2015/2017).



Secondary school education refers to that full programme of education provided in accordance with Government approved curricula and availed to students who will have completed primary education in Zanzibar. Academic achievement has become a yardstick of self-worth and success. The outcome of education determines the quality of life, progress and status of people living anywhere in the world.

Zanzibar Vision 2020 establishes the goal of improving and maintaining high education standards and promoting skills development cost effectively in order to meet the challenges of the twenty first century among other goals. To support the implementation of the vision 2020, the following aspects are in place; ensuring equitable access to quality education through equitable access to quality pre-school education for all children at the age four and five, provide adequate facilities to improve access, ensure equitable access to quality secondary education for all children of age 12 to 15, strengthen the capacity of teacher training institutions, improve the quality of secondary education, strengthen institutional capacity to increase enrolment of students in teachers and training institutions, ensure that qualified teachers are retained and equitably distributed, improve monitoring, evaluation and assessment mechanism at all levels among the long list (ZSGRP II, 2010).

Similarly, in relation to secondary education the policy demand that four years of secondary education shall be provided for all, development of secondary education of quality shall be based on proper and adequate planning, alternative approaches to formal secondary education shall be developed to provide opportunities to learners

outside the formal system, a supportive school environment for students with special needs shall be provided and the secondary school curriculum shall include ICT (Education Policy 2006, p. 14).

Many achievement have been attained since the implementation of ZV2020, series of Poverty reduction strategies (Poverty reduction Plan, MKUZA I & MKUZA II) and the Zanzibar education Policy 2006. This includes increasing the number of pre-primary, primary and secondary school and pupils enrolled, increased the number of school and pupils provided with inclusive education, reduce gender purity in primary and secondary school. Other achievements include provision of vocational training to those dropped out and establishment of government owned universities which work in tandem with private universities for tertiary education (MKUZA II, 2010).

Besides good government intentions in providing quality education to his people, the road is not plane; in both rural and urban areas of the island but it seems rural areas suffer more hence the equity and equality objective in education is threaten. Consequently this lead to poor performance in some secondary school in rural areas and hence low entrance to Advance level and ultimately to tertiary education.

Among secondary schools whose students poorly performed in Form Four national examinations during 2012, 2013, 2014 and 2015 include “Kojani Secondary School, Kiuyu Minungwini Secondary School, Mchanga Mdogo Secondary School, Chwale Secondary School and Shengejuu Secondary School which are found in rural Eastern

Coast of Wete District in Pemba- Zanzibar Tanzania. This implies that, the schools contribute fewer students to the number of students enrolled at advanced level secondary education in each year which is contrary to the major policy development of the Island (Vision 2020 MKUZA III now). The overall four years results show that, 1,256 students seat for national examination, out of which only 172 students pass for Advanced- level of secondary education which account 13.7% of all students.

In addition to that, the common examinations conducted at the end of form four the academic performance as whole was deplorable as less than 50% of students had been able to attain the 35% bench mark pass score. Also, on average the academic performance of girls has been lower than those of boys which migrates us from attaining reduction of gender purity gap in secondary education.

Several factors have been identified to contribute to student's academic performance at various levels of education. Such factors are the school based environment; including, teachers working conditions, availability of teaching and learning facilities such as books and laboratories or home based environment such as students background factors like level of education of parents, occupation, level of students in engaging in house hold chores among others. These factors might influence or constrain academic performance of students at Ordinary Secondary level and their entrance to Advanced level.

While, there are various information related to factors contributing to low performance in secondary education worldwide, such information in Zanzibar is not

only hard to find but also not organized in a proper way. Therefore, this study indented to bridge that gap by assessing factors contributing to lower entrance to Advanced level secondary education in Eastern Coast of Wete District in Pemba Island.

## **1.2 Statement of the Problem**

Education is one of the most significant factors for social development of any society. This is because education improves capabilities and has been found to be highly associated with various socio-economic variables like lifestyles, income and fertility in both individual and societies. While the conventional and straight forward way towards Advanced level secondary education and ultimately higher education in Zanzibar education system is through form four (O' Level) its performance is not convincing and there is a marked disparities between social and geographical location of secondary schools.

For instance, performance of school located in Eastern Coast of Wete District is low compared to those located in Western Zone of the District. The results of national form four examinations for four consecutive years (2012-2015) shows that, out of 1,256 students who set for national examination only 172 (13.7%) students pass with division three and division four, while the rest obtained a zero division (synthesized from NECTA, 2012-2015). This shows that a good number of students are not obtaining enough credits to join A'level and hence low entrance to that level. With this regard therefore, there is no doubt that there are reasons behind for the situation in place. It is the concern of this study that such reasons are not well documented and

organized to explain the situation. This study therefore intended to fill that knowledge gap by analyzing factors which contribute to lower entrance to A' level secondary education to students located in Eastern Coast of Wete District in Pemba Island.

### **1.3 Objectives of the Study**

This study has got one major objective and three specific objectives as mentioned bellow.

#### **1.4.1 General Objective**

The general objective of this study was to find out the factors contributing to low entrance to Advanced level in Eastern Coast of Wete District in Pemba Island.

#### **1.4.2 The specific Objectives**

The specific objectives of the study were:

- i) To identify the family background of the study area and their effect on student's academic performance at O'level secondary education and hence low entrance in A'level.
- ii) To examine the parents and students attitudes towards advanced secondary education.
- iii) To examine the role of schools environment versus students interest of continuing with A'level secondary education.

#### **1.4.3 Research Questions**

- i) How family background related factors hinder students' academic

performance in O'level secondary schools education and hence low entrance in A'level?

- ii) What is the attitude of parents and students towards advanced secondary education?
- iii) What is the role of school environment versus student's interest of continuing with A'level?

### **1.5 Significance of the Study**

The study findings are useful to policy makers, researchers and academicians and general public for improving the educational system of Zanzibar in realizing the macroeconomic aspirations for the development of citizen on one hand. On the hand, the finding will be used by other educational practitioners at District level like education official planning officers. Likewise the findings will be useful in advocating fact for soliciting fund from donor community.

The study is also important to academicians, researchers, development practitioners and the like for conducting further researches in the area for policy deliberations and interventions.

### **1.6 Scope of Study**

The study covered Shengejuu Secondary School, Chwale Secondary School, Kojani Secondary School, Mchanga Mdogo Secondary School and Kiuyu Minungwini Secondary School. Study directed to assessing factors contributing to low performance in Ordinary level secondary education and hence low entrance to

Advanced level secondary education. Factors covered in the assessment were socio-cultural factors, economic factors and school based factors and their importance in student's performance. The study employed descriptive tools in data analysis.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **2.1 Introduction**

This chapter presents a review of literature which consists of conceptual definitions, theoretical and empirical literatures, conceptual framework, and research gap.

#### **2.2 Defining Terms**

The following subsection defines various terminologies as they have been used in this study. Such terminologies include education, academic performance, primary education, secondary education and higher education.

##### **2.2.1 Education**

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational (Wikipedia).

Mosha (2014) defines education as the process that take place at learning centre where one is giving knowledge and the other receives it. Keeves (1978) defines education as the process of teaching and training and learning in a school or college to improve knowledge and development skills. In 1995 Tanzania Education policy,



education defined education as the process of initiating and preparing human through training in their environment to play active role to society.

### **2.2.2 Academic Performance**

Academic achievement or (academic performance) is the extent to which a student, teacher or institution has achieved their short or long-term educational goals (Wikipedia). 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).

### **2.2.3 Primary Education**

This means a full time basic education given during the first seven years of formal education in accordance with the curriculum approved by the Education Council (Act No. 4 of 1993 and its amendments). Primary school is part of universal free basic education offered to children within the age group of 7-13 years (Zanzibar Education policy of 2006).

### **2.2.4 Secondary Education**

Secondary education is a full time formal education continued immediately after primary but before higher education in accordance with the curriculum approved by

the Education Council (Act No. 4 of 1993 and its amendments). According to Zanzibar Education policy of 2006, Secondary education builds upon knowledge and skills already acquired in the primary school. It prepares learners to engage in logical reasoning and provides opportunities to strengthen higher order analysis and basic skills of synthesis. It aims at preparing learners to pursue further education and training according to their interests, abilities and capabilities.

### **2.2.5 Higher Education**

Higher education is defined as education at universities or similar educational establishments, especially to degree level (Oxford Living Dictionary online). The aim of higher education is to equip learners with high level intellectual, professional and managerial capacities necessary for high level performance. Higher education offers opportunities for decision makers, professional cadres and for leaders in private and public sectors to acquire new development skills, innovations and ability to make informed decisions (Zanzibar Education policy of 2006).

## **2.3 Theoretical Analysis**

This subsection establishes an analysis of various theories which informs and leads the study in its data collections and analysis. Theoretical analysis is very vital towards understanding the problem and how to go about it. The theories are as follows:

### **2.3.1 Motivation Theories**

There are a number of motivation theories but for the purposes of this study we have included; Maslow's Hierarchy, Expectancy Theory, Bernard Weiner's, Three-

Dimensional theory of attribution, teaching /learning Transaction Model, Theoretical analysis- dropouts, Tinto (1987) a model for institutional departure from higher education, and Finn (1989) Frustration self-esteem model and participation identification model were explained as follow:

#### **2.3.1.1 Maslow's Hierarchy**

The father founder of this theory is Abraham Maslow in his 1943 though his paper titled “A Theory of Human Motivation”. The essence of the theory is that individuals’ most basic needs must be met before they become motivated to achieve higher level needs. He propounded five levels of hierarchy of needs to include; Physiological – these needs must be met in order for a person to survive, such as food, water and shelter; Safety – including personal and financial security and health and wellbeing; Love/belonging – the need for friendships, relationships and family; self Esteem – the need to feel confident and be respected by others and Self-actualization – the desire to achieve everything you possibly can and become the most that you can be. According to the hierarchy of needs, you must be in good health, safe and secure with meaningful relationships and confidence before you are able to be the most that you can be. This theory is very useful in our study as it informs us that meaningful relationship between students and teachers as well as students and parents is very vital towards students’ good performance at any level of education.

#### **2.3.1.2 Expectancy Theory**

Expectancy Theory was coined by Victor Vroom in 1964. He proposed that people

will choose how to behave depending on the outcomes they expect as a result of their behavior. In other words expected outcome will induce decision on what to do. The theory suggests that the process by which we decide our behaviors is also influenced by how likely we perceive those rewards to be. In this instance, workers may be more likely to work harder if they had been promised a pay rise (and thus perceived that outcome as very likely). It is based on three elements (i). **Expectancy** – the belief that your effort will result in your desired goal. This is based on your past experience, your self-confidence and how difficult you think the goal is to achieve (ii) **Instrumentality** – the belief that you will receive a reward if you meet performance expectations (iii) **Valence** – the value you place on the reward.

Therefore, according to Expectancy Theory, people are most motivated if they believe that they will receive a desired reward if they hit an achievable target. They are least motivated if they don't want the reward or they don't believe that their efforts will result in the reward.

### **2.3.1.3 Bernard Weiner's Three-Dimensional Theory of Attribution**

Attribution Theory explains how we attach meaning to our own, and other people, behavior. There are a number of theories about attribution. The theory assumes that people try to determine why we do what we do. According to Weiner, the reasons we attribute to our behavior can influence how we behave in the future. For instance, a student who fails an exam could attribute their failure to a number of factors and it is this attribution that will affect their motivation in the future. He also theorized that specific attributions such as bad luck, not studying hard enough were less important

than the characteristics of that attribution. According to Weiner, there are three main characteristics of attributions that can affect future motivation (i) **Stability** – how stable is the attribution? For example, if the student believes they failed the exam because they weren't smart enough, this is a stable factor. An unstable factor is less permanent, such as being ill.

According to Weiner, stable attributions for successful achievements, such as passing exams, can lead to positive expectations, and thus higher motivation, for success in the future. However, in negative situations, such as failing the exam, stable attributions can lead to lower expectations in the future (ii) **Locus of control** – was the event caused by an internal or an external factor? For example, if the student believes it's their own fault they failed the exam, because they are innately not smart enough (an internal cause), they may be less motivated in the future. If they believed an external factor was to blame, such as poor teaching, they may not experience such a drop in motivation (iii) **Controllability** – how controllable was the situation? If an individual believes they could have performed better, they may be less motivated to try again in the future than someone who believes they failed because of factors outside of their control.

The motivation theories could be applied to both students and teachers. According to Jayasuriya (2004) ability and motivation go together to impact performance and the most successful performance improvement efforts combine strategies for improving each. This create a positive environment where people feel support to reach their performance potential and feel valued, knowing that the organization wants to find a

good fit for their abilities. Both students and teachers need supports and to be valued from school as an organization to reach their full potentials.

The performance of this theory is a function of both ability and motivation that is ability is the person aptitude, as well as the training and resources supplied by the organization, therefore motivation is the product of desire and commitment. Someone with 100% motivation and 75% ability can often achieve the above average performance. But a worker with only 25% ability won't be able to achieve the type of performance you expect, regardless of his or her level of motivation (Jayasuriya, 2004).

The theories also can be help the assumption of teaching and learning ability which is the critical part of educational performance by which the ability bring the persons aptitude to meet the achievement of the organization, and motivation can stimulate an individual performance, therefore if the students or teachers are not motivated there is great chance to poor performance. Thus educational leader need to address these key components of performance in order to realize their objectives, and therefore the theory is working now and the reaction of this can be seen in the communities.

### **2.3.2 Teaching /learning Transaction Model**

The main components of the model include: teacher, style, mode, content, leaner, environment and assessment. The components are explained in turn below:

**Teacher:** it includes the persona history, expectations and beliefs of the individual teacher. This element is the self-relation of the reflective and autobiographical part of the T/LT model, teacher belief are the primary element of in any instructional transaction. quality teaching is requires reflection as ongoing process, thus the teacher components of the models highlights the importance of the reflection along several dimensions including (a) understating how our live stories impacts our practices (b) identify our awareness on the in the moment factors that collect students learning (c) identifying how an individual teacher defines the role of teacher in the process of learning.

**Style:** it is the classroom manifestation; it identifies the overall interpersonal climate of the classroom that is created by the teacher's behaviors, actions and overall personality. Teacher's beliefs, attitudes and philosophies are revealed in our classrooms transaction with students. How we use humor, how we react with students questions or challenges and a host of other variables all make the style element of the T/LT model.

**Mode:** identifies how teacher use chooses to design the experience though which the students can learn the materials. It means how the teacher translate the content and other factors into strategies, activities and elements of the teaching e.g lecture, discussion or problem learning mode.

**Content:** it address both the content of the model taught (i.e knowledge, information and or specific skills) and pedagogical issues associated with teaching in specific field

of study .the content element of the model examines the interplay between content knowledge and pedagogical practice.

**Learner:** identifies issues of learning style, student's expectations, motivation and metacognition, the learners they are the key part of the instructional transaction. Students bring to a situation a set of style, abilities, expectations and attitude that surely affect how the transactions proceed.

**Environment:** deals with space where the experience takes place. It include physical, social or even virtual environment for learning and teaching. Physical environment include seating arrangement, the technology available (projector, internet access, laptop etc) or basic human comfort (appropriate heating, cooling or lighting). For social environment it includes size of the class, its composition, and the relationship that develop among students and students and instructors.

**Assessment:** It clarifies how the ways we try to identify student knowing clearly impact the teaching experience. It is important, however, not to separate assessment too sharply from the learning/teaching transaction, as inexperienced teachers may tend to do. Because student expectations of how they will be assessed and on what knowledge and skills, are critical factors in determining how they approach the learning process. Also a good assessment can be the place where students learn the most, especially if it is well integrated into the instructional transaction.



### **2.3.3 Academic Mediation Theory**

The theory established that, poor academic achievements typically assessed as a strong predictor of school dropout. Battin (2000), pointed out that the four factors that affect academic achievement as deviant affiliation, personal deviance, family socialization and structural strains associated with school dropout. Essentially the theory looks at how poor academic achievements interact with and affect the relationship between high school dropout and other factors.

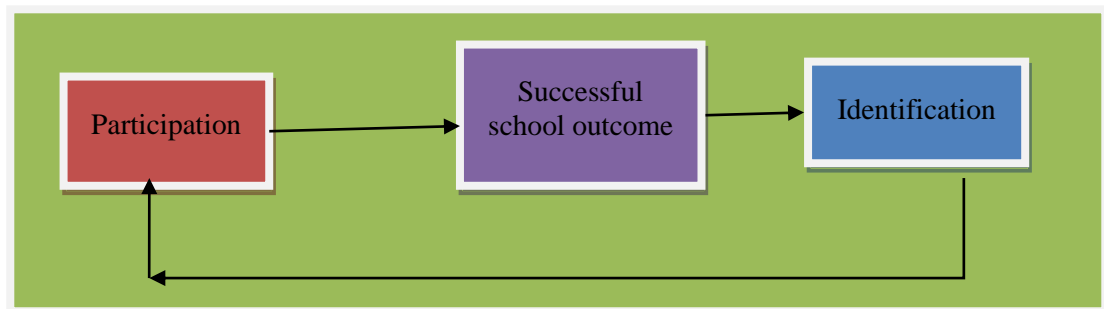
Mediation theory also examines how low academic achievement mediates the association between low school bonding and ultimately dropping out of school (Garnier, Stein and Jacob, 1997).

The theory provides model which is applicable in recognizing the academic factors which have direct links with dropping out decision. The model of this theory fit at acceptable degree, as it relate not only to research topic, but also to the empirical study as both focuses on exploring factors leading to poor academic performance of students.

### **2.3.4 Finn (1989) Frustration Self-esteem Model and Participation Identification Model**

Frustration and self-esteem model: it was propounded by Finn in 1989. Finn distinguishes behavior (participation) and emotional (identification) Participation consists for example of active behaviors in classroom, participation of extracurricular activities or working on the school paper and recognition of the value of education.

The model is depicted in figure 2.1 below:



**Figure 2.1: Participation and Identification**

Source, Finn (1989).

The above model suggests that, students' participation in learning is very crucial towards good academic performance among students at all levels of education. Making student participate in learning create a sense of ownership as they feel to be valued by their teachers. This model therefore has informed us that Participation if well embraced is vital for excellence in education and vice versa is very true.

## **2.4 Empirical Literature Review**

This subsection reviews literature related to our study from the globe, developing countries as well as Tanzania and Zanzibar.

### **2.4.1 Global**

The study conducted in various countries depicted that, having centralized exams and a large private-schooling sector seems conducive to student performance. Generally, school autonomy seems to have a positive impact—but only when schools are given extensive decision-making powers over the purchase of supplies, the hiring and rewarding of teachers, and the choosing of instructional methods. Giving schools

power over designing the curriculum syllabus, approving textbook lists, and determining the school budget seems to be detrimental to student performance (Alimi, 2007).

For education policy, the results of this study suggest that the crucial question is not one of providing more resources but of improving the institutional environment in which schools function. Spending more money within an institutional system that sets poor incentives will not improve student performance. An institutional system in which all the people involved have an incentive to improve student performance is the only alternative that promises positive effects (Alimi, 2007).

The study conducted in Singapore revealed that, Singapore's greater performance in education is brought by among other things; forward-looking and integrated planning, close link between policy implementers, researcher, and educators, policy with means to implement them, the advantage of the small scale, commitment to equity and merit, strong focus on mathematics , science and technical skills, human resources management who match with demands of the system and a system which is continuously being improved (Ntitika, 2014).

The study conducted in Kenya on the performance of lower secondary school found that, factors determine the performance comes from three spheres; family, school and geographical location (Linnet, 2015). These factors might affect negatively or positively. On the students disengagement might be caused by parental education and occupational back ground, the stability of the home environment, teaching and

classroom practice, the dependency of teacher on the national Union of Education workers (SNTE), the exclusionary school policies and constraining cultural practices of the community.

#### **2.4.2 Developing Countries**

Study conducted in Pakistan established that, empowerment of mother to different fronts can lead to better educated society those students are performing who are with educated mothers are compared to those with illiterate mothers. Educated mothers can help their children to improve and can proper check activities. Also student's attitudes towards attendance vary linearly with academic performance. On the side, the study found an inverse relationship between student family income and academic performance and found insignificant relation between more study hours and students' performance and thought are variable like intelligence level, intellect, memory and method of learning to influence students' performance (Bono, 2016).

Again in Nigeria Odeh (2015), pointed that, the importance on instructional materials in development of learning intellectuals and attainment of teaching and learning objective cannot be over- emphasized since the students taught with instructional materials have excellent achievement scores compared without any materials.

Bandeale (2003) argued that lack of parental involvement and interest in their children in either general well-being or school is the possible cause of learners under performing in Western Cape Province in South Africa. Similarly, Rammala (2009) asserted that both school and home based environment have great stake to learner's

performance in Manoshi and Mkwatedi high schools in South Africa. For home based environment factors like poverty contribute to make educational supportive like parent's low level of education, high unemployment rate, child headed families, unpredictable home environment, emotional problems and issues relating to gender roles. On the other hand, school based environment mentioned were lack of facilities, unavailable learners support materials, lack of discipline, English medium of instruction, heavy load due to rationalization of deployment of educators and confusion with regard to the application of new curriculum.

### **2.4.3 East Africa**

Related study to the subject matter in Kenya found that, socio-economic, cultural factors and school based factors affects KCSE education (Gitonga, 2012). Parent level of education and occupation were found to affect educational performance for example farming and livestock reared families suffer from low income and nomadic type living which consequently leads to shortage of material needs and time for school respectively which result poor performance. Either, domestic chores or earmarking of marriage in school were found to distract performance of girl's students as gender based sensitization programmes are lacking.

On the other side of the coin, school based factor seen to affect KCSE performance include; shortage of teachers as teacher are transferred without replacement, teaching resources, syllabus coverage, discipline and, instructional materials like reference books, and guide to teachers among others. In support of former studies Cynthia and Megan (2008) asserted that, insecurity of students in form distance from

home to school, social economic back ground, sexual harassments, fishing on school hours, forced marriage increase the rate of poor performance in Nairobi Kenya.

On the one side on the coin, students attitude were found to affect school performance for example student don't value education instead they value livestock as they see livestock have direct impact to their live rather graduates who move around without employment. On the other side teachers job satisfaction, motivation and professional training were found to influence student's performance in KCSE to the great assistant (Gitonga, 2012).

#### **2.4.4 Tanzania**

Study conducted in Ukerewe found that the lack of access to information and learning resources as the main cause of the differences in the quality of education that students do get over time cause (Mosha, 2014). Likewise, Bono (2016) pointed out that in most schools the library exists only in name so the students and teachers cannot get books from there. Student's acquisition of knowledge depends on available library facilities but in the government, community and private secondary schools in Tanzania there are few library resources as well as library itself, this hinders teaching and learning process.

Study conduct in Sumbawanga District in Tanzania found that, academic performance in secondary school influenced by student based factors such as truancy, and incompetence in English language as major medium of instruction, home based factors like poverty of families and long distance from home and school.

Also on school based factors study revealed that inadequate teacher houses, libraries, teaching and learning materials , science laboratories , dormitories or hostel and lack of meal to students (David, 2014).

Other studies like (Ame, 2006) pointed various social-economic factors that hinder the performance of secondary school including community and ward based schools in some district of Tanzania including lack of motivation of teachers, in adequate government education policy, irresponsibility and un accountability of some teachers, poor professional qualification for some teachers, inadequate teaching methods, poor community about their roles to their schools and poor children care by parents.

In congruence from the above studies Kelly (2002) found that, factor hindering quality education in Mbeya, Tanzania include; lack of parent commitment such that retaliation backbiting after students being punished by teachers, absence of dormitories to female students hence students are residing in the village they spend much time in collecting fire wood, cooking and other village responsibilities. Other factors are; reduced moral competence to young teachers since they share the same behavior with their students. Teachers act as peer with students rather than taking parent's obligations to care about the students.

Contrary to that, Boa (2014) identify that, high performance of secondary education in Kilimanjaro is influenced by hard working, self-confidence, diligent and motivation to students. Strategies adopted to make students behave in later were offering trips/tours, extra academic assignment at home, awarding certificate and giving them special privilege at school. Also the high level of parent involvement

was not lagged behind the achievement as in the studied school they exist a high level good relationship with parents such that parents contribute not only financially and material support to their children but also contributing much to the development of the school. From his findings Boa (2014) accepts the conclusion that, high education performance in secondary school requires student's characteristics, support from the family and conducive school environment.

#### **2.4.5 Zanzibar**

The revolutionary government of Zanzibar placed education among its priority since the 1964 Revolution by announcing free education for all. Implementation of free education policy has a lot of achievement beside limitation imposed by high education demand and changing in social economic condition of Zanzibar in particular and the world at large. The importance of education needs not emphasis in competitive world of today and investment in education is the call for any smart leadership of developing and developed countries.

It has been well documented that at the same time as education is important for countries to grow, there are strong links between an individual's educational level and his/her economic achievements. An investment in education is associated with a higher probability of employment and higher income (Zanzibar educational programme 2008/2009- 2015/2017).

In the measure to eradicate abject poverty in Zanzibar, Vision 2020 establishes the goal of improving and maintaining high education standards and promoting skills development cost effectively in order to meet the challenges of the twenty first



century among other goals. This education related goal is expected to be achieved through:- Ensuring access to quality education particularly by the poor household members, women and the people with disabilities, by improving and maintaining high education standards and skills development in a cost effective manner, Promotion of higher education and tertiary institutions that include polytechnic, business colleges and universities through public and private initiatives to promote economic competitiveness and employment. Upgrading teachers' competence and their productivity and Promoting school based management, parent-teacher association and community and local government support among others (Zanzibar vision, 2020).

To support the implementation of the vision 2020 education related goal of ensuring Ensure equitable access to quality education through Ensure equitable access to quality pre-school education for all children at the age four and five, provide adequate facilities to improve access; Ensure equitable access to quality secondary education for all children of age 12 to 15; Strengthen the capacity of teacher training institutions; Improve the quality of secondary education; Strengthen institutional capacity to increase enrolment of students in teachers and training institutions; Ensure that qualified teachers are retained and equitably distributed; Improve monitoring, evaluation and assessment mechanism at all levels among the long list (ZSGRP II, 2010).

Similarly, the Vision for education policy in Zanzibar is dream to have democratic and peaceful society enjoying a high quality of education and livelihood and

committed to lifelong learning to effectively respond to development challenges (Zanzibar Education Policy, 2006. Among the goal of the education policy is to promote the acquisition and appropriate use of all forms of knowledge and skills for the full development of the human personality and quality life improvement of the society among others.

The strategies being adopted include; four years of secondary education shall be provided for all, development of secondary education of quality shall be based on proper and adequate planning, Alternative approaches to formal secondary education shall be developed to provide opportunities to learners outside the formal system.

A supportive school environment for students with special needs shall be provided; the secondary school curriculum shall include ICT. (Education Policy 2006, p. 14).

The education system of Zanzibar could be said as to try and error system. The former required 7 years for Standard 1- 7 or primary level. The students needed to spend 2 years for Form 1- 2 or lower secondary level, 2 years for Form 3- 4 or upper secondary level, and 2 years for Form 5- 6 or advanced level. Students must pass the exam to go up to another level. The old system was criticized by various stakeholders of education for primary education in Zanzibar whose pupils took several years to complete the elementary level.

The new system of education in Zanzibar is 2-6-4-2-3+ which means 2 years of pre-primary education, 6 years of primary education, 4 years of the ordinary level, 2 years of advanced level and a mini-mum of 3 years of higher education. The school age for

primary level had also changed from 7 to 6 years old. Also, the (MoEVT) has introduced the English language as the medium of instruction for mathematics and science subject from standard 5 (Ame, 2006).

Studies on educational performance of secondary school education in Zanzibar are very few in Zanzibar and outdated. During the course of this research project only few were available. Without elaborating much Ame (2006) asserted that, attitude, learning environment and motivation correlates with academic achievement mechanics in Zanzibar.

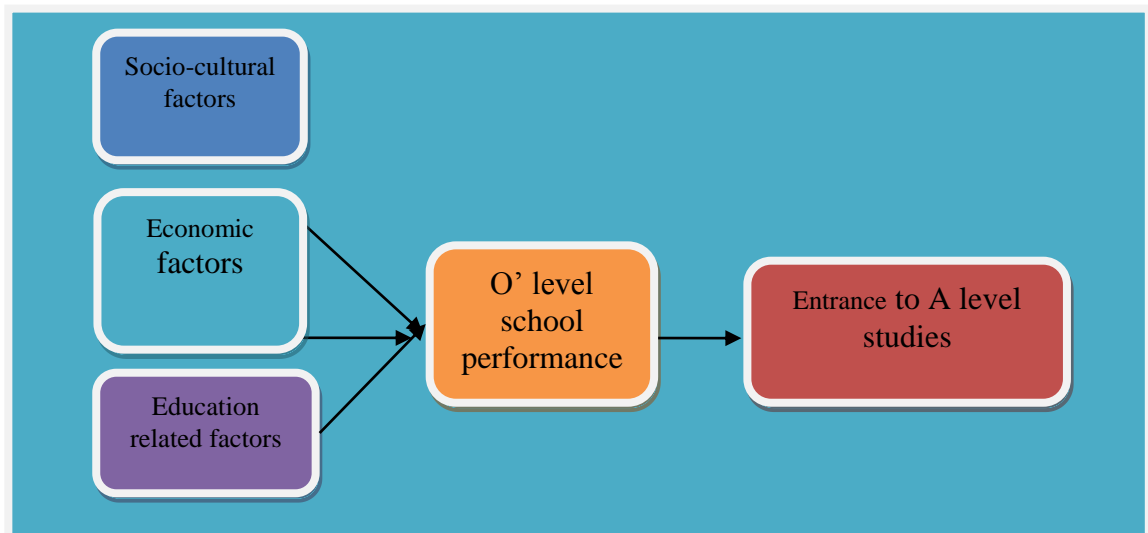
Likewise Mosha (2014) found that academic achievements of English language in rural area are contained by lack of qualified staff. The importance of academic qualification of teachers is determining students' performance and call for the need to have trained, qualified and competent teachers English teachers who would impart the subject matter knowledge content to the learners on one hand, but on the hand to improve students' performance on the other to improve students' performance in the subject. Mosha (2014) also revealed that, poor performance in English language in rural area in Zanzibar is influenced by physical environment of the classroom, many teaching period of the English teachers as some teacher have more than 28 periods per week. In the same study it was found beside high interest of teacher on teaching English language but is discouraged by low understanding of the students together with lack of teaching and learning materials like textbook.

## 2.5 Research Gap

Beside the shadow of light established from the literatures passed, studies on the subject matter in Zanzibar are in a piecemeal and subject oriented on hand. On the other hand no detailed analyses were made by taking difference in social economic conditions prevailing between Unguja and Pemba. This study rationalizes contribution of filling such information gap.

## 2.6 Conceptual Framework

In view of the above theoretical and empirical literature review we are now able to establish the conceptual frame work that has guided our study. The following conceptual frame work has been developed and informed our study accordingly.



**Figure 2.2: Conceptual Framework for Factor Influencing Entrance to A' level Secondary Education**

Source: author's construction (2016).

For simplicity and as per the scope of this research, the conceptual framework is composed of three major independent variables ie socio-cultural factors, economic related factors and educational environment based factors.

**Socio-cultural factor:** are the larger scale forces within cultures and societies that affect the thoughts, feelings and behaviors. In this juncture and for the purpose of the study on three factors will be taken onto consideration to include: family background, education level of parents/guardians and perception of parents/guardians and students towards secondary and higher education.

**Economic factors:** this includes an average monthly income, occupation and other gainful activities of the family. In this study, analysis was made on the bases of monthly income, occupation and family household chores.

**School based factors:** they include school administration, availability of physical resources including instructional materials, reference books, libraries, classrooms, laboratories, dormitories. Other includes qualified and experienced teachers, teachers load, and language of major language of instruction and teacher's compensation and motivation.

Factors analyzed in this study include availability of laboratory/ library/classrooms, competence and experience of teachers and major language of instruction and teacher's compensation and motivation.

## **2.7 Conclusion**

The chapter has gone through theoretical and empirical literatures related to the

research topic and find out that there is no specific study that has been done in respect to factors contributing to low entrance to A'level secondary education in Pemba Island. Also a number of theories have been presented for the purpose of alighting and informing our data collections and analysis so that the main objective of study is achieved. Lastly, the chapter has presented the conceptual frame work that indicates student's participation in learning is crucial towards good academic performance. The following chapter establishes the methodologies that have been used in conducting this study.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research design, study area, sampling techniques, sample size, data collection methods/management, data collection instruments/tools, data analysis and presentation. Also, the chapter highlights ethical issues together with validity and reliability of both data collection instruments and research findings.

#### **3.2 Research Design**

The study design means plan of action of the research including study area, research strategy and approach, sampling procedure, data collecting and analysis instruments and its management to meet research objectives (Babbie, 1999).

This study adopted descriptive cross sectional research design. It employed both qualitative and quantitative approach whereby perception survey data were collected and qualified by Likert's scale. Data were collected from key informants who included students, teachers, head of schools, parents/guardians, village leaders (sheha) and educational officers. The selected research and the design for this study enabled the researchers to obtain deeper understanding of the respondents, perception and view regarding various issues related to the study with a relatively resemble short period of time. The research considered supplementing the appreciative inquiry within the case study approach so as to avoid the bias of using a single design for extracting the evidence. According to Kothari (2008) a cross- sectional study is a

form of qualitative and quantitative analysis that involves a careful and complete observation of social unity is a person, family, an institution or cultural group even the entire community. Therefore the case study was chosen due to its ability to provide in depth insights on the issue under study.

### **3.3 Study Area**

The study was carried out in Eastern Coast of Wete District in Pemba North Region Zanzibar Tanzania. The Eastern Coast of Wete District has been chosen due to the close proximity to researcher and remarkable low secondary school performance. The Eastern Coast Wete District Pemba secondary schools were located 15km from Wete town. Administratively, governed by local leader called (Shehia's) at grass root level, and at high level belongs to District level. Population and Housing Census of 2004 Eastern Coast of Wete District in Pemba, Zanzibar has a total population of 25,248 with 12,832 being females and 12,416 males.

Economic activities in Eastern Coast of Wete District are agriculture, fishing, livestock keeping and business mainly in small scale including street vending. The traditional cash crops in the area are cloves and coconuts and seaweeds together with were recently introduced to supplement the former. Major food crops in the area include paddy, cassava, sweet potatoes, banana and legumes. The non-agriculture related occupations in the area include salt production, construction, carpentry, masonry and few government employees in government sector including education. On the other hand, livestock sector is dominated by cattle, goats, sheep, donkey, chicken, ducks and rabbits.



The area is characterized by little annual rainfall ranged at to 950 -1200. This condition might contribute to low agricultural production and productivity compared to Western part of Wete District and consequently shortage of food and leads to high food poverty incidence.



**Figure 3.1: Map of Pemba showing the study area of Eastern Coast Wete District**

### 3.4 Sample Size

A sample is a part of population, which is studied in order to make inferences about the whole population (Creswell, 2009). Actually during research execution, sample is obtained from the target population and sampling frame. The target population is one, which includes all units for which the information is required. For the target population to be operational, a sampling frame has to be prepared. Sampling frame is the set of all cases from which the sample is actually selected. The study was conducted in Eastern Coast of Wete District in Pemba Island five (5) secondary

schools were chosen purposively. These included Kojani, Chwale, Mchanga-Mdogo, Kiuyu-Minungwini and Shengejuu.

The table below shows that 87 participants were drawn from the population using Simple Random Sampling (SRS). The table below shows that 12% were students; and parents and 20% of teachers of the population which is reasonable enough for this study. Author also consulted District educational official and some member of Shehia council in their respective Shehia.

**Table 3.1: Sample Selection**

<b>Category of the respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Teachers	24	27.7
Shehia	11	12.6
Parents	27	31
Students	25	28.7
<b>Total</b>	<b>87</b>	<b>100.0</b>

Source: field data, 2016

Table 3.1 shows that 24 (27.7%) respondents were teachers. 11 (12.6%) respondents were Shehia. 27 (31%) respondents were parents, while 25 (28.7) were students. This shows that the sample of the study was representative given that appropriate set of population supposed to offer relevant informant were reached by the study.

### **3.4.1 Sampling Techniques**

The study employed probabilistic sampling techniques. On the case of probabilistic sampling Simple Random Sampling (SRS) was used to select respondents from groups of parents/guardians, teachers and students. While a sampling frame for

guardians/parents was developed by author based their secondary school level, teachers and students were developed in support of school head teacher.

### **3.5 Data Collection Methods**

Researcher employs three major data collection methods. They include; face to face interview, desk review of relevant literatures and field observation. Interview with key informants based on established questionnaire was conducted to collect primary data.

Questionnaire with much closed ended question were prepared and tested before final used for data collection. This tool in was seen relevant and more advantageous in cost, time and simple in analyzing collected data. Secondary data were collected though reviewing of relevant and current published and unpublished materials. Literatures passed include government official documents, journals, textbooks, thesis, and magazines both in hard and soft copy. It equal to say researcher made extensive use of internet and libraries including the Open University of Tanzania main library. Also during field activities researcher observed schools environments including classrooms and some materials and the interaction of teacher and students which give more insight and keep mere informed on the likely factors contribution to poor performance. Also consultation to member of Shehia councils and District Educational officials were made.

### **3.6 Data Presentation and Analysis**

Data collected were presented in the form of text, figure, chats and table including frequency distribution table on one hand. On the other hand data were analyzed by

using ratios, percentages, frequencies and other descriptive statistics like mean, mode median and standard deviation. Statistical software like excel and Statistical Package for Social Sciences (SPSS) were valuable support in data analysis by generating frequency distribution table of the variable and other descriptive statistics measures.

### **3.7 Validity and Reliability of Data Collection Instruments**

In order to ensure that the instruments of collecting data were valid and reliable, the researcher conducted pre-testing piloting before field work at Wingwi secondary school. This helped the researcher to check the clarity of instruments, sequencing and layout issues and gain feedbacks. The piloting involved teachers and secondary school students.

After this exercise the researcher determined the relevant data could be obtained from the main participants since the questions seemed to have been clearly understood by all the pilot respondents and therefore no need to change the question after pilot study.

### **3.8 Ethical Consideration**

In insuring ethical issues observed in research firstly, researcher was given introductory letter from Open University Pemba Centre which disclose profile of students (researcher) and its purpose and how and when it will be conducted and type of support the student to be given. The letter was communicated to District Education authorities and respective shehia's authorities.

Secondly, researcher ensured norms and ways of research were respected. When the research involves individual respect and confidential of the key informant were also considered. Consequently the researcher kept all the data gathered from respondent fully and secrecy. The respondents were informed about the study purposes, and its benefits. As a result the respondents were free to participate and behave normal during the questionnaires and interview.

### **3.9 Study Limitation**

A questionnaire was used to collect data; it relied heavily on the honesty of the respondents. Some hesitated to respond to the questions for fear of victimization. To counter this, the researcher assured the respondents that the data was to be used for academic purposes only.

Also study conducted in just a portion of the Zanzibar so the findings could be taken with caution by putting into consideration the socio-cultural characteristics of the particular.

### **3.10 Conclusion**

Chapter three above established methodology used during study implementation, which stipulated research design, study area, sample size and sampling procedures, data collection and analysis tools and methods, validity and reliability and ethical issues during the study. The following chapter concerned data presentation, analysis and discussion of research findings.

## **CHAPTER FOUR**

### **4.0 PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

This study was conducted in Eastern Coast of Wete District in Pemba Island, Zanzibar. The study intended to find out factors influencing low performance in secondary school and hence low entrance to advanced level in the study area. Those factors constitute firstly, the assessment socio-economic factors including; family back ground, parents/guardians and students perceptions towards secondary education. Secondly, economic related factors like household occupation, income and other house hold chores and their effect in education performance of secondary school. Thirdly, assessment made on education related factors like school administration, school physical infrastructure (classes, dormitories, libraries, laboratories) availability of reference books and instruction language and materials. Also teacher's compensation and motivation were assessed.

Besides that introductory part, the chapter is basically presents, analyses and discusses findings of the study. Data are presented in tables and pie charts. Data were analyzed by descriptive statistics like frequencies and percentages. Similarly discussion of the findings were based on analyzed data from the primary source, secondary data from previous related studies and established theories with consideration of the research objectives and research questions.

#### **4.2 Demographic Characteristics of Respondents**

In this subsection there is a presentation of basic characteristics of respondents so

that a clear picture of them is depicted. Such characteristics are as follows:

#### **4.2.1 Gender of the Respondents**

This study examined gender of respondents to determine which gender was aware of the factors influencing low performance in secondary school and hence low entrance to advanced level in the study area. The results are shown in the table 4.1 below.

**Table 4.1: Gender of the Respondents**

<b>Gender of the Respondents</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Male	54	62.1
Female	33	37.9
<b>Total</b>	<b>87</b>	<b>100.0</b>

Data source: field (2017)

Results in Table 4.1 shows that, 54 (62.1%) respondents were male, while 33 (37.9%) respondents were female. This means that men and women were reached by this study.

#### **4.2.2 Marital Status of the Respondents**

This study examined marital status to determine which category between married, single, widows or divorced respondents was aware of the factors influencing low performance in secondary school and hence low entrance to advanced level in the study area. The results are shown in the table 4.2 below.

**Table 4.2: Marital Status for the Respondents**

<b>Marital status of the Respondents</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Married	29	33.3
Single	23	26.4
Divorced	19	21.9
Widow	16	18.4
<b>Total</b>	<b>87</b>	<b>100.0</b>

Source: Field data, 2017

Results in Table 4.2 shows that, 29 (33.3%) respondents were married. 23 (26.4%) respondents were single. 19 (21.9%) respondents were divorced, while 16 (18.4%) respondents were widows. This means that the categories of marital status were reached in this study as this is indicated in the table above.

#### **4.2.3 Age of the Respondents**

This study examined the age to determine which age category was aware of the factors influencing low performance in secondary school and hence low entrance to advanced level in the study area. The results are shown in the table 4.3 below.

**Table 4.3: Age of the Respondents**

<b>Age of the Respondents</b>	<b>Number of Respondents</b>	<b>Percentage</b>
18-25years	28	32.2
26-45years of age	26	29.8
46-55	18	20.8
56 and above	15	17.2
<b>Total</b>	<b>87</b>	<b>100.0</b>

Source: field data, 2017

Results in Table 4.3 shows that, 28 (32.2%) respondents were between the age of 18 and 25. 26 (29.8%) respondents were between the age of 26 and 45. 18 (20.8%)



respondents were between the age of 46 and 55, while 15 (17.2%) respondents were between the age of 56 and above. This means that different age categories were reached in this study.

### 4.3 Analysis and Discussion of Findings

In this sub section we have presented and analyzed data basing on the specific objective of the study as follows:

#### 4.3.1 Family Background Factors

Regards to family background there are some factors that hinder students good performance in their O'level education and hence low entrance to A'level education.

##### 4.3.1.1 Household Occupation

This study examined the household occupations to determine their influence academic performance and entrance at advanced secondary school level in the study area. The results are shown in the table 4.4 below.

**Table 4.4: Household Major Occupations of the Respondents**

Household major occupations	Number of Respondents	Percentage
Artisanal fishers	29	33.3
Self-employed	23	26.4
Carpenters	19	21.9
Government employees	16	18.4
<b>Total</b>	<b>87</b>	<b>100.0</b>

Source: field data, 2017

Results in Table 4.4 shows that, 29 (33.3%) respondents were artisanal fishers. 23 (26.4%) respondents were self-employed. 19 (21.9%) respondents were carpenters,

while 16 (18.4%) respondents were government employees. This means that respondents were aware of the occupational backgrounds of their households.

As indicated in Table 4.4 above, 33.3% of respondents were artisanal fishers. According to the respondents, majority of parents who were artisanal fishers did not encourage their children to join advanced secondary school level. In support of this, one female student at Kojani secondary school confirmed the situation by stressing that his father was not ready to buy school uniforms for him because he refused to join the artisanal fishery activity. This shows that parents engaging in artisanal fishery activities are one of the major factors leading to poor academic performance of students and hence low entrance of students at advanced secondary school level in Wete district. Likewise, this study found that even 26.4% self-employed and parents and guardians as well as 21.9% parents and guardians did not encourage students to join advanced secondary school level of education. However, the study revealed that only 18.4% parents and guardians who were government employees encouraged students to join advanced level of secondary education in Wete district. This means that a lot needs to be done to ensure parents engaged in artisanal fishing activities, self-employed as well as carpenters recognize the importance of education of their children in general and entry into advanced level of secondary education in particular.

#### **4.3.1.2 Relationship between Family size and Students' Performance**

This study examined the relationship between family size and students' academic performance and hence low entrance at advanced level of secondary education in

Wete district. The results are shown in the table 4.5 below.

**Table 4.5: Relationship between Family size and Students' Performance**

<b>The extent of relationship between family Size And Students' Performance</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Larger extent	45	51.7
Moderate extent	22	25.3
Lower extent	20	23
<b>Total</b>	<b>87</b>	<b>100.0</b>

Source: Field data, 2017

Results in Table 4.5 shows that, 45 (51.7%) respondents indicated that the relationship between family size and students' performance was large, 22 (25.3%) respondents indicated that the relationship between family size and students' performance was at a moderate extent, while 20 (23%) respondents indicated that the relationship between family size and students' performance was at lower extent.

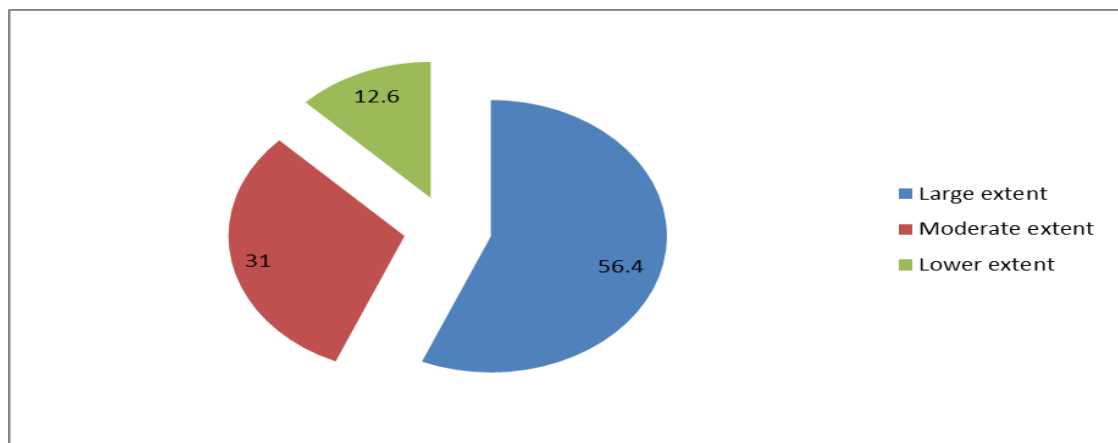
As shown in Table 4.5, 51.7 % of the respondents confirmed that the relationship between family size and students' performance was very large. According to the respondents, many parents or guardians who had many children were not able to send many children at advanced secondary school level. The respondents reported that the situation was attributed to the fact that many families in Wete district are not economic capable of sending many children at advanced level of secondary education at the same time.

In addition to that, 25.3% of the respondents indicated that because of financial incapability many families in Wete district were not able to buy school facilities for

many children hence, making only few children to attend ‘O’ level education which in turn led to low entrance of students at advanced level of secondary education in the district. However, 23% of the respondents indicated that the relationship was lower. According to these respondents, some families had many sources of income which might enable them to send many children to advanced level of secondary education. For these respondents, lack of willingness among parents and guardians was the major factor for low entrance at advanced level of secondary education in Wete district.

#### **4.3.1.3 Relationship between Parents/Guardians’ Educational Level and Students’ Academic Performance**

This study examined the relationship between parents/guardians’ level of education and students’ performance in Wete district. The results are shown in Figure 4.1 below.



**Figure 4.1: Relationship between Parents/Guardians’ Educational Level and Students’ Performance**

Source: Field data, 2016

Figure 4.1 shows that 56.4% of the respondents reported that the relationship between parents/guardians' level of education and students' performance is at larger extent. 31% of the respondents reported that the relationship between parents/guardians' level of education and students' performance was moderate, while 12.6% of respondents indicated that the relationship was lower.

As indicated in Figure 4.1, 56.4% of the respondents reported that the relationship was at a larger extent. For these respondents, parents with higher level of education encouraged their children to perform better in school as compared to parents with relatively lower levels of educational achievements in Wete district. In addition, 31% of the respondents reported that the relationship was moderate because the performance of some children whose parents had higher levels of education was not attractive in school.

The findings are supported by Ntikika (2014) who asserted that educational level of parents is a vital characteristic that affect the academic performance of students to greatest extent. He add that parents/guadians who lack education may not see the importance of education in their children and hence may not be that supportive as compared to those compared to those parents who have some level of education and know the importance of educational achievements in their children's life.

However, 12.6% of the interviewed respondents said there was lower relationship between parents/guardians' level of education and students' performance in school.

For these respondents, many factors contributed to low entrance of students at advanced level of secondary education in Wete district.

#### **4.4 Parents/guardians and Students' Attitudes towards Secondary Education**

In this sub section we have presented and discussed data in regard to specific objective number two as follows:

##### **4.4.1 Student's Perception and Educational Performance**

This study examined the students' perceptions towards secondary education to determine how their attitudes influence their own performance. The results are shown in Figure 4.6 below.

**Table 4.6: Students' Attitudes towards Secondary Education**

<b>Students' attitudes towards secondary education</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Secondary education has less value because of limited employment opportunities	53	60.9
Life elsewhere is better than wasting time for secondary school learning	34	39.1
<b>Total</b>	<b>87</b>	<b>100.0</b>

Source: Field data, 2016

Results in table 4.6 show that, 53 (60.9%) students reported mentioned that secondary education had less value because of limited employment opportunities, while 34 (39.1%) students said that secondary education was not preparing students to engage into self-employment opportunities. This means that students had negative attitudes towards secondary education in Wete district, hence poor performance which led to low entrance at advanced level of secondary education.

As indicated in Table 4.6, 60.9% of the students reported that secondary education was not important to them because there limited employment opportunities for them both in the public sector as well as in the private sector in Wete district. Consequently, they did not see any reason to continue with secondary education. Furthermore, 39.1% of the students said that life was better elsewhere than wasting their time pursuing secondary education.

In support of this, some students at secondary at Mchanga mdogo secondary school reported that their brothers who left Wete district for Unguja, Tanga and Dar- es- Salaam and Mombasa were then leading successful life than them. However, this study found that the level of family income was the major reason behind students' attitudes towards secondary education.

#### **4.4.2 Parents/guardians Attitudes towards Secondary Education**

This study examined the parents/guardians' attitudes towards secondary education to determine how their attitudes influenced students' performance in school. The results are shown in Figure 4.7 below.

**Table 4.7: Parents/guardians Attitudes towards Secondary Education**

<b>Parents' attitudes towards secondary education</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Secondary school education does not lead to desired change	59	67.8
Secondary education is not preparing students for self-employment	28	32.2
<b>Total</b>	<b>87</b>	<b>100.0</b>

Source: field data, 2017

Results in table 4.7 show that, 59 (67.8%) parents reported mentioned that secondary education did not lead to desired change, while 28 (32.2%) parents said that secondary education was not preparing students for self-employment. This means that parents had similar negative towards secondary education as students in Wete district.

As indicated in Table 4.7, 42.6% of the parents reported that they did not see much importance in secondary school education because, according to them, secondary education did not lead to desired change. For the parents, secondary education did not translate itself into economic well-being of their children. This made majority of the parents to do not invest much in secondary education of their children. Besides, 24.1% of the parents said that secondary education was not preparing students for self-employment.

For these parents, students would rather engage into income generating activities like farming and fishing which would at the end of the day enable them to gain some economic profit. These students' attitudes towards secondary education are supported by Ntitika (2014) in his study in Kenya which found that students' attitudes towards secondary education affected school performance in Kenya in that students didn't value education instead they valued livestock as they believed that livestock activities had direct profitable impact on their lives rather as compared to secondary school graduates who moved around without employment.



## 4.5 School Based Environment

The study examined the school environment so as to find out its relationship with students academic performance in secondary education.

### 4.5.1 Relationship between General School Administration and Students' Performance

This study examined the school administration practices and their influence towards students' performance in school. The results are shown in Figure 4.8 below.

**Table 4.8: General School Administration and Students' Performance**

<b>Relationship between general school administration and students' performance</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Involvement of parents in decision-making	27	31
Effective supervision of teaching and learning activities	41	47.1
Effective enforcement of students' discipline	19	21.9
<b>Total</b>	<b>87</b>	<b>100.0</b>

Source: Field data, 2017

Results in Table 4.8 shows that, 27 (31%) mentioned involvement of parents in decision-making as one factor which might improve students' performance. 41 (47.1%) mentioned effective supervision of the teaching and learning activities as another factor that might improve students' performance, while 19 (21.9%) mentioned effective enforcement of students' discipline as the last factor in improving students' performance.

As indicated in the table above, 31% or respondents reported that involvement of parents in decision-making of issues affecting their children at school would help to

improve the performance of students. For the parents, participatory management of the activities of the school is much advantageous to school than non-participatory school administration. In this respect, parents requested that heads of schools should involve parents in the decisions which affect the well-being of their children in school.

Besides, 47.1% of the respondents said that effective supervision of the teaching and learning activities would help to improve students' performance. For the respondents, teachers need to be encouraged to adequately teach in the classroom instead of relying of tuitions. According to the respondents, if teachers adequately taught students this would be another motivating factor for better academic performance for students.

Lastly, 21.9% of the respondents mentioned effective enforcement of students' discipline in school as another important factor in promoting students' performance. According to the respondents, enhancing positive discipline in school is one of the major factors for better academic performance in school. Students are social animals hence they need effective disciplinary procedures to enable them behave properly while in school and outside the school.

#### **4.5.2 Availability of Physical Infrastructure**

This study examined the school administration practices and their influence towards students' performance in school. The results are shown in Figure 4.9 below.

**Table 4.9: Availability of Physical Infrastructure**

<b>Availability of physical infrastructure</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Availability of instruction materials and reference book	41	47.1
Availability of library and laboratory service	27	31
Availability of classrooms and dormitories	19	21.9
<b>Total</b>	<b>87</b>	<b>100.0</b>

Source: Field data, 2017

Results in Table 4.9 show that, 41 (47.1%) respondents mentioned availability of instructional materials and reference books factors for students' performance. 27 (31%) respondents mentioned availability of libraries and laboratory services, whereas 19 (21.9%) respondents mentioned availability of classrooms and students' dormitories. This means that respondents were aware of infrastructure related issues which would help to improve students' performance.

As indicated in the table above, parents reported that availability of instructional materials and references, access to libraries and laboratories and access to classrooms and dormitories exert large effect to above average on student's performances. Similarly, interviews with students revealed that availability of physical resources (instructional materials, reference books, libraries, classrooms, laboratories, dormitories, would help to improve their performance and hence increase entrance at advanced level of secondary education in the district. This study discovered therefore that lack of friendly learning environment was among the determinants of poor performance of secondary school students and hence low entry to A' level in the study area.

Various studies do support the findings. For example, the study by Odeh et. al (2015) found that the aesthetic beauty of the school and school infrastructure significantly influences student performance. They concluded that, school with better infrastructure performs better academically than students from school with poor infrastructure. In addition equipments including instructional materials ranked the same in influencing student's performance.

#### **4.5.3 Extent of the Relationship between Teachers' Professional Qualification and Experience and Students' Performance**

This study examined the extent of the relation between teachers' professional qualifications and experience. The results are shown in Figure 4.10 below.

**Table 4.10: Extent of the Relationship between Teachers' Professional Qualification and Experience and Students' Performance**

<b>Teachers' professional qualification and students' performance</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Larger extent	48	55.3
Moderate extent	23	26.4
Lower extent	16	18.3
<b>Total</b>	<b>87</b>	<b>100.0</b>

Source: Field data, 2017

Results in Table 4.10 show that, 48 (55.3%) respondents said that the relationship was large. 23 (26.4%) respondents said the relationship was moderate, while 16 (18.3%) respondents said that the relationship was lower. This means that respondents were aware of the extent to which teacher' professional qualifications and experience influenced students' performance.

As indicated in Table 4.10, 55.3% of respondents indicated that the relationship between teachers' professional qualifications and experience was large. According to the respondents, teachers are the ones who transfer knowledge to the learners, therefore, their professional well-being and preparedness is very necessary in academic development of students. Furthermore, they stated that experienced teachers know the psychological needs of their learners and therefore design their lessons in accordance with the levels of their learners.

In addition to that, the findings are in conformity with Teaching /learning Transaction Mode. Almost all components of the TLT Mode could be applied in the finding. Such components include the teacher, style, mode, content and assessment. Qualified and competent teachers make the use of mentioned components to suit the demand of student's understanding.

Besides, 24.6% of the respondents indicated that the relationship was moderate. For these respondents, professional qualifications of the teachers and their experience were fundamental into promoting students' performance. However, 18.3% of the respondents indicated that the relationship was lower. For these respondents, having well-qualified teachers did not guarantee better students' performance because students failed even though they had professionally trained teachers.

#### **4.5.4 Factors which Influenced the Lack of Motivation**

This study examined the factors which influenced low teachers' motivation and hence affecting students' performance. The results are shown in Figure 4.11 below.

**Table 4.11: Factors influencing low Teachers' Motivation**

<b>Factor influencing low teachers' motivation and hence poor students' performance</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Lack of school motivation and compensation policy	54	62.1
Lack Periodic professional teachers' performance appraisal	21	24.1
Inadequate involvement of teachers in the administration of the school	12	13.8
<b>Total</b>	<b>87</b>	<b>100.0</b>

Source: Field data, 2017

Results in Table 4.11 show that, 54 (62.1%) respondents mentioned lack of school motivation as one of the factors influencing low teachers' motivation. 21 (24.1%) of respondents mentioned lack of periodic professional teachers' performance appraisal, whereas 12 (13.8%) respondents mentioned inadequate involvement of teachers in the decisions which affect the school.

As indicated in Table 4.11, 62.1% of the respondents reported that lack of motivation and compensation policy at the school level has been one of the factors which lowered the motivation of teachers. According to the respondents, this meant that for teachers to be motivated to teach their motivation was significant. To motivate teachers the respondents suggested things like fringe benefits, seminars and workshops, staff retreats and sports bonanza. These findings agreed with Linet (2015) who asserted that, if the teachers not motivated in performing their job they become frustrated and in the end it increases the rate of teachers turnover. Similarly, Adeyemo et. al (2013) confirmed that, low teachers' motivation significantly

affected on students' performance in mathematics in Nigeria on service of teachers, payment of teachers' fringe benefits and teacher's promotion of in service training.

However, the findings disagreed with Moshi (2014) who asserted that, teacher's job satisfaction; motivation and professional training were found to influence student's performance in KCSE to be of great assistance. Other scholars supporting the findings include Gitonga (2012) who found a strong relationship between teachers working condition, professional development, remuneration related factors and school performance.

Besides, 24.1% of the respondents mentioned lack of periodic professional teachers' performance appraisal. According to the respondents, performance appraisals are very important because they raise people's job morale and influence workers' promotions which in the end attract increase of workers' salaries. However, they indicated that teachers were not periodically appraised by educational authorities in the district. As a result, many teachers were not motivated to work.

Lastly, 13.8% respondents mentioned inadequate involvement of teachers in the decisions which affect the school. For the respondents, effective administration of the school needs active engagement with teachers as important stakeholders. However, this has been a challenge for many secondary schools in Wete district. As a result, this has been affecting the performance of students.

#### **4.6 Conclusion**

The chapter presented, analyzed and discussed data according to three specific objectives. Results show that family background has got significant implications towards student's academic performance in secondary education their entrance to A'level education. When the social economic status of the family is good also the student from such families are expected to perform better though not in most cases. Good relationship between students and their parents also influence positively student's performance in O'level and hence high entrance to A'level secondary education. When there is poor or bad relationship between students and parents or guardian leads to poor academic performance and hence low entrance to A'level education. School environment is also significant towards student's academic performance in secondary education.



## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND ECOMMANDATIONS**

#### **5.1 Introduction**

Chapter five is vested with the summary of findings, the conclusion, as well as practical recommendation for all education stakeholders in Wete district. The chapter also involves areas for further research in respect with the subject matter.

#### **5.2 Summary of the Findings**

Specific objective (i) assessed family background factors and their influence on students' performance. Three issues family factors were found to influence students' performance in Wete district namely household occupation, family size, and parents' educational level.

For example, with regard to occupational background, results have shown that, 33.3% respondents mentioned were artisanal fishers. 26.4% of respondents were self-employed. 19 (21.9%) respondents were carpenters, while 18.4% of respondents were government employees. The study found that occupational background had negative effect on students' performance. Besides, family size also negatively affected students' performance in school. For example, results have shown that, 51.7% of respondents indicated that the relationship between family size and students' performance was large, 25.3% of respondents indicated that the relationship between family size and students' performance was at a moderate extent, while 23%

respondents indicated that the relationship between family size and students' performance was at lower extent.

Specific objective (ii) assessed parents/guardians and students' attitudes towards secondary education in Wete district. For the case of students, results have shown that, 60.9% of students reported mentioned that secondary education had less value because of limited employment opportunities, while 39.1% of students said that secondary education was not preparing students to engage into self-employment opportunities. This meant that students had negative attitudes towards secondary education in Wete district, hence poor performance which led to low entrance at advanced level of secondary education.

For the case of parents, results have shown, 67.8% of parents reported mentioned that secondary education did not lead to desired change, while 32.2% of parents said that secondary education was not preparing students for self-employment. This means that parents had similar negative towards secondary education as students in Wete district.

Specific objective (iii) assessed the influence of school based environment on students' performance. Three things were important here: firstly, general school administration and students' performance. Results have shown that, 31% mentioned involvement of parents in decision-making as one factor which might improve students' performance. 47.1% mentioned effective supervision of the teaching and learning activities as another factor that might improve students' performance, while

21.9% mentioned effective enforcement of students' discipline as the last factor in improving students' performance.

Secondly, availability of physical infrastructure. In this regard, results have shown that, 47.1% of respondents mentioned availability of instructional materials and reference books factors for students' performance. 31% of respondents mentioned availability of libraries and laboratory services, whereas 21.9% of respondents mentioned availability of classrooms and students' dormitories. This means that respondents were aware of infrastructure related issues which would help to improve students' performance. Lastly, teachers' professional qualification and experience. Results have shown that, 55.3% of respondents said that the relationship was large. 26.4% of respondents said the relationship was moderate, while 18.3% of respondents said that the relationship was lower. This means that respondents were aware of the extent to which teacher' professional qualifications and experience influenced students' performance.

### **5.3 Conclusion**

This study concludes as follows:

- i) Occupational backgrounds of the households in Wete district greatly affected the students' performance and hence low entry into advanced level of secondary education. This has been shown in the discussion of findings done in chapter four.
- ii) Parents/guardians and students' attitudes towards secondary education in Wete district has not been positive. This has been proven by

parents/guardians and students' points of views highlighted in chapter four.

As a result, this might have been the major for poor performance of the students, hence low entrance at advanced level of secondary education.

- iii) Parents/guardians and students alike recognized the importance of school-based environment and its impact on the performance of students at secondary school level. This has been proven by their explanations of the school-based environment and their impact on students' performance.

#### **5.4 Recommendations**

To improve educational performance of secondary school education, the study recommends the following:

- i) Endeavors to improve educational performance to secondary school students should go hand in hand with poverty reduction interventions and awareness creation on the importance of human capital development in general and secondary education in particular for the country's towards middle income countries as stipulated in Zanzibar Vision 2020 and the Zanzibar Strategy for Growth and Poverty Reduction III
- ii) Improve teachers motivation like compensation package that reflect reasonable cost of living and proper training through seminars and workshop and performance appraisal with proper feedback to teachers and strengthening mechanism for teachers and parents to participate actively in school administration such as activation of school management committees and parent days among others.

- iii) Build more conducive learning environment for students to including accessibility to physical infrastructure like laboratory and library services and special intention to English language to attain its role as a medium for instruction.
- iv) Our secondary education system should reflect the need of people including making the content of the syllabus friendlier to self-employment, more practical, demand driven and competitive looking for the regional and global world.

### **5.5 Direction Areas for further Research**

This research could be duplicated to other areas of Zanzibar which share similar characteristics with Eastern Coast of Wete district such as Michweni District. Also, this kind of study could be conducted more quantitatively to establish cause and effect such regression analysis and hypotheses testing.

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## APPENDICES

### Appendix 1: Questionnaire for parents/guardians

Dear respondent,

I, ----- a student from open University of Tanzania Pemba Centre , I am conducting a research on factors contributing to lower performance in secondary school in Wete District Eastern Coast. This research is purely for academic purpose and is not intends to victimize any worker of any student or any other person and the response of the questions will be treated strictly confidential. Therefore writing name in this questionnaire is optional and if you don't know the question leave it blank. Your participation in this matter will be highly appreciated.

Thank you.

#### PART A: PERSONAL INFORMATION

Your name -----( optional)                      Telephone no -----

##### 1. Gender

i). Female    ii). Male.

##### 2. Marital status

i. Married    ii. Single    iii. Divorced    iv. Widow    v. Separated

3. Age (years)-----

4 Occupation -----

## **PART B: HOME BASED FACTORS AND SECONDARY SCHOOL PERFORMANCE**

### **I: Family background and secondary school performance**

3. To what extent do the following factors affect academic performance of secondary school?

<b>Activity</b>	<b>Very large extent (5)</b>	<b>Large extent(4)</b>	<b>Moderate extent(3)</b>	<b>Low extent(2)</b>	<b>No extent (1)</b>
	<b>5</b>	<b>42</b>	<b>3</b>	<b>2</b>	
Family size at your home					
Employment status of your family					
Your education level					
Education status of your spouse					
Children engaging in house hold chores (Dusting, Sweeping, Washing dishes, Feeding animals, Doing laundry, Preparing meals, Cleaning bathrooms and others )					
Others (mention) 1----- 2----- 3-----					

### **II: Perception of parents/guardians and students**

4. To what extent do you think the following statement hold true about secondary level education in Eastern Coast WeteDistrict and Zanzibar at all?

Activity	Very large extent (5)	Large extent(4)		Low extent(2)	No extent (1)
	5	42	3	2	
Secondary education has less value as no longer employment is available in public /private sectors					
Secondary education is not preparing students for self-employment like farming and fishing which is gained through socialization process at home ( which is more practical and less cost)					
There is no much importance of secondary school education as it does not lead to desired change					
Find life elsewhere ( Zanzibar, Tanga, Mombasa, Dar- es- Salaam etc like fishing camp-(dago ) is better than losing time for secondary school learning					
Life without secondary education is possible					
Other (mention) 1----- 2----- 3-----					

### PART C: ECONOMIC FACTOR

Which category of occupation could you rank your occupational status is?

Occupational status	Rank
High occupational level	1
Middle occupational level	2
Low occupational level	3
None	4

What is your estimate for monthly income?

Income size (TZS)	Rank
< 300,000	1
300,000-500,000	2
500,000- 700,000	3
700,000-1,000,000	4
1,000,000- 1,500,000	5
1500,000-2,000,000	6
>2,000,000	7

### PART D: SCHOOL BASED ENVIRONMENT

Extent 4. To what extent do the following factors affect your academic performance?

Activity	Very large extent	Large extent	Moderate extent	Low extent	No extent
	5	4	3	2	1
General school administration ( students participation, level of parental involvement, student – teacher relationship etc )					
Availability of instructional materials and reference books					
Access to libraries and laboratory service					
Availability of classrooms and dormitories					
Professional qualification and experience of teachers					
Heavy load of teachers(many periods, other school responsibilities)					
Others (mention )					
1-----					
2-----					
3-----					

10. Kindly, suggest means and ways to improve educational performance to secondary school in Wete District Eastern Coast.

-----

-----

-----

**Thank you for your esteemed corporation**

## APPENDIX 2: QUESTIONNAIRE FOR STUDENTS

Dear respondent,

I, ----- a student from open University of Tanzania Pemba Centre , I am conducting a research on factors contributing to lower performance in secondary school in Wete district eastern coast. This research is purely for academic purpose and is not intends to victimize any worker of any student or any other person and the response of the questions will be treated strictly confidential. Therefore writing name in this questionnaire is optional and if you don't know the question leave it blank. Your participation in this matter will be highly appreciated.

Thank you.

### A: PERSONAL INFORMATION

#### Background information

Name ----- optional

#### Gender

1. Female 2. Male.

#### Marital status

1. Married 2. Single 3. Divorced 4. Widow 5. Separated

Age (years)-----

## **B : HOME BASED FACTORS AND SECONDARY SCHOOL PERFORMANCE**

### **I: Family background and secondary school performance**

4. To what extent do the following factors; do you think affect students academic performance? ( write tick from your selection)

<b>Activity</b>	<b>Very large extent (5)</b>	<b>Large extent(4)</b>	<b>Moderate extent(3)</b>	<b>Low extent(2)</b>	<b>No extent(1)</b>
Family size at your home					
Employment status of your family					
Education level of your parents/guardians					
Engaging in house hold chores (Dusting, Sweeping, Washing dishes, Feeding animals, Doing laundry, Preparing meals, Cleaning bathrooms and others )					
Others (mention) 1----- 2----- 3-----					

### **II: Perception of parents/guardians and students**

what extent do you think the following perception about secondary school education affect educational performance of the students

Activity	Very large extent (5)	Large extent(4)	Moderate extent(3)	Low extent(2)	No extent (1)
Secondary education has less value as no longer employment is available in public /private sectors					
Secondary education is not preparing students for self employment like farming and fishing which is gained through socialization process at home ( which is more practical and less cost)					
There is no much importance of secondary school education as it does not lead to desired change					
Find life elsewhere ( Zanzibar, Tanga, Mombasa, Dar- es- Salaam etc ) is better than losing time for secondary school learning					
Life without secondary education is possible					
Other (mention) 1----- 2----- 3-----					

## SCHOOL BASED ENVIRONMENT

4. To what extent do the following factors affect your academic performance?

Activity	Very large extent	Large extent	Moderate extent	Low extent	No extent
General school administration ( students participation, level of parental involvement, student – teacher relationship etc )					
Availability of physical resources( instructional materials, reference books, libraries, classrooms, laboratories, dormitoriesetc)					
Professional qualification and experience of teachers					
Heavy load of your teachers(many periods, other school responsibilities					
(mention ) ----- ----- -----					



10. Kindly, suggest means and ways to improve educational performance to secondary school performance in Coast Wete District.

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Thank you for your esteemed corporation

### **APPENDIX 3: QUESTIONNAIRE FOR SECONDARY SCHOOLS TEACHER'S**

1. Your Gender: (Circle the appropriate Gender)

(i.) Female

(ii.) Male

#### **2. Marital status**

1. Married 2.Single 3. Divorced 4.Widow 5.Separated

3. Age in years

4 Number of years in teaching \_\_\_\_\_

5. Your current academic qualifications: (Circle the appropriate answer)

(i.) License

(ii.) Diploma

(iii.) Undergraduate

(iv.) Postgraduate

(V). PHD

6. Number of periods taught per week. Tick the appropriate answer.

(i.) < 6

(ii.) 6-8

(iii.) 8-10

(iv.) >10

7) What is the average number of students in classes do you teach?

#### **Job dissatisfaction to teachers and students performance**

8. To what extent do you agree with the following statement?

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Low compensation of teachers affect negatively the learners performance					
Inadequate involvement of teachers in school administration is likely to contribute mal interaction of teacher and student					
Lack of periodic performance appraisal to teachers make them less active in fulfill their responsibilities including completion of syllabus					
Lack of school motivation policy including fringe benefits , seminar and work shop participation , retreat and sports bonanza contribute negatively to the performance of students					
Many teaching periods and other school responsibilities to teachers affect performance					
Others					

### Means and ways to improve performance in secondary education

9. To what extent do you agree with the following statement?

Statement	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree(2)	Strongly disagree (1)
Make the content of the syllabus more relevant to the needs of Student					
Make teaching related to the everyday experiences of Student (buying, measuring,)					
Give Student more opportunities to solve problems on their own Give girls more exercises, homework and tests					
Improve compensation and motivation to teachers					
More involvement of teachers to school administration					
Ensure periodic performance appraisal to teachers and build on their delivery gap					
Improve atmosphere for positive teacher – student interaction such school code of conduct and disciplinary mechanisms					
Reduce teacher work load in allocation of proper periods and student in classrooms					
Others (mention) 1-----2----- 3-----					

**Thank you for your esteemed cooperation**