

**FACTORS INFLUENCING PERFORMANCE OF PUPILS IN PRIMARY
SCHOOL LEAVING EXAMINATION: A CASE OF NEWALA TOWN
COUNCIL, TANZANIA**

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REQUIREMENTS FOR THE MASTER DEGREE OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the open university of Tanzania dissertation entitled Factors influencing performance of pupils in PSLE: A Case Study Of Newala Town Council in partial fulfilment of the requirements for the degree of Master of Education of the open university of Tanzania

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DECLARATION

Chibon Simon Eliezar I disclose that this dissertation report is my own genuine work of my hand and mental that has not been presented to any other University for the same or any other degree award.

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Date

DEDICATION

The dissertation is dedicated to my beloved parents Mr. and Mrs. Chiboni for their parental care and efforts they put to establish the idea and light of sending me to school and providing all requirements and ethnicity moral support which lifted to acquire this level of Education. However I dedicate my gratitude to my family who missed my compassionate love. Special dedication regarded to my Supervisor Jerome Chilumba who consumed much of his time reading correcting plan good format of the dissertation. Finally the study dedicated to the Lord God who gave me strength energy and healthy life of free air to write the dissertation.

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ABSTRACT

The study aimed to examine the factors influencing performance in PSLE in Newala town council in Mtwara region. The study was guided by three objectives which were; to determine whether school related factors influence performance of pupils in PSLE in Newala Town Council, to find out if community related factors influence performance of pupils in PSLE in Newala Town Council and to explore the influence of physical related factors on performance of pupils in PSLE. The sample of study comprised 134 participants including; 16 ward education coordinators, 20 primary school teachers, 70 pupils, ten parents, 10 headteachers, 2 quality assurers, 5 education officers and 1 region education officer. Methods used for data collection comprised interview guide, questionnaires and documentary review. Also the collected data were qualitatively and quantitatively analysed. The study found that school related factors, community related factors and physical related factors influenced performance of pupils in PSLE in Newala Town Council. However it was concluded that pupils performance in PSLE in Newala Town Council was poor due to; Poor teacher's capacity in teaching, lack of teacher's motivation in their working, poor school administration, poor involvement of school committee, unclear education guideline, marriage status among parents, inadequate teaching and learning materials, long distance travelling from home to school and lack or inadequate of teacher's houses. Basing on conclusions, the study recommended the following; teachers should be re-trained to meet the current professional requirements, motivation should be made a first priority to teachers, school head teacher should be given leadership training, school committee should be involved in decision making, and education guides should be well understandable to implementers.

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LIST OF ABBREVIATIONS

IQ	Intelligent Quotient
LIDCS	Low Income Developing Countries
PEDP	Primary Education Development Programme
PSLE	Primary School Leaving Examination
SES	Social Economic Status
URT	United Republic of Tanzania
WECS	Ward Education Coordinators

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

This chapter presents background to the problem, statement of the problem, purpose and objectives of the study, research questions, research tasks, significance of the study and conceptual framework, definition of key terms, delimitations and limitations of the study.

1.2 Background of the Problem

Performance in primary school leaving education in East Africa Countries has been a problem for a long time (Namwandi, 2013). Underperforming in primary school leaving examination in Tanzania has persisted for years (HakiElimu, 2006). The study by Kundu and Tutoo (2000) stressed that poor performance may lead learners leaving school with bad habits. Poor relationships between teachers and community has been contributed by poor results of pupils in primary school leaving examinations (Mugisha, 1991). Tanzania like other African countries has persistently been under performing in primary school leaving examination (HakiElimu, 2009). Pupils leave primary education with poor knowledge and skills

The study by Phillips (2006) indicates that pupils are not able to read and write ending under performing in their PSLE. Poor performance in primary school leaving examination is still a problem in many areas in Tanzania. For three consecutive years standard seven leaving examination results in Newala District have

delimiting. Poor performance in primary education leaving examination has a backward effect on secondary education. (Sumra and Katabaro, 2014).

According to URT (2005) examinations are indicators of learners' achievement. It is a tool for selection higher education as well as a means for better life. In the primary school leaving examinations done in September 2003 a total of 489,987 pupils set examinations, 243,950 being boys and 246,037 girls. Out of these 196,278 pupils passed their examinations, 116,169 boys 48 percent and 80 percent equal to 10933 girls. The pass rate in general 2003 was 40.1 compared 27.1 in 2002. It was therefore over and above the previous year by 13.0 (PEDP, 2002-2006).

The study conducted by Luddunuri (2013) on the status of school education in Tanzania noted that passes for students who set for standard seven National examination declined continuously from 82.3 pupils to 50.74 percent during 2005-2010. However research by Mkumbo (2012) on content validity of national examinations in assessing the curriculum objectives in Tanzania depicted that in 2007 only 54 percent of those who did primary school leaving examination (PSLE), passed though in 2012 pass rate dropped to 31 percent.

Following pupil poor performance in PSLE, parents attempt to decrease support to their children because their expectations that their children could be selected for higher education and do better in their studies were air off. The researcher of this current study would like to explore father causes for pupils under performing in PSLE in Newala town council 13 percent (PEDP,2002-2006).

1.3 Statement of the Problem

Newala town council has been continuously performing poorly in primary school leaving examination (PEDP, 2016). The statistical show that in 2013 pupils who passed examination were 1640 out of 4434 equal to 37.7 percent among completed standard seven; in 2012 about 2468 passed out of 4331 equal to 57.6 percent and in 2011 about 2300 passed out of 5334 equal to 44 percent among of those who completed PLSE. Among of those who selected to join secondary education did not completed their studies this is due to the lack of parents support. Newala town council has continuously persiting under performance in PSLE. The researcher want to explore what are influencing this situation. Is it caused due to poor school administration? Or is it caused by poor community support? Or does it caused because of the presence of inadequet school infrustures? Or is caused by something else? These questions are what the researcher intended to answer.

1.4 Purpose of Study

The purpose of the study is to examine factors influencig performance of pupils in PSLE in Newala Town Council.

1.4.1 Objectives of the study

The study is led by the following objectives.

- i) To determine whether school related factors influence performance of pupils in PSLE in Newala Town Council
- ii) To find out the influences of community related factors on the performance of pupils in PSLE in Newala Town Council Primary Schools.

- iii) To explore the influence of physical related factors on performance in PSLE

1.5 Research Questions

- i) What are school related factors influence performance of pupils in PSLE?
- ii) What are the influences related to community factors on performance in PSLE?
- iii) What are the influence related to physical factors on the performnce in PSLE?

1.6 Research Tasks

- i) Determining whether school related factors can influence the performance of pupils in PSLE
- ii) Finding out the influence of community related factors on the performance in PSLE
- iii) Explore the influence of physical related factors on the performance of pupils in PSLE.

1.7 Significance of the Study

- i) The study will be useful to primary school administrators, teacher and pupils
- ii) The study will be usefull to parents, policy makers, non-government organizations and the school committees.
- iii) The study will be helpfull to the educational planners and other educational stakeholders.

1.8 Concept Framework

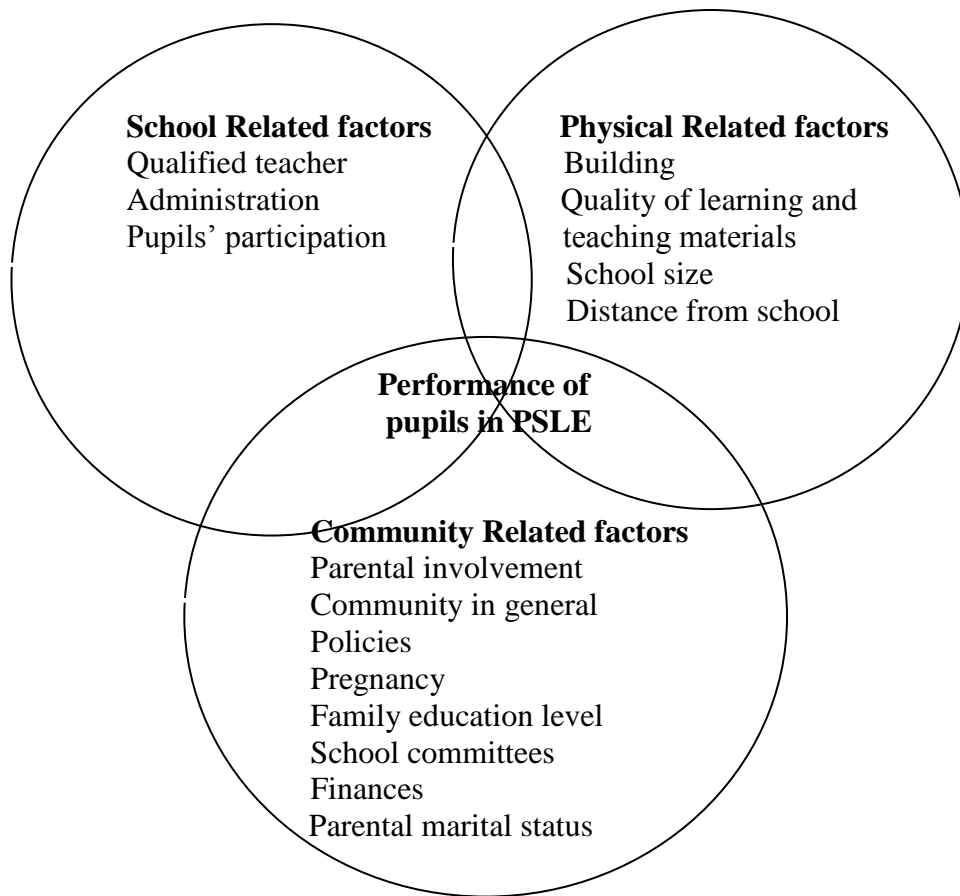


Figure 1.1: Presents Variables Considered to Influence Pupils' Performance in PSLE in Newala Town Council

Source: researchers' model explaining factors influencing academic performance of pupils in primary school leaving examination in Newala town Council.

Figure 1.1: Presents three interlocking circles embodying both independent and dependent variables considered to have an effect on performance in the PSLE in Tanzania, specifically in Newala Town Council. These circles each bear dependent variables namely school, community, physical and school related factors; these variables if correctly organized might in one way or another promote performance of pupils in PSLE.

1.9 Definition of Key Terms

- Performance in this study means primary school pupils who have been selected to join secondary education.
- Pupil in this study means a children learning primary education.
- Parental divorce is a termination of marriage by the court or religious institutions.
- Marital status is a situation / condition of women been marriage, marry or single living with children attending primary school education.
- Learning environment means the physical and non physical toll to inputs learners skill and knowledge.
- Marriage means voluntary union of man and woman intended to last for their joint lives.

1.10 Limitation of the Study

The study covered only Newala Town Council; It was affected by various factors. It was very tedious to the researcher to find data from participants who were so scattered. Other participants had to be followed at their residential and work places.

However, in some case the researcher paid calls to participants, who were very busy while others were absents. This made the researcher to use cost in collection of information as some respondents were not present at their weork areas. Phone had to be used for short interviews.

Further more transport problems as the researcher faced financial problems and used much fund in travel paying fare. Other participants observed to be in remote and

isolated places. To meet these participants were very difficult hence much time had to be spent in finding them

1.11 Delimitation of the Study

This study was conducted in Newala Town council which is located in Mtwara region. Newala town council has been chosen because the result of PSLE is deteriorating compared to nearby town council of Nanyamba or Masasi.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature to the study. The review is organized into two parts; theoretical and empirical reviews.

2.2 Theoretical Review

The study adopted operant condition learning theory by Skinner. Pierce and Cheney (2004;8) noted that operant conditioning involves the regulation of behavior by its consequences. B. F. Skinner called this kind of behavior regulation operant conditioning because, in a given situation or setting (SD), behavior (R) operates on the environment to produce effects or consequences (Sr). Any behavior that operates on the environment to produce an effect is called an operant. During operant conditioning, an organism emits behavior that produces an effect that increases (or decreases) the frequency of the operant in a given situation.

In the laboratory, a hungry rat in a chamber may receive food if it presses a lever when a light is on. If lever pressing increases in the presence of the light, then operant conditioning has occurred. In this study, active learning needs some conditions to be considered and respected by the learner. When a learner adopt learning conditions such as rules and regulations of a particular school, the learning operates and the learner changes his or her behaviors. The behavior change simplify the meant of the learner to be acquired intended skills.

This study related to operant conditioning where as through operant conditioning an individual makes an association between a particular behavior and consequence. The theory invites the exploration of ideas on performance of pupils in PSLE. Likewise for active in learning conditions based on the side of teachers and environment must be friendly and adopted by the learner.

2.3 Empirical Review

2.3.1 School Related Factors

2.3.1.1 Qualified Teachers

According to study by Bakhda (2004) teacher should be well versed with the syllabus and the subject matter. If he is teaching an examination class, he should be fully aware of the examination requirements. The subjects' teacher should be knowledgeable in their subjects they teach. Not only that should be able to provide information for every topic, but he should also be able to prepare the students thoroughly for the examination. The subject teacher should be able to design model test, too. His teaching should be supplemented with appropriate textbooks and resources materials. In general the teacher should be able to create a healthy learning environment.

2.3.1.2 Administration

The Head teacher as a manager was in charge of educational school needs. He/she should be familiar with the theoretical concepts and basic practices related to educational administration. The management of schools greatly influenced student academic performance in examinations (Musungu and Nasungu, 2008). Rutter et al,

(1979) and Wekesa (1993) noted that to improve students' performance head-teachers were required first to improve the management of schools by setting clear vision for the schools and communicate this vision to students, support its achievement by giving instructional leadership, resources and being visible in every part of the school that account for students performance. The quality of school leadership made the difference between the success and failure of school (Millete, 1988).

2.3.1.3 Pupils Participation

According to Association of Teachers and Lecturers (2008) Pupil participation in their learning means a range of different things. In classrooms, this may include attempting to develop projects to reflect interests and needs as expressed by pupils; encouraging reflection by pupils on their own (and others') learning, and development of a language of learning; reflection by pupils on the style and content of lessons, and opportunities to give feedback to teachers. Effective learning takes place when learners continually review their learning strategies to decide whether they are suitable for the task in hand. This implies that learners will have some sort of control over how they learn in classrooms, which can only happen if teachers can offer opportunities for pupils to speak about their learning.

2.3.2 Physical Related Factors

2.3.2.1 Buildings

Housing condition for teachers are generally poor (World Bank, 2001). In Tanzania report indicates that typically, the teachers in rural areas live poorly-maintained

school or government accommodation on or near the school compound. The study of Kweka et al (1997) assessed the situation of Early Child Education in Temeke Municipality, in 1997 noted that big percentage of preschools in all ward of Temeke Municipality, were lacking permanent and suitable buildings including teachers' houses and facilities. Schaps (2015) in his study concluded that building in-school community is a means of fostering academic success. Pupils who experience their school as a caring community consistently become more motivated, ambitious, and engaged in their learning. In particular, pupils' positive connections with teachers and their perceptions that teachers care about them are what stimulate their effort and engagements.

2.3.2.2 Teaching/Learning Materials

The study by Ministry of Education and Culture (2003) indicated that primary school development plan (PEDP) recognized a crucial role of the supply of relevant and sufficient teaching and learning materials plays in enabling teachers and pupils to reach higher levels of performance and attainment. The URT found that all the schools were receiving and utilizing capitation grant funds and were operating the grant broadly following the laid-down regulations. However, evidence from schools in all three regions showed that the US\$6, at most only around US\$3 had been disbursed to school in 2002-2003. This had proved totally inadequate for meeting school operational expenses and teaching and learning needs.

Teacher and learning materials are important resources in academic performance of pupils in the process of teaching and learning. Teaching and learning materials helps

pupils to know different skills very easy and on the side simplify the activities. Availability of teaching materials include textbooks, teacher guides, reference books, maps, charts and laboratory apparatus support and rise the academic performance of pupils in primary school leaving examination. Wiggins (1998) in his study believed that the ingredients in learning and teaching enhance pupils' academic performance. Some factors which lead to poor and insufficient teaching and learning materials, poor methods of teaching led to poor performance in primary schools leaving examination.

2.3.2.3 Size of School

According to Cobbold (2006) the relationship between school size and student outcomes is complicated by the lack of agreement over the definition of small and large schools. Different studies employ widely differing definitions. However, some broad approximations about school size categories can be derived from surveys of research results.

However, various studies reveal low socioeconomic status (SES) at the personal level and at school level directly affect pupils' achievements (McBee, 2006). Blacks on average were reported to have lower SES and lower SES resulted in lower intelligent quotient (IQ) test scores (Nielsen, 2010; Nisbett, 2011) notwithstanding teachers' positive attitudes and their responsibility for students learning were more pronounced in smaller schools (Lee and Loeb, 2000; Fairchild, 2009). Most learning was generated in midsize school of "600 to 900 pupils" less in relatively smaller schools, and the least in large schools (Lee and Smith, 1997). In contrast to Lee and

Smith's (*op.cit*) findings on large south Carolina high schools outperformed their smaller schools. A later study done in south Carolina high schools reported larger of high SES schools were more successful (Crenshaw, 2003).

2.3.2.4 Distance From School

Study by Nyandwi (2014) assessed factors that influenced the academic performance students of selected secondary schools in Sumbawanga District, Tanzania. The study argued that distance from school to home to both teachers and pupils was a factor that influenced performance in their schools. Long distance to school was one of the major factors explained by respondents to have been affecting their academic performance in their final examinations. Long distance make pupils to wakeup before six o'clock if they are to enter the classes earlier, otherwise they are likely to enter their classes late which brings many negative impacts in relation to their academic results. Long distances from school to home showed to influence pupils academic performance in PSLE (Nannyonjo, 2007). Anderson (1991) stressed that distance from school for teachers and pupils influenced their performance.

The study by Lee, Zuze and Ross, 2005; Postlethwaite and Ross 1992 argued that lack of transportation and distance to school affected students achievement. Chodhury (1995) described that day children walks long distance to school affects their performance in classrooms, thus the trend accumulated to their final examinations. Therefore, it has big impact to the pupils performance in PSLE.

2.3.3 Community Related Factors

2.3.3.1 Parental Involvement

The study by Namwandi et al (*op.cit*) argued that parent involvement in a child education is consistently found to be positively associated with a child's academic performance. There has been investigation of the mechanisms that explaining this association; the present study examines two potential mechanisms of this association. The child's perception of cognitive competence and the quality of the student teacher relationship.

This study used a sample of 158 seven year old participants their mothers and other their teachers. Results indicated that a statistically significant association between parent involvement and child's academic performance, over and above the impact of the child's intelligence. A multiple mediation model indicate that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test. The quality of the student-teacher relationship fully mediated the relation between parent involvement and teacher rating of the child's classroom academic performance and implications for public policy initiatives were discussed.

Parents' involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Hara and burke, 1998; Hill and Craft, 2003; Marcon, 1999; Stevenson and Baker, 1987). Specifically children whose parents are involved to a lesser degree. The influence of parents' involvement on academic success has not only been noted among researchers, but

also among policy maker who have integrated effort aimed at increasing parental involvement into broader education policy initiatives.

Higher achievement has been associated with parental involvement in high schools (Lee et al, 1993; Taylor, Dunlop and Norton, 1995; Wilson and Corcoran, 1988) argued that successfully schools parents involved into the schools their children learning. Increasing community and parent involvement in school leads to increase interaction between parents and staff, which in turn positively affects students' achievement (Brown, 1983; Goodlad, 1984). Some schools are allowing the parent and other members to the neighborhood to use school facilities before and after school hours. To increase the presence of community member in the school building (Cawelti, 1994; Wilson and Corcoran, 1988). School staffs also connect to the community through involvement in organization, clubs and volunteer groups, establishing a presence and an interest in what is going on in the world of the students (Wilson and Corcoran, *op.cit*). Some of staff members use connections to obtain improvement efforts.

2.3.3.2 Community in General

Studies done by NAE (2016) on Parent, Family, Community Involvement in Education believes that significantly more emphasis must be placed on the important roles that parents, families, and communities can and must play in raising student performance and closing achievement gaps. The Association has long advocated policies to assist and encourage parents, families, and communities to become

actively engaged in their public schools and become an integral part of school improvement efforts.

2.3.3.3 Policies

Policies as guidelines and as an action both affect education performance to pupils leaving primary school examinations. The review of Education policy 1995 advocated that education at all levels for all Tanzanians. The policy stipulated that the government should promote pre-school education for children aged 0-6 years. In assertion of this many schools mate with inadequate of special teachers to teach children under age 0-6 years. The 1995 policy followed with 2014 education policy which places it in actions and some aspects were changed including schooling age. These frequently changes of policies such as free education for all which effectively started implemented in 2016 actually lead backward the development of education as well as pupils' performance. The education policy of Tanzania (2014) advocates the sustainable system for education and training costs. The policy indicated the major challenges facing education sector in Tanzania is sustainable system for education and training costs.

2.3.3.4 Pregnancy

At the end of primary education pupils sit for the standard seven leaving primary school examination (PSLE). Only those meeting specially designed criteria are selected to go on public secondary schools. In 1991, these candidates constituted only about five (5) percent of all primary school leaver. This meant that 95 percent

of primary school leavers did not continue with school education. Girls constitute only 43 percent of the total form one students (Katunzi, et al 1991).

Other girls who could not afford to pay for secondary education enrolled in private secondary schools. Girls were at disadvantaged in that some parents preferred to send their sons rather than their daughters to private secondary schools (*Katunzi, op. cit*) 46.7 percent of the total students who enrolled at secondary schools were girls. The primary school leaving examination has had a retarding effect on the schooling process because of lower proportional of pupils entering secondary schools and the lack of alternative opportunities for primary school leavers (Scheerens, 2013). Majority of girls end up either getting married or falling pregnant at early age. Primary school leaving examination (PSLE) moreover, differences in performance have been noted between schools (Ndabi, 1989). In all schools and all girl-boarding schools, the girls had a very high achievement record compared to girls in co-education schools. This is due to the lower economic variations having their parents (*Ndabi, op.cit*). Girls have heavier work burden at home. Another explanation is that school culture is male-oriented and male dominated thus girls become victims. Girls reaching adolescence face conflicting role-expectations and fear being labelled as “too smart” in school. At adolescence, girls think that to be female means not to be intelligent, ambitions and resourcefully (Masabo and Liljestron, 1994). Girls are internalized those views of inferiority and lower intelligence. For example, many girls think mathematics and science are the subjects of males and believe that science subjects are more difficult than arts subjects. Consequently, they enrol in the arts

rather than the sciences (Mbilinyi et al, 1991). Low expectations of success probably encourage poor performance.

2.3.3.5 Family Education Level

Children from low level family of education level suffer from diseases that lead to their poor performance at schools (Farrant, 1980). This means that parent with higher education level are likely to send their children to school and facilitate their children's requirements. Parents having formal occupation have a good chance of taking their children to school compared from those with no formal occupation (Combs, 1985). This enables their children to learn comfortably thus doing well their PSLE. Delors study (1998) show that family with low and middle income initiatives to school quality has substantial pay-offs in terms of children's cognitive skills and passing their PSLE.

2.3.4 School Committee

The performance of pupils in PSLE was result of a significant role committee members had. Swai and Ndidde (2006) commented that school committee influenced the capacity to utilize funds which in a way influenced better PSLE results. Presence of a functional finance school committee; proper management of school materials and equipment, enough and quality school buildings and adequate materials for teaching and learning both improved performance in PSLE.

2.3.4.1 Finances

Bennell and Akyeampong study (2007) believe that there was a broad consensus that teachers remuneration in the majority of low income developing countries (LIDCs)

was inadequate. This means that net pay did not satisfy basic need of the teachers. Sumra (2004) believed that high salary has the supremacy to magnetize, maintain and motivate individuals towards performance. It is said that good salary can influence the teacher performance, motivation and morale to teach pupils. Sumra and Katabaro (*op.cit*) proceed on explaining that good salary encourage school teachers to work hard. According to ministry of education and culture (*op.cit*) noted that for the government to fund this high salary cost year by year is a considerable achievement. However some teachers claim that the payment of their salaries behind schedule. Teachers have not received the salary increase awarded on first July 2003 and many of the 9,000 new teachers appointed from first January 2003 still not received any salary payments.

Alvarado and Cooper (2006) in their study believed that increasing salaries was not likely to attract people into teaching for those who do not have the so “calling”. However, adequate salaries to support a family and to save money for children’s education were likely to keep teachers who paid attention to the calling. Bennel Akyeampong (*op.cit*) state that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. Very low pay forces large proportions of teachers to earn secondary income from private tutoring and other activities. Family with non income referred to poverty. Poverty which forms a specific culture and way of life is a growing issue in the world as well in Tanzania. The number of Tanzanians living in poverty is continually increasing. Poverty indicates the extent to which an individual does without income. Income can include financial, emotional and physical property.

Poverty directly affects academic achievement due to the lack of resources available for pupils success. Low achievement is closely correlated with lack of resources (Lacour and Tissington, 2011). Boethel (2003) study identified barriers to minority and low-income family involvement in their children's schooling—barriers that schools often can help overcome. These barriers include contextual factors (particularly time constraints, child care needs, and transportation problems); language differences; cultural beliefs about the role of families in their children's schooling; families' lack of knowledge and understanding. Poverty significantly affects the resources available to students. Due to this lack of resources, many students struggle to reach the same academic achievement levels of students not living in poverty (Boethel, *op.cit*).

2.3.4.2 Parental Marital Status

The marriage condition status of parents/guardians has large influence on pupils performance at the environment of school and home.

Marriage status observed that academic performance of the children of the divorced was studies through retrospectives longitudinal design. The school records of 234 children from intact families were examined and grades and achievement test score in English and mathematics were recorded for five consecutive years (Glen and Kramer, 1985). The results showed that children of divorced parents had poor achievement test scores in the immediate after month of divorce. Glen and Kramer, 1985; McLanahan et al, 1985; Pepe and Mueller, 1976 stressed that long term of consequences of parental divorce led to the poor performance in PSLE to their

children. Study by Nyipir (2010). argued that children living with their step mothers are targeted of misdirection emotion and mistreated thus contribute to poor performance in their PSLE.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology, research design, area of study, population, sample and sampling procedure, data collection methods and data analysis.

3.2 Research Methodology

This is a process of systematically solving a research problem. It may be understood as a science of studying how research is done scientifically. It involves methods or techniques that are adopted by researcher in studying research problem.

3.3 Research Design

The study adopted exploratory design where the questions, interview and the review of records and unstructured interview was used. A design adopted in the study. The design was used because it provided a chance for collection of in depth information (Milanzi, 2009).

3.4 Area of the Study

The study was conducted in Newala Town council (Mtwara Region). The council covers an area of 439 sq. km. It was located between latitude 10 to 11 south and between longitude 39 and 40 degrees east. The council was bordered by Tandahimba to the East, and Masasi district in the West, Ruvuma River and Mozambique in the South. For the North the Town council was bordered by Newala

District. Newala Town council was sampled for the study because performance in PSLE has been changing in three years respectively.

Table 3.1: The trend of Performance in Three Years Consecutively Newala Town Council

Year	No. of pupils did examination	No. of pupils passed	Percentage of passed
2011	5334	2300	44
2012	4331	2468	57.6
2013	4434	1640	37.7

Basing the trend of performance above the researcher wanted to explore factors leading to variations in the performance of PSLE.

3.5 Population

The study involved 1052 participants' .Regional Education officer, Town Education officers, two quality assurer officers, sixteen Ward Education coordinators, ten Head teachers, twenty classroom teachers, ten parents and seventy pupils.

Table 3.2: Population of the Study

S/N	POPULATION	
1	Region Education officer	1
2	Town Education officers	5
3	Quality assurers	5
4	Ward Education coordinators	16
5	Heard teachers	45
6	Classroom teachers	180
7	Parents	100
8	Pupils	700
	TOTAL	1052

Source: Researcher's target population for study March 2016.

Table 3.1 Indicates population of the study. The majority of participants in the population of the study were pupils for 66 percent followed by classroom teachers for 17 percent.

3.6 Sample and Sampling Procedure

Table 3.3: The Sample of the Study

Category	Sample
Region Education Officer	1
Town Education Officers	5
Quality assurers	2
Ward Education Coordinators	16
Heard teachers	10
Classroom teachers	20
Parents	10
Pupils	70
TOTAL	134

Source: Researcher's sample size of participants for the study March 2016

Table 3.2 Indicated summary of 134 participants who formed a sample of the study. Population of the study was selected by using both random and purposive procedures. For distinct participants such as Region Education Officer, Town Education Officers, Ward Education Coordinators, Quality assurers' officers, and Heard teacher's purposive sampling was used. Whereas clusters with more participants random sampling was used.

The procedure for sampling teachers, the researcher requested head teachers of sampled schools to provide a list of names of teachers who were present in a school at that day the researcher visited that particular school. Names of such teachers were written alphabetically. The researcher selected names with the first two even

numbers, which gave him a total of two teachers from each school visited. The researcher also randomly selected 70 pupils, 1 parent, from each of the ten selected schools. Pupils from standard seven were selected. As regards seven earmarked students from each school, the procedure was like this. In each school pieces of paper were cut according to the number of pupils in standard seven. Pupils sit as a group. Then seven pieces of paper were numbered 1-7. Pupils were then allowed to pick pieces of paper from a box. Students who pick pieces of paper with numbers 1-7 were automatically sampled for the study.

3.7 Data Collection Methods

The instruments used were, interview guide, questionnaires, and documentary review.

3.7.1 Questionnaires

The Participants who filled questionnaires were, teachers and pupils. Questionnaires were used because permitted an involvement of large number of participants within a short time.

3.7.2 Interview

Participants who interviewed were Region Education Officer, Town Education officers, Quality assurer officers, Ward Education Coordinators, Head teachers and parents. Interview guideline were used in the study because it helped the researcher to get supplementary information which was not possible to collect such data from questionnaires.

3.8 Data Analysis

The information was coded in the computer by using Statistical Package for Social Sciences (SPSS) windows and Microsoft Ware (MS). The presentation of the information from questionnaires were in a form of descriptive statistics and percentages. The information were presented in Figures. Data from interviews presented in narrations.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents data analysis and findings of the study on factors influencing pupils' performance in Primary Schools Leaving Examination (PSLE) in Newala Town Council, Tanzania.

4.2 School Related Factors on Pupils' Performance in PSLE

(i) Unqualified teacher influencing performance in PSLE

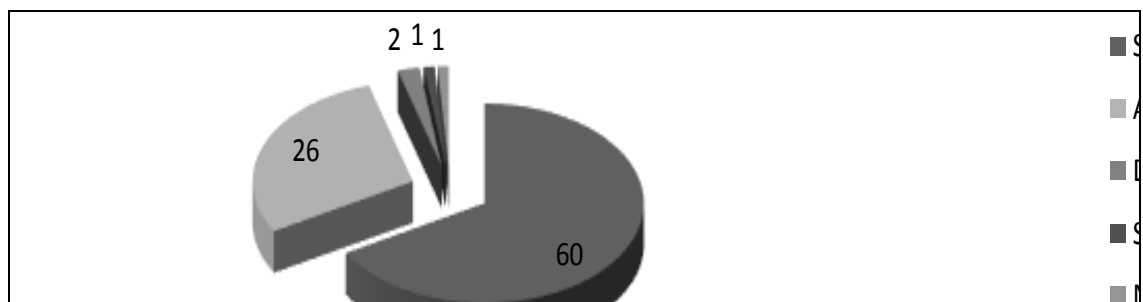


Figure 4.1: Poor Trained Teacher Contributing Poorly Performance in PSLE

(ii) School management influencing performance in PSLE

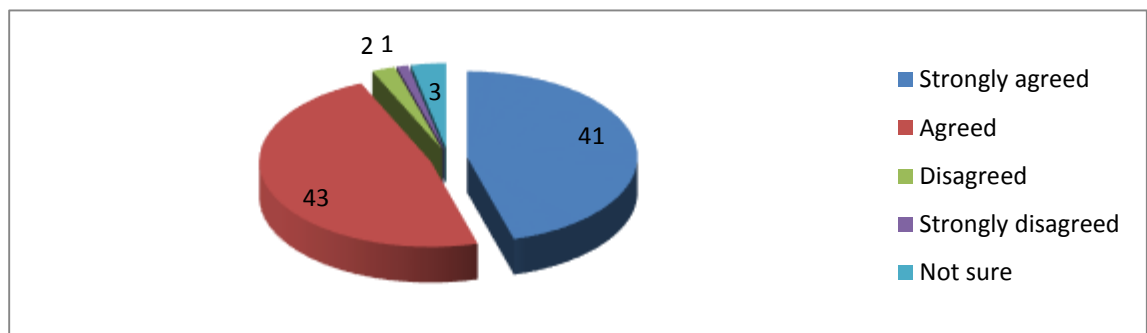


Figure 4.2: Active School Management Influencing Positive Performance in PSLE

(iii) Availability of motivation to teachers influencing performance in PSLE

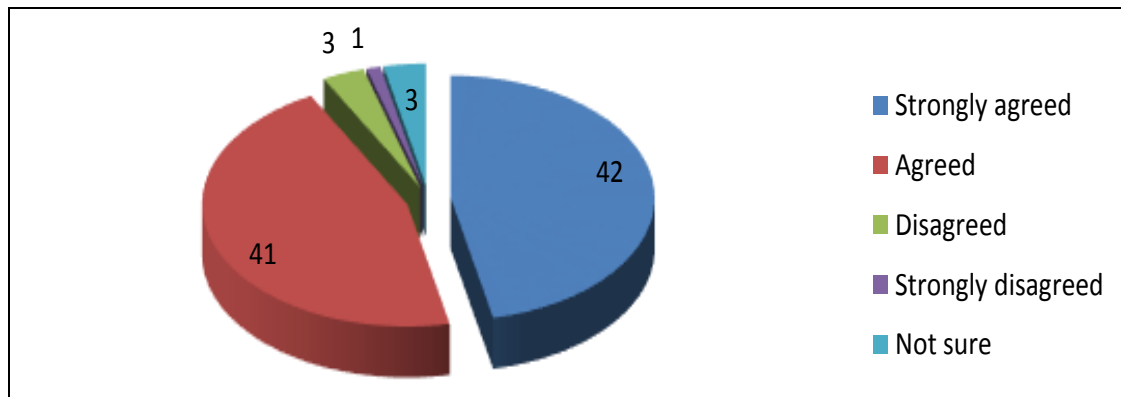


Figure 4.3: Lack of Teacher Motivation Influencing Poor Performance in PSLE

Source: Figure 4.1-4.3. Researchers coded questionnaire responses from Newala Town in august 2016.

Figure 4.1 indicates that 60 percent of the participants strongly agreed that lack of qualified teacher can influence performance in PSLE, 26 percent agreed, 2 percent disagreed, 1 percent strongly disagreed and only 1 percent of the participants were not sure.

Figure 4.2. indicates that 41 percent of the participants strongly agreed that poor school administration can influence performance in PSLE, 43 percent agreed, 2 percent disagreed, 1 percent strongly disagreed and 3 percent were not sure.

Figure 4.3 shows that 42 percent of the participants strongly agreed that lack of teacher motivation in teaching can influence performance in PSLE, 41 percent agreed, 3 percent disagreed while 1 percent strongly disagreed and 3 percent were not sure.

(iv) School leadership influencing performance in PSLE

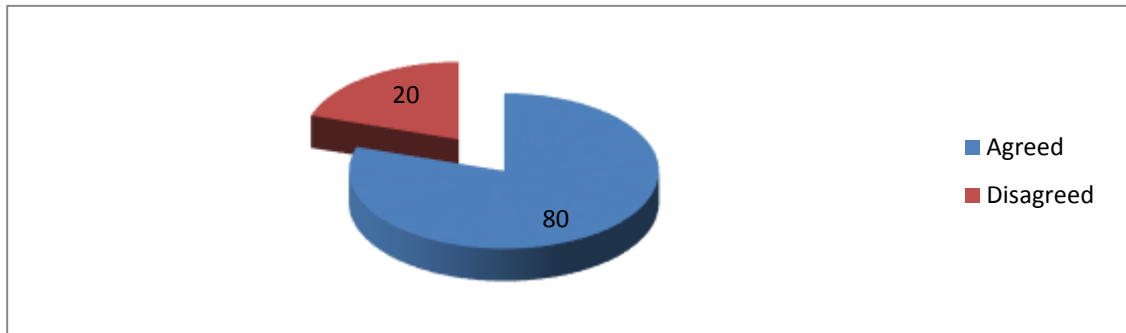


Figure 4.4: Headteachers Leadership Influencing Performance in PSLE

(v) Poor qualified teachers influence performance in PSLE

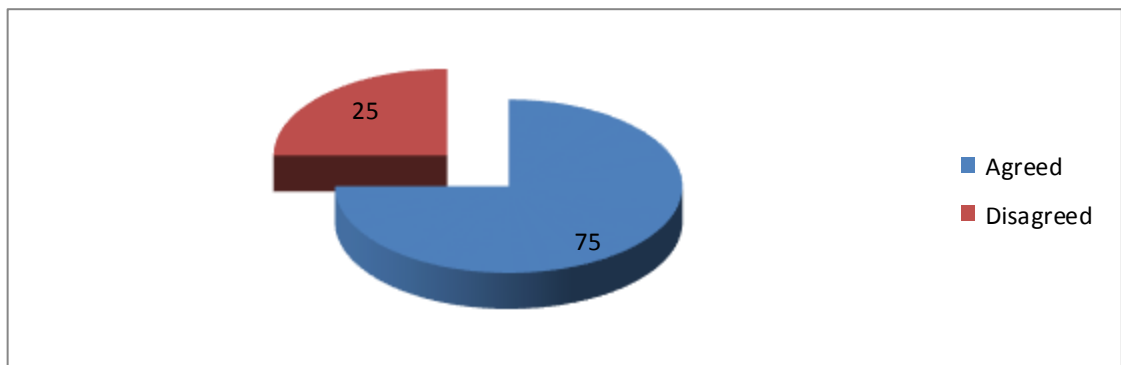


Figure 4.5: Unqualified Teacher Influencing Performance in PSLE

(vi) Teacher's motivation influence performance in PSLE

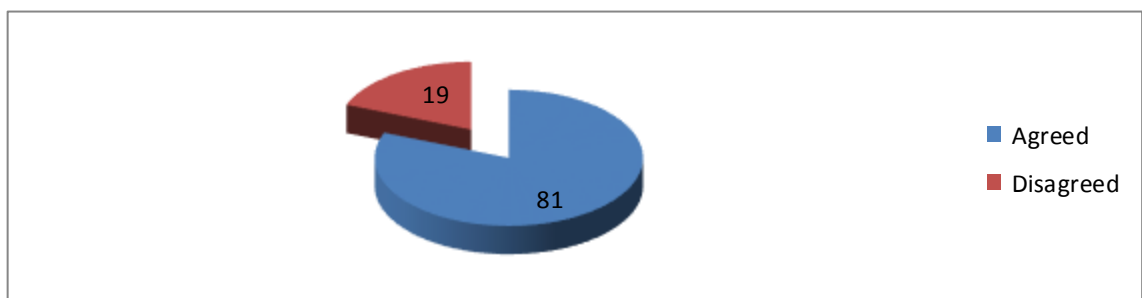


Figure 4.6: Motivation to Teachers Influence Performance in PSLE

Source: Figure 4.4-4.6 Researchers' coded responses interview questions in Newala Town, August 2016.

Figure 4.4 indicates that 80 percent of the interviewees agreed that school leadership style influencing performance in PSLE while about 20 percent were disagreed.

Figure 4.5 indicates that 75 percent agreed that qualified teachers influencing performance in PSLE and 25 percent of the interviewee were disagreed.

Figure 4.6 indicates that 81 percent of the interviewee agreed that giving motivation to teachers contribute the high performance in PSLE while 19 percent disagreed.

4.3 Community Related Factors

(vii) Consideration of parents in school decision making

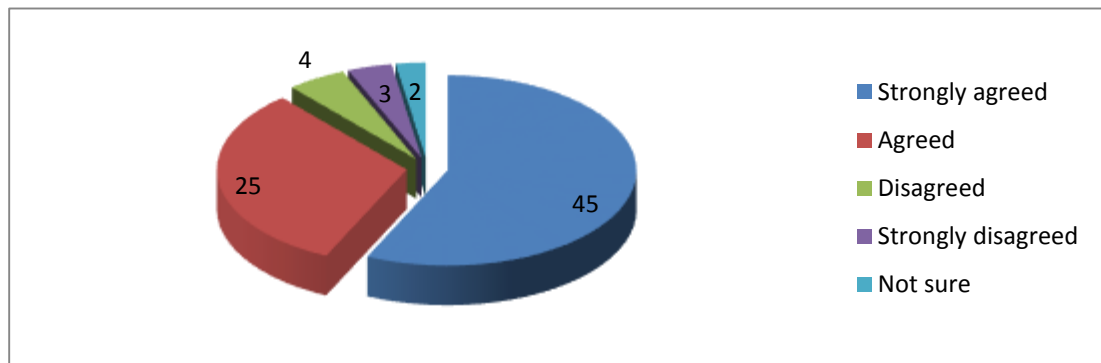


Figure 4.7: Involvement of Parents in Decision Making On School Development

(viii) poor education policy led to low performance

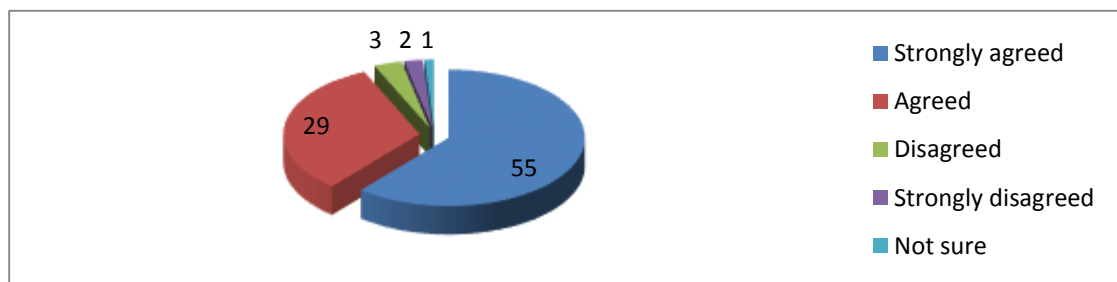


Figure 4.8: Education Policy Influence Performance in PSLE

(ix) School committee activities influence performance in PSLE

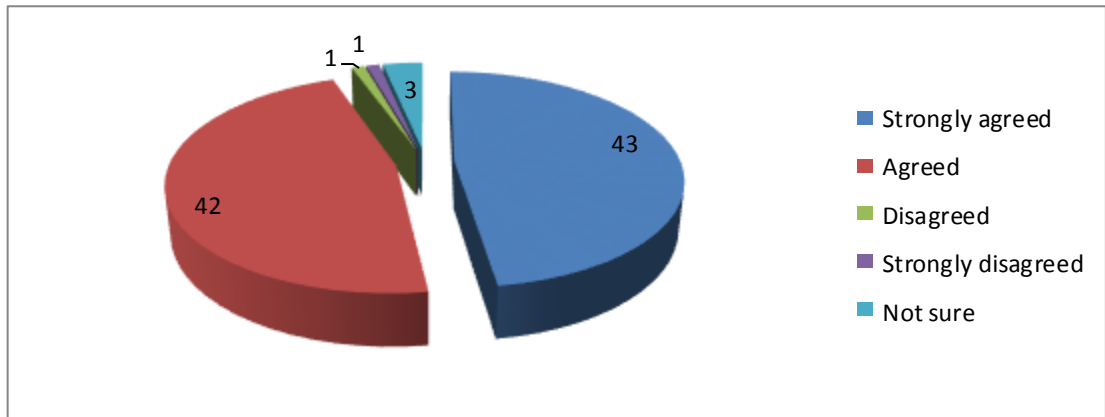


Figure 4.9: School Committee Participation Influence Performance in PSLE

(x) parental marital status influence performance in PSLE

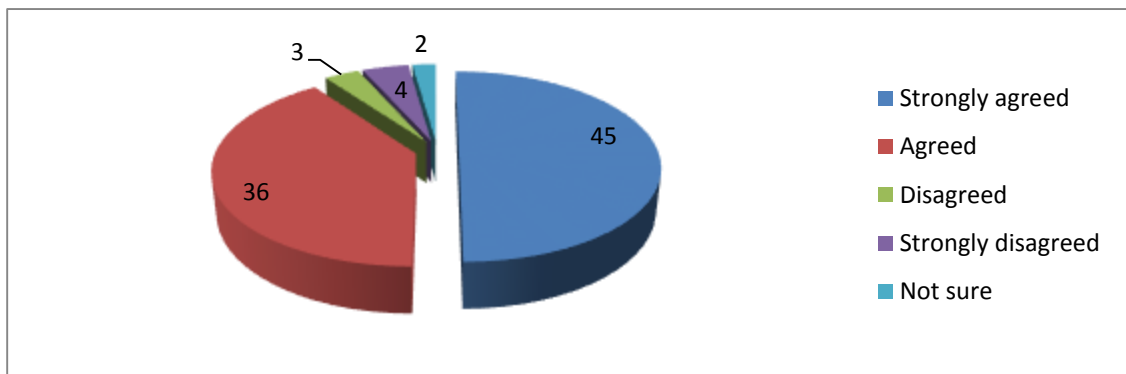


Figure 4.10: Parental Marital Status Affect Pupils Performance in PSLE

Source figure 4.4-4.7 Researchers' coded responses in August, 2016.

Figure 4.4 indicates that 45 percent strongly agreed that involvement of parents in school decision making and other education activities can influence performance in PSLE, 25 percent agreed, 4 percent disagreed, 3 percent strongly disagreed and about 2 percent were not sure.

Figure 4.5 indicates 55 strongly agreed, 28 percent agreed, 3 percent disagreed, 2 percent sttongly disagreed that do education policies influence performance in PSLE while 1 percent of the participants were not sure.

Figure 4.6 indicates 43 percent of the participants strongly agreed, 42 percent agreed, 1 percent disagreed, 1 strongly disagreed that involvement of school committee in school curriculum issues can influence performance in PSLE and 3 perecent of the participants were not sure.

Figure 4.7 indicates that 45 percent stronlgy agreed that does parental marital status influence performance in PSLE, 36 percent agreed, 3 percent disagreed, 4 percent strongly disagreed and 2 percent of the participatns were not sure.

(xi) Parents involement in decison making influence performance in PSLE

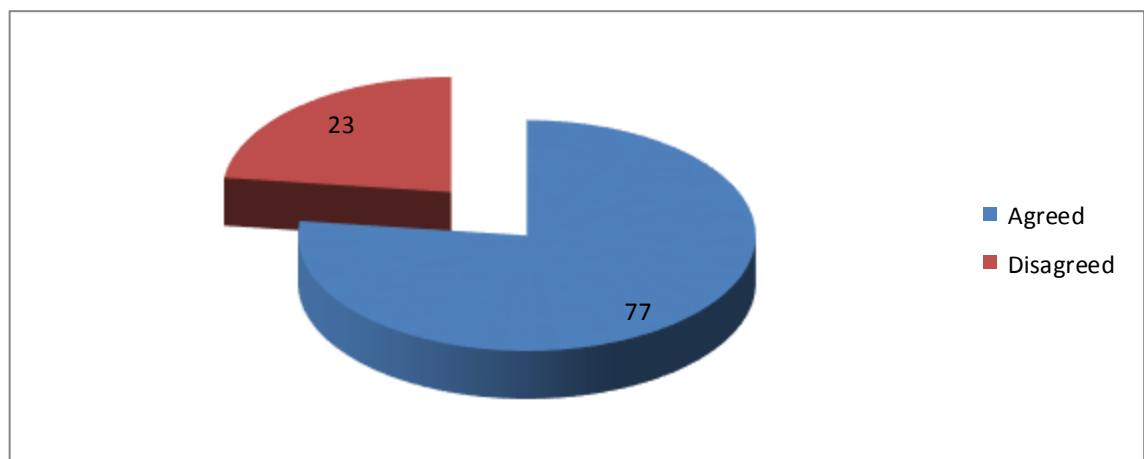


Figure 4.11: Parents' Involvement In School Decision Making Influencing Performance in PSLE

(xii) School committee cooperation with teachers influencing performance in PSLE

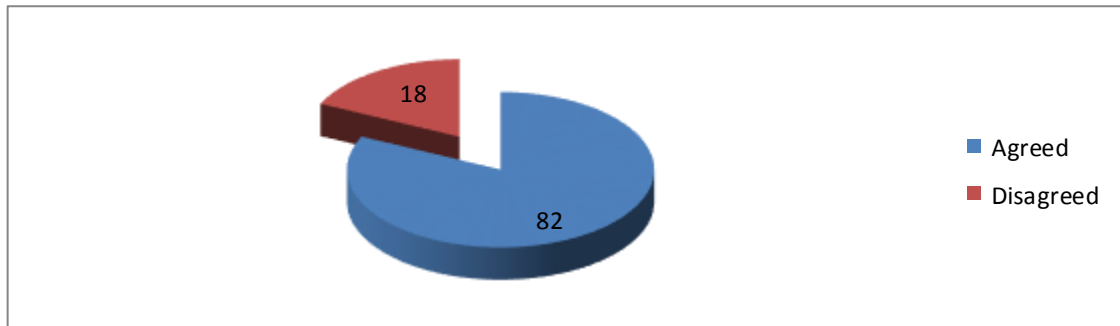


Figure 4.12: School Committee Supports at school Influencing Performance in PSLE

(xiii) Community supports at school influence performance in PSLE

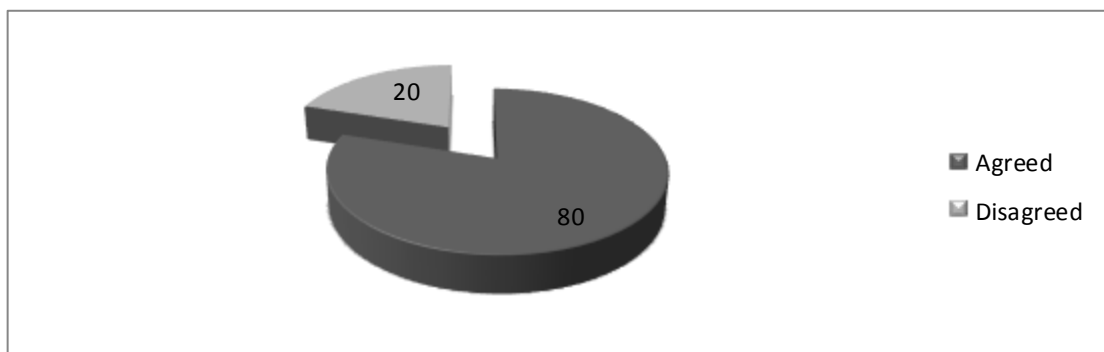


Figure 4.13: Community Positive Attitude to School Development Influence Performance in PSLE

Source: Figure 4.11-4.13 Researchers' interview questions response from interviewees in August, 2016.

Figure 4.11 indicates that 77 percent agreed that parents involvement in school decision making influencing performance in PSLE while 23 percent of interviewee disagreed.

Figure 4.12 indicates that 82 percent of the interviewee agreed that school committee in cooperation with teachers can influence performance in PSLE and 18 percent were disagreed.

Figure 4.13 indicates that 80 percent agreed that community motivation at school activities influencing performance in PSLE while 20 percent were disagreed.

4.4 Physical Related Factors

(xiv) Teachers' houses influencing performance in PSLE

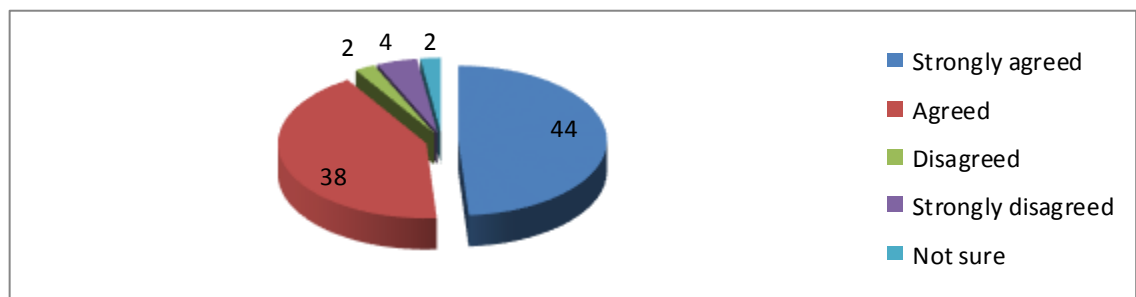


Figure 4.14: Inadequate Teacher Houses Influencing Performance in PSLE

(xv) Teaching and learning materials influence performance in PSLE

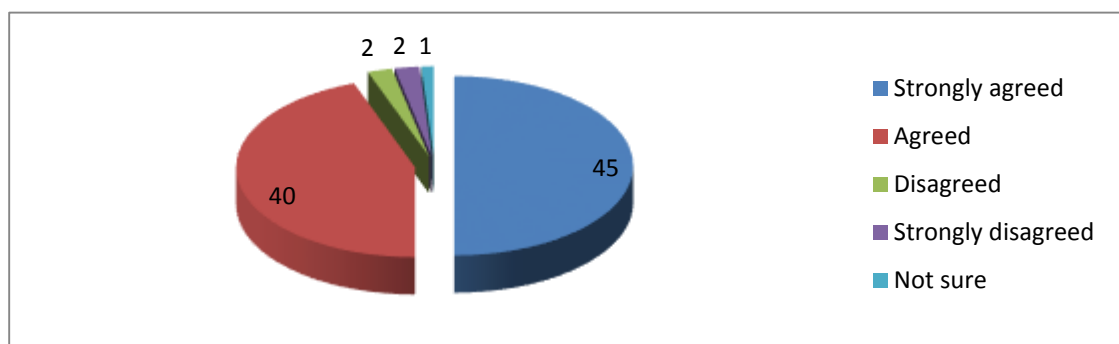


Figure 4.15: Availability of Teaching and Learning Facilities Influencing Performance in PSLE

(xvi) Travelling long distance to school influencing performance in PSLE

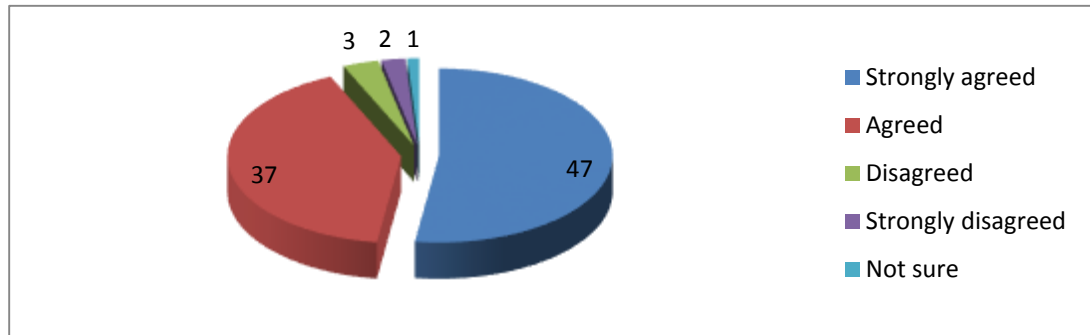


Figure 4.16: School Location Resident Side of Teachers and Pupils Influencing Performance in PSLE

(xvii) Friendly learning environment at school influence performance in PSLE

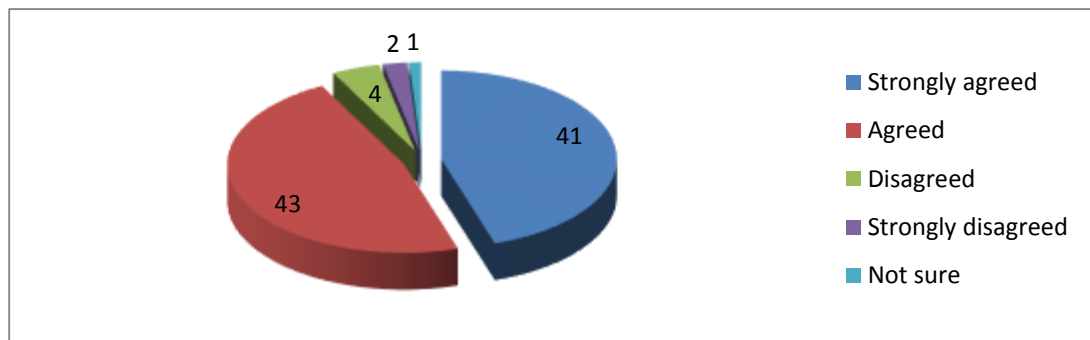


Figure 4.17: Appropriately Learning Environment Influencing Performance in PSLE

Source figure 4.14- 4.17 Researchers coded responses in August, 2016.

Figure 4.14 indicates that 44 percent strongly agreed that availability of adequate teacher's houses can influence performance in PSLE, 38 percent agreed, 2 percent disagreed, 4 percent strongly disagreed and 2 percent of the participants were not sure.

Figure 4.15 indicates that 45 percent of the participants strongly agreed that availability of teaching and learning materials influence performance in PSLE, 40 percent agreed, 2 percent disagreed, 2 percent strongly disagreed and 1 percent were not sure.

Figure 4.16 indicates that 47 percent strongly agreed, 37 percent agreed, 3 percent disagreed, 2 percent strongly disagreed that distance from home to school for both pupils and teachers affect performance in PSLE and 1 percent were not sure.

Figure 4.17 indicates that 41 percent strongly agreed that conducive learning environment in primary schools can influence performance in PSLE, 43 percent agreed, 4 percent disagreed, 2 percent strongly disagreed and 1 percent of the participants were not sure.

(xviii) Overcrowded pupils in a classroom influencing performance in PSLE

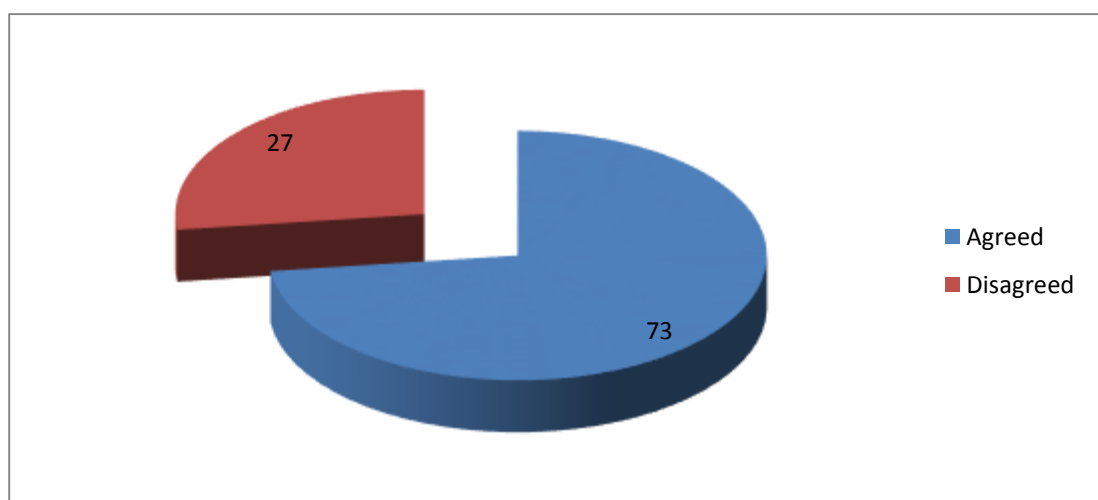


Figure 4.18: Overcrowded Classrooms Influence Performance in PSLE

(xix) Learning condition in school influence performance in PSLE

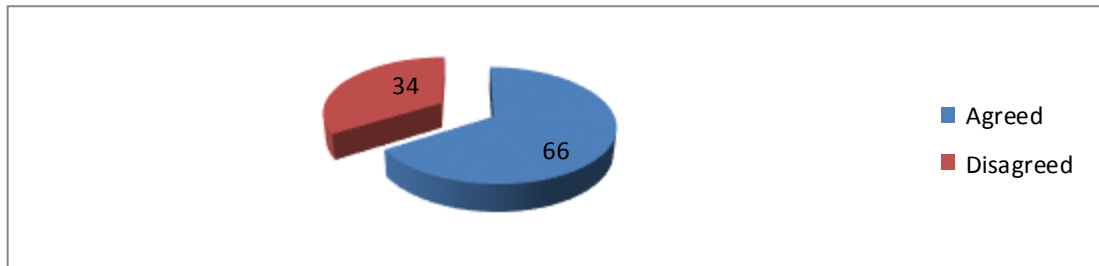


Figure 4.19: Poor Learning Condition Influenceing Poor Performance in PSLE

(xx) Long distance to school influence performance in PSLE

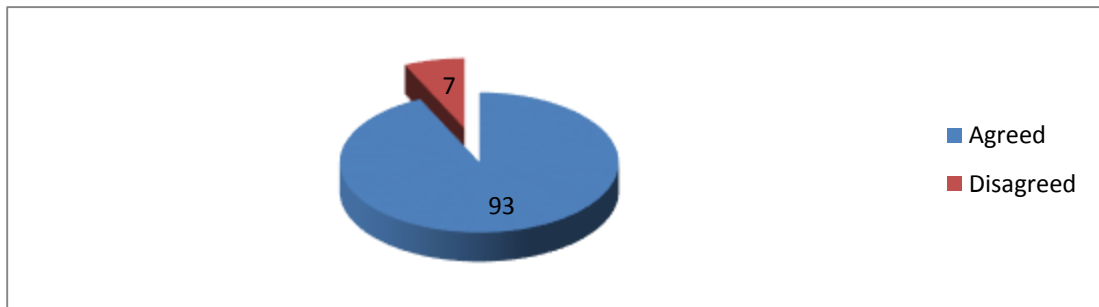


Figure 4.20: Walking Long Distance From Home to School Influence Performance in PSLE

Source: Figure 4.18-4.20 Reseachers' coded interviewee responses in August, 2016.

Figure 4.18 indicates that 80 percent agreed overcrowded classrooms influencing performance in PSLE while 20 percent of the interviewee were disagreed.

Figure 4.19 indicates that 73 percent agreed that poor learning conditions in schools influence performance in PSLE and 27 percent disagreed.

Figure 4.20 indicates that 93 percent of the interviewee agreed that that long distance from home to school influence performance of pupils in PSLE while 7 percent disagreed.

4.5 Discussion of the Findings

4.5.1 School Related Factors

4.5.1.1 Competent Teachers

A teacher with well qualification have competence in the teaching process whereas pupils understand appropriately, main objective of lesson is reached in time. The current findings show that 86 percent agreed that teachers who are not well qualified influencing to poor pupils academic performance in PSLE. This meant that many pupils fails in primary schools are contributed by the poor qualified teachers. This findings supported by Snežana and Lidija (2012), Capacity of teacher being flexible ,at the same , tool and competence develop additional capacity of a teascher .Qualified teacher make prospectus of the future of thier own areas to stratage job,that one can not be part of each accountability of every teacher,but it is expected that each teacher is given the chance to do if they need. Aila Paaso & Kati Korento (2010) .

4.5.1.2 School Administration

A well administered school staff is what the head teacher and other teachers work as a team. In the school with such administration teachers complement their tasks of teaching hence the performance of pupils is increasingly. Findings show that 84 percent of the parcticipants agreed that the way school management is managed influencing the performance in PSLE. Schools with poor administration encouraged to poor performance likewise that with good management facilitated to better performance. The study by Damon Clark University of Florida Paco Martorell RAND Jonah Rockoff Columbia Business School (2009) in regard to principal

retention, the positive returns to principal experience suggest that policies which lead principals to postpone their posts early (e.g., via early retirement or a move into district administration) could lower school performance. Ambogo Mabel Mudulia (2012), many of the head teachers of schools were seen to be fully qualified, experienced and doing participative in administration.

Moreover, a few in the poor performing primary schools were observed to practice dictatorial management styles. The aspect management style was not as important predictor of academic performance in sciences at KCSE as the similarity between administration and performance was not much important. It was suggested that there must be more and regular in-servicing of both head teachers and teachers on ways of making and developing the teaching/learning of science. Lorna Novlette Wilson Morgan (2006), School administration needs the unity efforts of principals, teachers, parents, students, and other education stakeholders to determine academic achievements.

4.5.1.3 Teacher's Motivation

Motivation enforces teacher to have a morale of work at work place. If the teachers would be motivated helps him or her to work consistently with the pupils in classrooms. This encourages the cooperation between them and hence improving the performance in PSLE. The current study shows that 83 agreed that lack of teacher motivation in teaching influenced performance in PSLE. Study by Jason E. Glass (2011), teachers can be correlatively motivated by the behavioristic/economic and the altruistic/public service motivation type. the altruistic/public service motivation

paradigm observed to be the stronger of the two in what drives teachers. However, the behavioristic/economic type does suggest the capacity to take the attention of educators to those matter to which financial incentives are accompanied.

Oriahi Christian (2009) Motivation of students is very significant for good results in the academic meeting. Students motivation has high positive similarities in their academic performance. There is important relationship between school environment and structure and students encouragement.

4.5.1.4 School Leadership Stlye

The researcher wanted to know whether different stlyes of leadership influencing performance in PSLE. The findings show that 80 percent agreed that the stlye of the head teacher in managing schools determine level of the performance of the pupils in PSLE will delivery.

One of the head teacher said that

“well school organized administration promote better performance in PSLE”

Another interviwee, a ward education officer supported it by saying,

“professional differences should be considered when administration opt one type of leadership stlye, this will facilitate or drop the performance in PSLE depending climate made by the management”

This study related to the findings of Shamaki, E. B. (2015),democratic leadership style contribute more to teachers work productivity than autocratic style as can be seen in rated items.Daniel, R. Bett, 2 Patricia W. Wambugu (PhD), 3 Fedha Flora M. (PhD) (2016), the autocratic and laissez faire management styles had important

negative correlation with academic performance in schools. Democratic and transformational leadership styles had significant positive relationship with academic performance of schools. The study stated that school head teachers to associate stakeholders in decision making, they must include teachers and pupils in setting school aims, they must take regular meetings and champion the application of transformational management opinions.

4.5.1.5 Qualified Teacher

Teacher training make teachers to be qualified, many teachers in primary schools do not manage to teach some subjects. This commented to be the result of poor qualification of teachers in colleges which they went to be trained. A well trained teacher possess good qualification that enable the teacher to teach well pupils in a classroom. This study show that 75 percent of participants agreed that lack of qualified teacher influenced poor performance in PSLE. That meant, school with high poor performance in PSLE most of their teachers are not well qualified either they are long time they never went to even in-service refresh courses or they are actually posses low ability to master the subjects.

One of the Education officer stated that,

“.....specialization of teachers in training insitutions should consider all areas of subjects to endup with shirtage of teachers in certain subjects than other subjects”

Also the quality assurer siad that,

“Teaching training course contents large areas so time for training of students teachers should be extended to provide qualified teachers”

This findings supported by Berliner (2005), good teaching we mean that the content taught accords with disciplinary standards of enough and completeness and the methods used are age appropriate, morally defensible and undertaken with the purpose of enhancing the learner's experience with respect to content. the student usually receives reasonable and acceptable level of proficiency from what the teacher is involved in teaching. Thomas O. Abe (2014), the study suggested that, some qualified mathematics teachers must be given a chance to teach mathematics at higher level of education.

4.5.1.6 Readness of Teacher

The researcher wanted to know things that can promote the readness of teachers to work. In this question the participants agreed that motivation is the most instrumental enffoncer for them to work with free mind. The study show that 81 percent accepted that motivation can promote and demote the performance of the pupils in PSLE. Schools motivating their staff do better than those do not motivate.

Head teacher of one school said that,

“ provision of motivation to teachers encourage committment of teaching”

Also one education officer said that,

“motivation are important to teachers, the head teacher should create motivational environment to teachers”

The study by Jordan (1986). showed that high levels of teacher social interaction on job are linked to high motivation levels thus the possibility that enhance levels of the teacher motivation will lead to superior students achievements. However,the study

conducted by Michael (2002). Noted that good teaching here is taken to mean professional conduct and effort to help students learn more as best as the teacher knows how. Thus job satisfaction, self-efficacy, and personal achievement are dynamic components of teacher motivation that both drive and are driven by teacher motivated in a virtuous cycle. When convinced of the effectiveness of improved teaching methods, the motivated teacher will also utilize these methods as part of his/her effort to help students learn best as she/he knows how.

Furthermore, Bennell and Akyeampong (2007). Reported that high teacher motivation leads to positive educational outcomes. On the other hand, low teacher motivation leads to negative educational outcomes. Low motivation results in absenteeism, underutilization of class time and professional misconduct.

4.5.2 Community Related Factors

4.5.2.1 Parents Involvement in School Decision Making

When parents are involved in schools' decision they have ability to contribute on how to handle and solve school problems. This is also as they are closely with society where anything wanted to consult the society parents will be major bridge to send the information and simplifying the feedback. The current findings show that 70 percent agreed that involvement of parents in school decision making and other related education activities influenced performance in PSLE.

One of the ward education coordinator said that,

“...parents are key stakeholders of their children performance, to negotiate with them is to make learning active”

Head teacher argued that,

“.....parents have much contribution in progress of teaching and learning process by providing accomodation to their child thus facilitate learning”

This study supported by the findings of Dalton Miller-jones () showed that one of the most significant things a parent required is to understand her child if she is talker or afraid. Determine what interests her to get it. Leave your child to exhibit you what he/she want to learn.

Diane Levin () noted that most teachers emphasizes parents to go over what their young children are learning in a non pressured way and to exercise what they need more support with. This cannot mean drilling them for achievement, but it may mean doing over basic counting skills, simple mathematics and understanding letter,this will depend on needs and level of the child.

Michael Thompson () added that parents should suppliment school with home activities children need downtime to take extra curricular activities.When a child has a homework , sports, music lesson and is part of young group in church,it can make him/her joyless race one thing to another.Parents have to control their children to see that she is truly enjoying what is she doing .if she is not,put off some of activities.

4.5.2.2 Education Policy

A good sustainable education policy lead to better performance of pupils in PSLE. This policy which complemented by well demacated laws easness to its

implementation. Many policies with no proper guidelines results to poor implementation. The study show that 84 percent agreed that education policy with its accompany laws influenced performance in PSLE. This meant that in zone with good implementer of the education policy contribute to high performance likewise in zones with poor implementer encouraged to poor performance in PSLE.

This study was highly supported by margaret (1996) stressed that The Systemic Reform study was done in three stapes. In the first year of the study,we passed through the emerging literature on systemic reform, and commissioned four papers that,explained issues related to the arangement and professional enhancement of teachers and others in support of systemic reform, paying certain attention to the policy linkages between curriculum reform and teacher learning. These papers became the focus of a two-day national conference targeted to education policy makers and implimenters, and were used to refine the overall design of the second and third stages of the study. In the second steps,project staff conducted big case studies of twelve reforming schools located in six reforming school districts in three areas that were undertaking systemic reform.

Michigan, and Vermont. The third step of the study entailed the preparation of state-level case studies and cross-site demonstrated that examined the scope, substance and coherence of state reform policies; teacher, school and school district reform activities in the context of these state policies; and the ability of all levels of the system to help education reform. The first of these findings is that if monies going for professional enhancement are to be effective in Developing teacher learning, the

programs and activities they support should be well arranged and implemented. That is a direct, common sensical conclusion, but given the preponderance of the “training model” of staff development and of generally ineffective programs, it was a conclusion that bears repeating and more explication. Through this and other research, a set of design principles begins to arise. In this study teachers claimed about professional development that was not well planned, irrelevant to their instructional goals or their needs, unchallenging, or lacking in follow-up. Other activities were seen as a waste of time. Yet most respondents also had so high experiences: The inservices and replacement units, the Bay Area Writer’s Project and many subsequent programs, turned my whole way of teaching around.... Now I have a whole different view of what writing is about. It’s a process. You don’t need to grade every piece of writing. You have to discuss, learn from others, use writing response groups... Analysis of both the criticisms and the commendations suggest a model of effective professional enhancement from the perspective of teachers. teachers investigated here. Although the format of these programs contrasted depending on the grade level and discipline, various design principles run through the variations. These characteristics exist with the emerging type of professional development in current literature (e.g., see Little, 1993, and McLaughlin and Oberman, forthcoming 1995) outlined these characteristics below, along with representative comments from teachers. 132 According to the respondents, effective professional development included the following features.

Maria Teresa Tatto (2012) noted that the results presented in this chapter provide no evidence of cause and effect, and we do not claim that encouraging any particular

belief will lead to increases in future teachers' skills of mathematics content and pedagogy. But we do note the associations that exist between knowledge and beliefs, and regard these worthy of consideration by those who enhance the curriculum for teacher preparation in every country. Agencies and authorities with responsibility for the structure, content, and arrangement of teacher preparation in associating countries can wish to consider whether they are satisfied with the pattern of beliefs revealed in this report, or if it is a pattern that they would seek to change. Important change is not to occur unless teacher-preparation programs explicitly address beliefs about mathematics and mathematics learning. Countries vary greatly, however, in the extent to which the content of teacher-preparation programs is subject to central control. Also where a central authority has accountability for teacher preparation, introducing new content to the curriculum provides no assurance of attitudinal change.

Note that, almost without exception, the pattern of beliefs held by the future teachers in every country matched the pattern of beliefs held by the teacher educators. This finding suggests that change, if it is to occur, will not come easily, and that substantial variation in the beliefs held by future teachers is unlikely unless it is preceded by change in the beliefs held by the teacher educators. To simply alter the teacher-preparation curriculum is unlikely to be sufficient. Marked change in the beliefs of graduating teachers, if it is to occur, would probably require a significant investment in professional development for practicing teachers as well as for teacher educators.

Tegeler p.(2011) supported that the reader our final thinking on intergrating transportation, housing and education by drawing on our study entitled opportunity-Rich schools and sustainable communities; seven stages aligning high quality education with reformation in town and metropolitan planning and development.

Housing and transportation planning more effective at regional and local levels,families do housing choice depend on perception of school quality and long term education opportunities for their pupils, planners and policy makers want to understand about educational landscape. They may support the coming neighborborhood whole Regions and cities.Families having school –aged children find communities that provide quality schools and acess to high quality educational chances. At the end housing unit mix ,school enrollment,and school financial supporting are related. In other countries such as califonia schools are financed depending on enrollment,therefore, to nearby housing may positively or negatively affect the fund school rceive.As like, policy makers and planners have to understand demographics and local educational policies, responsible for regions inventory of educational and workforce assets, throughly evaluate physical infrastructire.

4.5.2.3 School Committee Participation

School management committee is the higher body of the school decision. To involve the school committee in school issues about the general development of schools in all areas such as in academic field is very important. If the school committee not considered to participate in several areas of school day to day activities actually school management will reach no where. The study show that 85 percent agreed that

participation of school committee in curriculum issues at school improved performance in PSLE. The findings of Menno et al (2012) done in indonesia argued that We present results from a field experiment aimed at strengthening school committees in Indonesia public schools.

School committees in treatment schools get a financial support with a combination of three interventions: training, democracy in election of school committee members, or a linkage to the village council through facilitated meetings. We observe that measures that reinforce available school committees, grant and training, show limited effects; while measures that foster ties between school committees and other parties, linkage and election, lead to greater engagement by education stakeholders and in turn to learning.

Menno Pradh et al (2013) Education ministries worldwide have promoted community engagement through school committees. The study depict results from a large field experiment testing alternative approaches to strengthen school committees in public schools in Indonesia. Two novel treatments look on institutional reforms. Some schools were randomly tasked to make elections of school committee members.

Another treatment facilitated joint-planning meetings between the school committee and the village council. Two more common treatments, grants and training, provided resources to present school committees. We see that institutional reforms, in particular linkage and elections combined with linkage, are most cost-effective at improving learning.

Masue O.S (2011) argued that empowerment” of school committees and parents he emphasized Empowerment as the ability to make decisions, he divided the concept into three parts. The first part is the availability of opportunity. The second part is the individual – are they make use of these opportunities? The third and highest part is the result of using the opportunity.

In this project, also he sought to find out some aspects to describe differences in empowerment of school parents and committee members. He examined people’s access to information to ascertain how much parents and committee members were informed on the ‘how’ participating in school decision making. The question on how much they were told about things of strategic like the curriculum and the national education policy and operational issues such as procurement, construction and repair, school expenditure and roles. He also questioned on what they know about school’s budget and economy, academic performance of the school and of their own children. He also asked the respondents questions about their self-confidence and of course, about general things such as education level and their background.

4.5.2.4 Parental Marital Status

Unitary family of husband and wife have high possibility to encourage the child to do better in PSLE than a family with non unitary marriage or of a single parent. Children living with their parents in a unitary marriage are facilitated with fully school equipments and are more emphasized to study hard to pass their examination. The current findings show that 81 percent agreed that parental marital status influenced performance in PSLE. The parents living in marriage encourage with

several problems caused their child performance to be poor than those living in a stable marriage status. This study had proved by the study done at Texas (1971). by..Department of sociology texas A and M, university,college station argued that parental divorce has negative effect on childrens education attainment.

Newcomer s. and Udr J,R (1987). Information from a study group of white virgin adolescents first interviewed in junior high school confirm previous findings by others that parental marital status and its changes are related to initiation of coitus by young adolescents. Compared to the experience of adolescents in stable households with two natural parents, the state of being in a mother-only household predicts a higher probability of subsequent transition to coitus for girls. Only the disruption of the two-parent household between interviews predicts transition to coitus for boys. Parental marital status has the same effects on other age-graded delinquencies that it has on initiation of coitus. This finding supports conceptualizing marital status effects on adolescent coitus as parental loss of control over the whole class of age-graded delinquencies rather than a specific sexual effect.

Pappa V.S* eta l (2013). Noted that the purpose of the study was to examine the relationship between parents' marital status and different dimensions of psychological status of adolescents . The finding showed that adolescents from divorced families had poorer academic performance and more internalizing and externalizing problems than those coming from non divorced one. Moreover, it was observed that a positive parent-child relationship was associated with the adolescents' mental health. The parents' relationship after divorce was also

associated with the subjects' mental health and more specifically with internalizing and externalizing problems.

Moore.K.A.suggested that various studies have found links between the quality of the parents' relationship and positive outcomes for children and families.¹ Yet very little research has examined whether this association holds across various population subgroups, especially among disadvantaged groups.² Is the quality of the parents' relationship really associated with outcomes for children of low-income couples? For ethnic minority couples? For unmarried couples?

To address this issue, Child Trends analyzed data from the 2007 National Survey of Children's Health. Analyses focus on more than 64,000 respondents³ whose children were between the ages of six and 17.

Results indicate that the parents' relationship quality is very consistently and positively associated with a range of child and family outcomes, including: child behavior problems (externalizing), child social competence, child school engagement, child internalizing (depression), parent-child communication, and parental feelings of aggravation. This association holds across varied subgroups, including: white, black and Hispanic couples; married and cohabiting couples; lower and higher income families; boys and girls, teens and younger children, immigrants and non-immigrants; and parents with post-secondary education, a high school education, and less than a high school education. In addition, the association holds in all but one comparison when social and economic differences are taken into account..

4.5.2.5 Parental Participation at School

Participating parents in school decision enhance to develop children at school in academic field. Most contribution comes from parents direct or indirect to schools. This made the school programme to run as planned by the school. This findings show that 77 percent agreed that to make parents participation at school help to promote positive development of school in general. School which have tendency of participating parents in its programme do successfully well.

One parent said that,

“.....when parents are involved the performance in PSLE is increas

The study of Center for Public Education revealed that an initiative of the National School Boards Association (2011) Parents of all income levels and ethnicities want to be involved in their child's learning, even if they aren't often visible at bake sales or PTA meetings. However, schools and parents often have a different understanding of what that involvement should look like. Creating a partnership between schools and parents can have a significant impact on student achievement.

One of the best ways to structure that partnership is through involving parents in their children's homework. While all forms of parent involvement play significant roles in the health of the school and the community, home learning activities are perhaps the wisest investment of school dollars and effort to produce long-lasting academic gains. While such involvement is fairly straightforward in elementary school, it's also possible later on. At the middle and high school level, school activities that promote the parent's role in maintaining high expectations for their children benefit.

Finally, targeted parent involvement to solve a particular problem — such as poor attendance or behavior — can also be beneficial. And parent involvement should be a support, not a substitute, for the true work of schools: good teaching and learning. But the research is clear: parents want to be involved, and parent involvement can make a difference in student learning. Structuring the partnership between schools and parents is one of the best things school boards can do.

By department for children schools and families (2008) Parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.¹

The quality and content of fathers' involvement matter more for children's outcomes than the quantity of time fathers spend with their children.²

Family learning can also provide a range of benefits for parents and children including improvements in reading, writing and numeracy as well as greater parental confidence in helping their child at home.³

The attitudes and aspirations of parents and of children themselves predict later educational achievement. International evidence suggests that parents with high aspirations are also more involved in their children's education. ⁴

In 2007, around half of parents surveyed said that they felt very involved in their child's school life. Two thirds of parents said that they would like to get more involved in their child's school life (with work commitments being a commonly cited barrier to greater involvement). ⁵

Levels of parental involvement vary among parents, for example, mothers, parents of young children, Black/Black British parents, parents of children with a statement of Special Educational Needs are all more likely than average to be very involved in their child's education.

By child dev (2011) Data from the NICHD Study of Early Childcare and Youth Development ($N= 1364$) were used to investigate children's trajectories of academic and social development across first, third and fifth grade. Hierarchical linear modeling was used to examine within- and between-child associations among maternal- and teacher-reports of parent involvement and children's standardized achievement scores, social skills, and problem behaviors. Findings suggest that within-child improvements in parent involvement predict declines in problem behaviors and improvements in social skills but do not predict changes in achievement. Between-child analyses demonstrated that children with highly involved parents had enhanced social functioning and fewer behavior problems. Similar patterns of findings emerged for teacher- and parent-reports of parent involvement. Implications for policy and practice are discussed.

4.5.2.6 School Team Working

Cooperation working at school specifically school committee and schools enforces school to have positive relationship with parents and pupils at all. This promote unit at school between school staffs, pupils and society in general. The study show that 82 percent of the interviewee agreed that cooperation at school influenced performance in PSLE. This meant that high cooperation schools promoted better performance and

those schools with low cooperation with school committee had poor performance in PSLE. One head teacher commented that,

“....without school committee cooperation headteacher can not do anything for school development”

Another parents noted that,

“....if school committee cooperated with headteacher and other teachers, parents are easily to contribute any contributions”

This findings related with the findings of Barbara et al (2007). Argued that teamwork survey was conducted at Oakland University, Rochester, MI, in 533 engineering and computer science courses over a two-year period. Of the 6435 student respondents, 4349 (68%) reported working in teams. Relative to the students who only worked individually, the students who worked in teams were significantly more likely to agree that the course had achieved its stated learning objectives ($p < 0.001$). Regression analysis showed that roughly one-quarter of the variance in belief about whether the objectives were met could be explained by four factors: 1) student satisfaction with the team experience; 2) the presence of instructor guidance related to teamwork; 3) the presence of slackers on teams; and 4) team size. Pearson product-moment correlations revealed statistically significant associations between agreement that the course objectives had been fulfilled and the use of student teams and between satisfaction with teams and the occurrence of instructor guidance on teamwork skills. These and other results suggest that assigning work to student teams can lead to learning benefits and student satisfaction, provided that the instructor pays attention to how the teams and the assignments are set. Kenedy F.A (2008). Conceal their weaknesses and mistakes from one another. Hesitate to task for

help or provide constructive feedback. Hesitate to offer help outside their own areas of responsibility. Jump to conclusions about the intents and aptitudes of others without attempting to clarify them. Fail to recognize and tap into one another's skills and experiences. Waste time managing their behaviors for effect. Hold grudges. Dread meetings and find reasons to avoid spending time together. Admit weaknesses and mistakes. Ask for help.

Accept questions and input about their areas of responsibility. Give one another the benefit of the doubt before arriving at a negative conclusion. Take risks in offering feedback and assistance. Appreciate and tap into one another's skills and experiences. Focus time and energy on important issues, not politics. Offer and accept apologies without hesitation. Look forward to meetings and other opportunities to work as a group.

By Mastering Soft Skills for Workplace Success. The importance of teamwork is undeniable. Ask the group to come up with a list of the benefits of teamwork and to illustrate or give examples of each. If the group has trouble coming up with a list, use the following as conversation starters:

- **Support** - Teamwork leads to camaraderie between team members. This will not only lead to better social relationships, but can also act as a support when things go wrong.
- **Varied skills** – Different team members bring with them different skills.
- **Distribution of work** - Distributing work not only reduces each individual's burden, but also increases responsibility and ensures better commitment to

completing the task individually and as a whole.

- **Creativity** - Different people have different skills and possess different perspectives. Therefore any activity that involves teamwork benefits from the various creative thoughts and inspirations of different people.
- **Accomplish faster** – People working together will tend to complete a project faster than if one person was working alone.

4.5.3 Physical Related Factors

4.5.3.1 Presence of Teacher Houses

Availability of good and conducive teacher residence near the school compound has been observed to rise the academic performance in PSLE as teachers stay comfortable prepare good examination, test, notes, and lesson plan. Also leaving near the school help pupils to be comfortable in learning. The findings depict that 82 percent agreed that presence of teacher houses near school influenced performance in PSLE.

4.5.3.2 Teaching and Learning Materials

The availability of appropriate teaching and learning materials in school help teachers during the teaching and learning process. Pupil able to understand the lesson easily. It also are as memory retainner for that pupils can manage to remember what has taught in the period session. The current study show that 85 percent of the participants agreed that availability of teaching and learning materials influenced performance in PSLE.

The study supported by Entwistle et al (2002). Noted that paper introduces work on a major ongoing research project being carried out collaboratively between Edinburgh, Durham and Coventry Universities in Britain. The main concepts and conceptual frameworks being used in the project are introduced, along with a brief summary of a literature review used to define the most salient aspects of teaching-learning environments in higher education. The remainder of the paper describes the development and initial analyses of two questionnaires completed by students. The first of these – the *Learning and Studying Questionnaire* – given towards the beginning of a course unit, covers students' learning orientations and their reasons for studying that unit, and also contains an inventory assessing typical approaches to learning and studying. The second questionnaire, the *Experiences of Teaching and Learning Questionnaire*, completed towards the end of the unit, contains a short version of the inventory but focused specifically on the unit being studied. The main section of this questionnaire concerns students' perceptions of the teaching-learning environment. It also asks about the demands made by the unit, and what students believe they have learned from it. Finally, students are asked to rate their academic progress; assessment grades are being subsequently collected from the institutions involved. Analyses of the initial data sets obtained have identified the main factors within the items concerned with students' perceptions of teaching-learning environments and indicate the relationships that exist between these and their reported approaches to studying.

The study by Becker H.J. (1986; 2000). has argued that computers are largely incompatible with the requirements of teaching, and that, for the most part, teachers

will continue to reject their use as instruments of student work during class. Using data from a nationally representative survey of 4th through 12th grade teachers, this paper demonstrates that although Cuban correctly characterizes frequent use of computers in academic subject classes as a teaching practice of a small and distinct minority, certain conditions make a big difference in the likelihood of a teacher having her students use computers frequently during class time. In particular, academic subject-matter teachers who have at least five computers present in their classroom, who have at least average levels of technical expertise in their use, and who are in the top quartile on a reliable and extensive measure of constructivist teaching philosophy are very likely to have students make regular use of computers during class. More than 3/4 of such teachers have students use word processing programs regularly during class and a majority are regular users of at least one other type of software besides skill-based games.

In addition, other factors-such as an orientation towards depth rather than breadth in their teaching(perhaps caused by limited pressures to cover large amounts of content) and block scheduling structures that provide for long class periods-are also associated with greater use of computers by students during class. Finally, the paper provides evidence that certain approaches to using computers result in students taking greater initiative in using computers outside of class time-approaches consistent with a constructivist teaching philosophy, rather than a standards- based, accountability-oriented approach to teaching. Thus, despite their clear minority status as a primary resource in academic subject classroom teaching, computers are playing a major role in at least one major direction of current instructional reform efforts.

The study by McKeachie, Wilbert J. Et al (1987). argued that review of the research literature on teaching and learning in the college classroom is presented. An introduction notes the role of research in identifying new goals for higher education and offers a conceptual framework based on a student mediation model and a focus on the process-product relationships between faculty teacher behavior and student outcomes. Individual sections then review the research in terms of: (1) student entry characteristics (intelligence, motivation and personality, and cognitive styles); (2) student cognition (knowledge structure, learning strategies, and thinking and problem solving); (3) student motivation (description of the expectancy path, description of the task-value path, antecedents of motivational constructs, interventions for motivation, and assessment); (4) instructional method (peer learning and teaching, the case method, lecture, class size, independent study, research on learning from reading, programmed instruction and Keller's Personalized System of Instruction, testing, and teaching methods); (5) academic tasks and activities; (6) attribute-treatment interactions; and (7) what effective teachers do.

4.5.3.3 Distance From Home to School

Long distance make pupils to be tired during the way before class session. This affect their emotional learning in classrooms as well teachers who walking a long distance lack time to prepare lessons properly. Teachers living a way from school catchment area lack morale of work because they reach at school while they have tired to handle pupils in classroom. Statistics show that 84 percent agreed that distance from home to school for both pupils and teachers affect performance in PSLE. That meant many teachers and pupils used to walk a long distance are actually affected psychologically

hence contributed to an effective teaching and learning process because both teachers and pupils had tired. .

The study by Noreen C. McDonald declining rates of active transportation among school travelers represents a worrisome loss of physical activity. Policy makers should continue to support programs designed to encourage children to walk to school such as Safe Routes to School and the Centers for Disease Control and Prevention's KidsWalk. In addition, officials need to design policies that encourage schools to be placed within neighborhoods to ensure that the distance to school is not beyond an acceptable walking distance.

The study by Bashaiza J. (2016).noted that a recent study conducted by Germany-based Education International showed that long journeys to school have a negative impact on students' health and on their education achievement levels.

“Up until now, neither education authorities nor national governments have considered the impact of long travel hours, to and from schools, on students' health and learning abilities. Sitting in a car or a bus for up to three hours per day is not rare, and tires a child's body more than an adult's,” the study said.

Echoing similar sentiments, Charles Mutazihana, the head teacher of Kigali Parents School, says that long distances cause fatigue as the day commences which kills a learner's concentration.

“The lengthy footing of kids to school disorganises their concentration in class. Some of them arrive at school sweaty, stressed and exhausted both physically and psychologically, which compromises their performance,” he says.

Mutazihana adds that the fact that students are exposed to many things on their way to school affects their studies.

“Minor things can distract children on their way to school. For instance, some will move along with their balls playing, while others can even fail to get to school in time due to unfriendly weather such as heavy rainfall,” he says.

Seth Ndahoyo, a teacher at Nyabitse Primary School in Musanze District, explains that students who travel long distances are more likely to get to school late and miss an entire lesson or the introductory part of it which affects their overall learning in the long run.

“For the case of day scholars, absenteeism can become a syndrome due to the long distance. Thoughts about how distant it is to get to school keep running in children’s mind whenever they wake up. This, coupled with the pile of home work assignments demoralises them,” Ndahoyo adds.

For Sheila Kawira of Mother Mary Complex Kigali, other consequential factors also challenge young people physically and psychologically as they move to school. “The schoolbag must be carried longer, long distances also mean getting up earlier, doing

homework later – as well as reducing the free time which is crucial for a balanced life.

“Students can suffer from exhaustion and headaches. Children are more prone to stress and exhaustion – that’s why risk factors such as long distances to school must be minimised,” she says.

By Katharine Hall, Arianne De Lannoy, & Shirley Pendlebury (2016) Access to schools and other educational facilities is a necessary condition for achieving the right to education. A school's location and distance from home can pose a barrier to education. Access to schools is also hampered by poor roads, transport that is unavailable or unaffordable, and danger along the way. Risks may be different for young children, for girls and boys, and are likely to be greater when children travel alone.

For children who do not have schools near to their homes, the cost, risk and effort of getting to school can influence decisions about regular attendance, as well as participation in extramural activities and after-school events. Those who travel long distances to reach school may wake very early and risk arriving late or physically exhausted, which may affect their ability to learn. Walking long distances to school may also lead to learners being excluded from class or make it difficult to attend school regularly.

Close to three-quarters (71%) of South Africa's learners walk to school, while 8% use public transport. Only 2% report using school buses or transport provided by

the government. The vast majority (83%) of White children are driven to school in private cars, compared with only 12% of African children.¹ These figures illustrate pronounced disparity in child mobility and means of access to school.

Assuming that schools primarily serve the children living in communities around them, the ideal indicator to measure physical access to school would be the distance from the child's household to the nearest school. This analysis is no longer possible due to question changes in the *General Household Survey*. Instead, the indicator shows the number and proportion of children who travel far (more than 30 minutes) to reach the actual school that they attend, even if it is not the closest school. School-age children not attending school are therefore excluded from the analysis.

Overall, the vast majority (84%) of the 10.9 million children who attend school travel less than 30 minutes to reach school and most learners (85%) attend their nearest school. Children of secondary age are more likely than primary school learners to travel far to reach school. In mid-2014 there were over seven million children of primary school age (7 – 13 years) in South Africa. Over 900,000 of these children (13%) travel more than 30 minutes to and from school every day. In KwaZulu-Natal this proportion is significantly higher than the national average, at 21%. Of the 4.1 million children of secondary school age (14 – 17 years), 19% travel more than 30 minutes to reach school. The majority of these children come from poor households: 22% of secondary school age children in the poorest 20% of households travel far to school, compared to 11% of children in the richest 20% of households.

Physical access to school remains a problem for many children in South Africa, particularly those living in more remote areas where public transport to schools is lacking or inadequate and where households are unable to afford private transport for children to get to school.² A number of rural schools have closed since 2002, making the situation more difficult for children in these areas. Nationally, the number of public schools has dropped by 9% (2,429 schools) between 2002 and 2014, with the largest decreases in the Free State, North West and Limpopo. Over the same period, the number of independent schools in the country has risen by 523 (45%).³ In the Eastern Cape province, the number of public schools decreased by 10% between 2002 and 2014, while the number of independent schools more than quadrupled over the same period.

4.5.3.4 Learning Environment

A conducive learning environment encourage teaching and learning process. Pupils accommodated with appropriate learning environment are self motivated where as school environment provides much requirement to them. The study show that 84 percent agreed that conducive learning environment in primary schools influenced performance in PSLE. Schools with non conducive learning environment contributed hardship for the pupils to learn.

This study related to the findings by learning environment can refer to an educational approach, cultural context, or physical setting in which teaching and learning occurs. The term is commonly used as a more definitive alternative to "classroom", but it typically refers to the context of educational philosophy or knowledge experienced

by the student and may also encompass a variety of learning cultures—its presiding ethos and characteristics, how individuals interact, governing structures, and philosophy. In a societal sense, learning environment may refer to the culture of the population it serves and of their location. Learning environments are highly diverse in use, learning styles, organization, and educational institution.

The study by Osborne M. (2013). Expressing that many of the modern learning environments being built today promote and support a range of pedagogies including delivering, applying, creating, communicating and decision-making. They are often centred around a student ‘home base’ where a lot of the teaching and learning occurs, and these bases provide access to a variety of other learning spaces. Modern learning environments support strengths-based teaching and can offer students and teachers flexibility, openness and access to resources. Providing teachers with an open, flexible learning environment where inquiries are shared, interventions devised collaboratively and reflections based on both self and peer observations, can lead to the development of a robust, continuously improving community of practice.

The study by Hall, (1982). Noted that the teaching-learning process is an inherently social act, and as instructors we need to be mindful of the quality of the social and emotional dynamics in our course, because they impact learning and performance. In fact, a well-established body of research has documented the effects of a “chilly classroom climate” on some students or groups of students, in particular women and other minorities (Hall, 1982).

The study by Westphal F. (2009). Argued that the chapter has reviewed current patterns of participation in professional development activities by lower secondary education teachers. It has examined the extent to which teachers' demand for professional development is being met and how this varies according to the various types of support teachers have received and what they have perceived as hindrances to engaging in more than they did. Finally, it has analysed the types of activities that teachers reported as having had the greatest impact on their development as teachers. The chapter set out to answer three questions about the amount of teachers' of professional development, the extent to which it meets their needs, and how it could be improved. This now provides the framework for a reiteration of key results and a discussion of what can be learned. Some of these issues will be examined in greater depth in the separate thematic report on teachers' professional development.

4.5.3.5 Over Crowded Classroom

A classroom with many pupils than expected number causes the teacher to adequately handling the pupils. This encouraged to the poor teaching and below standard of work to pupils. It is difficult for teacher to move in classroom to guide pupils for the work they do. A classroom with standard number of pupils provide health of learning hence teacher able to handle well the pupils than promote learning and teaching process to successfully.

The study of this current findings show that 73 percent agreed that big number in a single classroom affect the performance in PSLE. This meant that classrooms with

big number pupils lack reasonable space in sitting in their desk hence having poor hand writing.

One of the interviewee, headteacher said that,

“.....pupils exercise marking for a class with big number pupils causes the teacher to lose attention so that the teacher might not consider each pupil work”

Also ward education coordinators said that,

“Big number of pupils in a single classroom causes high noise during the teaching result to low interaction hence poor teaching and learning process”

Education assurer said that,

“many pupils in a single classroom led the teacher to provide them below standard ratio of work”

The study by Shah.J (2012). Suggested that purpose of the study was to investigate the impact of overcrowded class rooms on the academic performance of the students at secondary level. How can the efficiency of the teachers and their morale can be affected in overcrowded classrooms? How student can physiologically, sociologically and psychologically deprived in heavy classes? And what is the relation between students and teachers in overcrowded classroom? These were such questions that motivated the researcher to carry out a thorough investigation into the problems. The study was descriptive in nature. Thus the collected data was arranged, tabulated and presented in percentages. For this purpose statistical methods were used to draw conclusions. Basically five aspects namely, loss of teachers efficiency, physical conditions of classrooms, students physiological, sociological and

psychological problems were evaluated through the help of questionnaires, interviews and from the analysis of past result of grade 10th. This study revealed how and to what extent over crowded classrooms can effect students' academic achievement and how teachers can actively utilize and manipulate the physical classroom-learning environment as part of their instructional design. Overcrowding can have a direct impact on learning. Teachers like to teach small classes (in size) because they are easier to handle. This study will be very fruitful in the best interest of the students, teachers, administrators and government to think over the problem and do something positive for the improvement of the education in Pakistan. At the end of the research conclusion was drawn for the improvement of overcrowded classrooms.

The study by Alyssa (2016). Commented that Overpopulation in schools has been shown to have an adverse effect on student learning in a number of ways. Typically, overpopulated schools are in inner city or urban neighborhoods where funding to expand facilities is limited. A school is defined as overpopulated when it operates with an enrollment rate exceeding capacity. How schools deal with this problem affects student learning since overpopulation can hinder student learning, reducing the quality of instructional planning and lowering morale among students and teachers. Student concentration is adversely affected when classrooms are overcapacity and resources are limited. Overpopulated schools generally have to use non-classroom facilities as classrooms, such as the lunchroom or media center. The problem is that these rooms are not always equipped with whiteboards, desks or other classroom resources necessary for student learning. Distractions are also

common in overcrowded schools with more students per class and classrooms in closer proximity.

The study by Khou (2016). Suggested that the number of overcrowded classrooms has been sharply reduced according to the Houston Independent School District, but it is still an issue for many students.

HISD said they did boundary adjustments at 10 elementary schools. Mark White Elementary School was recently opened on the district's west side to help relieve crowding for kindergarten through the fourth grade. For the 2014-2015 academic year, there were nearly 1500 classrooms that had too many students. The start of the 2016 school year saw that number reduced to a little over 750.

This number indicates it is still a problem, and it means the district is breaking state education rules. HISD says it asked the Texas Education Agency to grant waivers for those overcrowded elementary classrooms this school year.

If those waivers aren't granted, the district could face sanctions.

4.5.3.6 Poor Learning Condition

Poor learning condition reflect poor performance in PSLE. A class with well organized learning condition such as standard one pupils accommodate their creativity in learning that class with no pupils learning options explore. The finding of this study show that 66 percent agreed that poor learning condition influenced poor performance in PSLE.

Ward education coordinator said that,

“lack of desks, play grounds led pupils to lose learning motivation”

This was supported by education officer who said that,

“lack necessary teachers houses causes low motivation for teacher to work properly”

The study by Batra P. (2015). Noted that Poverty and educational research rarely view school experiences and the identities of children as tied in to socio-economic conditions and associated social milieu as worthy of attention, as both view poverty as a mere barrier to educational access. This paper argues that simplistic connections between educational provisioning and poverty miss the more important unheeded idea embedded in the construct of ‘capability deprivation’ – that of foregrounding the criticality of the educational process. Empirical accounts reveal the dominant school ethos to be one where children of the poor are perceived with stigmatised identities and treated as non-epistemic entities. Hence, children of the poor are excluded from learning not because of the absence of conditions necessary for enabling participation and learning but because of the presence of conditions of capability deprivation that are found to characterise the everyday classroom.

It is argued that a collusion between the manner in which quality of education and its relationship with poverty is conceptualised and positioned in the era of market-based reforms, sets the conditions for the production of capability deprivation.

The study by Stephan (2015).argued that knowledge encumbers us with two responsibilities. First, our own teaching should be informed by psychological

knowledge related to student learning. Unfortunately, teachers of psychology often fail to use psychological concepts to improve their teaching (Chew, 2005, 2007). Second, we should share what we know about learning with students to improve their performance. What students believe about learning has a powerful influence on their success in college.

Study by Peter (1994).noted that because of these big problems associated with the sudden increase of student population due to UPE, there are some problems which have not even been given sufficient attention since the economy did not grow that fast to cope with the situation. For example, schools need special rooms or facilities for teaching science, geography, models for teaching maths, audio visual aids for teaching children in order to form concepts properly, games kits for physical development of the childrens' bodies, etc. In the absence of many facilities and presence of such huge problems, it is clear that the education that can possibly be given is of a very inferior kind. These scarcities and shortages, coupled with teachers who have very low education (Std. VII leavers), and who are illmotivated- because of the difficult teaching conditions, means that it will take a long time before the country is able to offer a high quality education.

It is evident that the quality of the buildings, the teaching and learning materials, the working conditions of the teachers, and even the environment of learning do not portray a picture that good quality education can be provided in the majority of the Tanzanian primary schools. And yet primary education is what Tanzania claims to afford to all its citizens, which is the foundation of it.

4.5.3.7 The Quality of Education in Tanzanian Primary Schools

country's future supply of manpower to develop the country rests. The challenge remains whether, under such conditions, Tanzania is providing the opportunity for the brainpower of its young generation to develop. Nations have become great because of the development of brainpower of its people. The question is, has Tanzania invested properly in the education of its people? Perhaps it is not numbers that matter but the quality of the education and the resources which are channelled into education to make it a quality education. The amount of money going into primary education is very low, and this is borne out by the observation on the quality of the primary schools and the great limitation on the teaching and learning materials. Tanzania is not rich, but it can set its priorities differently which can improve resource allocation to primary education. It is necessary to realize that good education is an investment whose returns will not be immediate, but will in the long run pay very handsomely. Tanzania has therefore to fund primary schools education much better if primary education is to remain the best education it can afford to offer to the majority of its citizens.

4.5.3.8 School Locations

Location of schools outside the normal residence of pupils who are the main concerns promote absentees at school attendance. This influence children to left schools that causes to have big number of non elite people in the society. The study show that 93 percent agreed that school location outside the society residence influenced dropdown of pupils from continuing their studies at schools. This meant

that by so doing the problem of pupils who do not know the skills of wrting, counting and reading will not endover.

One assurer said that

“pupils learning in a school located oustide the residence influence poor learning as many pupils lack lunch”

This supported by one parent said that,

“our child fails to do home work and complemeting their assignments because they came back while they are tired”

Study by Reid (2015). Argued on how to find the relationship between mode of travel to school and the all different factors that might influence the mode of choice. He stated that Students who walk shorter distance or bike times to school proved significantly more likely to walk or bike. If confirmed through subsequent research, this finding argues for neighborhood schools serving nearby residential areas. Students traveling through areas with sidewalks on main roads were also more likely to walk. If confirmed, this finding argues for "safe routes to school" sidewalk improvements. As noteworthy as the significant factors are those that did not prove significant. School enrollment was not significant after controlling for travel time between home and school. Larger schools may draw students from larger areas and thereby indirectly affect mode choices. But school size does not appear to have a direct effect on mode choices. Land use variables such as density and mix also were not significant. The travel behavior literature emphasizes the importance of such variables in travel decision making. Apparently, school trips are different. They tend to be unlinked to other activities, and thus reduce the need for proximity to other land uses. They are mandatory; thus the walking environment may be less important than

it is with discretionary travel. And school trips involve children, who may be less sensitive to walking conditions than their adult counterparts.

Noreen (2008). Noted that 75% decline in the proportion of children walking to school in the past 30 years have focused attention on school travel. The study used information from the US Department of Transportation's 2001 National Household Travel Survey to analyze the factors affecting mode choice for elementary and middle school children. The analysis shows that walk travel time is the most policy-relevant factor affecting the decision to walk to school with an estimated direct elasticity of -0.75 . If policymakers want to increase walking rates, these findings suggest that current policies, such as Safe Routes to School, which do not affect the spatial distribution of schools and residences will not be enough to change travel behavior. The final part of the study uses the mode choice model to test how a land use strategy—community schools—might affect walking to school. The results show that community schools have the potential to increase walking rates but would require large changes from current land use, school, and transportation planning practices.

The study by Owoenye J.S and Yara P.O (2011). Noted that location of schools as it relates to academic performance of students in Ekiti state of Nigeria between 1990 and 1997. The study population was results of the West African School Certificate Examinations (WASCE) done between 1990 and 1997 in 50 secondary schools in both rural and urban areas of the state. One validated instrument "Student Location Questionnaire (SLQ)" was used for data collection. One hypothesis was formulated

and answered. Data were analysed using mean and t – test. The results showed that there was a significant differences between students' academic achievement of rural and urban secondary schools in senior school certificate examinations. The study has confirmed that students in urban areas had better academic achievement than their rural areas. It is suggested that Government have to bridge the difference between the rural and urban locations by giving the rural people the social amenities which will develop better academic performance of pupils in their final examinations. The community should help the government by providing taxis and buses to facilitate travel of teachers and students to their schools. Better motivation should be given to rural area teachers to encourage them to remain in their working station..

CHAPTER SIX

6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter provides a short summary of major findings, conclusion and recommendation of the study.

6.2 Summary of the Major Findings

Most findings have been revealed that Tanzania primary schools pupils face several obstacles which have been affecting their academic performance in PSLE. The main purpose of this study was to determine factors influencing performance of pupils in primary schools leaving examination PSLE. These factors were categorized into three parts namely: school related factors which concentrated on qualification of teachers that good academic performance much depends on the well qualified teacher, non qualified one may lead to poor academic performance in PSLE.

Administration style of the school has influence on academic performance in examination, the study conducted by Rutter et al,(1979) and Wekesa (1993) claimed on how to improve student through administration style that the head teacher should improve management of the school for preparing good vision mission and relationship with students, help their success by providing leadership directions. Good school leadership has improved success students performance. However, when teachers participate pupils in classrooms such as encouraging reflection by pupils on their own learning and development of a language of learning it help to improve academic performance.

Physical related is another factor involved sub headings such as buildings, teaching and learning materials, size of the school and distance from school all of them have been influencing performance of pupils. Buildings such as classrooms , teacher houses ,laboratories, geography rooms are very important to be available at school compound so as to facilitate pupils learning.

Teaching and learning materials are important resources in academic performance of pupils in the process of imparting and acquiring knowledge. About the size of the school it is said that low socio economic status at school has directly effect to pupils achievement (Mc bee,2006). The distance from home to school for teachers and pupils observed to be variable that influencing pupils performance in PSLE. Walking long distance make both of them to be tired all the time of studies un able to learn and teach the intended subject.

Another factor was community related factors which divided into sub headings like parental involvement, community in general, policies, pregnancy, family education level, school committee, finances and parental marital status observed to variables that influencing academic performance of pupils in PSLE. Parents involvement in school issues it very important for the development of pupils academic performance of pupils, in general. Parents are able to contribute opinions, fund, food instructional material support to their children hence performance became good. High achievement has been associated with parental involvement in schools. For better performance of pupils the community must play part so as to rise students performance and school improvement.

Education policy is one among dependent variable in community related factor, because are guidelines and action plan that has been influencing performance of pupils. A good and well prepared policy provides both guidelines and action plan which lead to the development of education as well as pupils performance. On the other side of the coin if it is not well organized the pupils academic performance become very low. Pregnancy observed to be dependent available which can influence academic performance of primary pupil in PSLE. Most of girls end up with getting pregnancy at ealy age this has led to differences in performance in PSLE. In all girls schools and all gilr-boarding schools the girls had very high academic performance in PSLE compared to girls in co- education schools.

6.2.1 Education Level of the Family

The main purpose of the study was to find influence of level in education to parents on pupils' performance in primary leaving examination PSLE in Newala town council. Family education level could also be a variable that had been influencing performance of pupils in PSLE. It is said that educated parents have high possibility of sending their children to school with higher support of education instructional resources compared to non educated one. The findings showed that education level of parents had positive impact on the performance of primary pupils in Newala town council. The improvement in education level of parents led to development in academic performance of primary pupils.

The school committee members as higher authority of school have possibility of contributing development of the school by influencing capacity to rise and utilize

funds that can facilitate academic performance of primary pupils .Good management of school materials, buildings, equipments they can improve the performance of primary pupils in PSLE.It is said that finance has been influencing the performance of pupils in PSLE , say good salary motivate teachers to work more this encourage them to work hard in teaching pupils. Poor salary to teachers make them to find alternative way of getting economic support other areas such as tuition part time teaching to another school. This lead to wastage of resources hence cause poor academic performance .Sumra (2004) noted that high salary has supremacy to magnetize, maintain and motivate individual towards performance. Therefore increasing salary to teachers means improve academic performance of pupils in PSLE and poor salary to education workers lead to low performance respectively.

6.3 Conclusion

Following the findings the following conclusion made:

Basing to school related factors:

- i) Poor Teachers capacity in teaching contributed with little or no in-service training led to poor performance in PSLE
- ii) Lack of teachers' motivation in their working influenced to poor performance in PSLE.
- iii) Poor school administration influenced to poor performance in PSLE.

Basing to community related factors:

- iv) Poor involvement of school committee in school decision making influenced to poor performance in PLSE.

- v) Unclear education guides influenced poor performance in PSLE.
- vi) Marriage status among parents influenced performance in PSLE.

Basing physical related factors:

- vii) Inadequate of teaching and learning materials influenced poor performance in PSLE.
- viii) Long distance travelling from home to school for teacher and pupils influenced to poor performance in PSLE.
- ix) Lack or inadequate of houses near schools for teacher influenced to poor performance in PSLE.

6.4 Recommendations

The researcher recommends the followings:

- x) Teachers should be re-trained to meet the current professional requirements
- xi) Motivation should be made a first priority to teachers
- xii) School head teacher should be given leadership training.
- xiii) School committee should be involved in decision making
- xiv) Education guides should be well understandable to implementers.
- xv) Government should review marriage law to reduce quensequences of poor academic performance of pupils.
- xvi) Schools should be given with full teaching and learning materials
- xvii) Schools should be located where children are found.
- xviii) Teacher houses should be built near schools

6.4.1 Recommendations for Further Studies

As the current study focus on the factors influencing performance of pupils in primary school leaving examination PSLE, further studies have to look on investigating problems of culture in development of primary education.

Instructional support and competent teachers is a very important variable accounting for perfect acquisition knowledge in primary schools.

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APPENDICES

APPENDIX I: SOURCE OF FUND AND BUDGET FOR PROPOSED RESEARCH

The budget will be supported by fund from the following source such as salary and my stationary ventures

EQUIPMENT	COST (Tshs)	AMOUNT (Tshs)
Transport	@27 x 13,000/=	351,000/=
Stationary	Typing and printing @ 1000 x 95 = 95,000 Binding @100 x 7 =7,000/= Re-writing and making correction research proposal @1000 x 95 x 7= 665,000	767,000/=
Accommodation	Refreshment during research proposal writing 30 @ 5000	150,000/=
Communication	Internets and phone costs	100,000/=
TOTAL COSTS		1017,351/=

APPENDIX II: TIME FRAME WORK FOR RESEARCH WORK

MONTH	WEEK	ACTIVITIES
January 2015	1-4	Receive and read guidelines of research proposal to construct a research title
February 2015	1-4	Reading reviews of related literature and writing research proposal Sending to DRC office for relevant correction
March 2015	1-4	Colleting research proposal from DRC office for correction and send it again
April 2015	1-4	Colleting research proposal from DRC office for correction and send it again
May 2015	1-4	Making last correction and send to DRC office for further directness
June 2015	1-4	Receiving inputs and making corrections then asking for permission letter for data collection
July 2015	1-4	Receiving research a data collection clearance letter and seek for the permission to respective area of data collection and standing colleting the specific particular information which the researcher intended to collect from selected sample
August 2015	1-4	
September, October, November and December 2015	1-4, 1-4 & 1-4	Collecting data from participants/respondents
Januray- February 2016	1-4 & 1-4	Interpreting collected data by using Microsoft excel spread sheet
March, April and May 2016	1-4, 1-4 & 1-4	Making analysis for the chapter four with chapter one, two and three to see its validity
June, July and August, 2016	1-4, 1-4 & 1-4	Sending to and receive comments from DRC for more correction in the research work
September and October 2016	1-4 & 1-4	Communicate with supervisor, receive comments and doing last touch read for partial submission one copy for the supervisor making final changes
November 2016	1-2	Submission four (4) copies of dissertation to the faculty of education for examination in loosely bound forms

	3-4	Seeking schedule for dissertation defending for completing my master studies
December 2016	1-2 3-4	Practices dissertation defending guidelines Defending dissertation
January 2017	1-2 3-4	Last submission of one copy to coordinator of post graduate studies for making quality of the documents and compliance to OUT regulations Submission of five (5) copies of full hard bound dissertation to secretary, research publications and postgraduate studies committee. Each copy be in black bounded.

APPENDIX III: FACULTY OF EDUCATION

Questionnaires for Classroom Teachers and Pupils

Please kindly answer these questions to the best of your knowledge.

I assure you that the information provided is for research purposes only. I want to take this opportunity to thank you for availing yourself and thereby contributing to this academic exercise.

Instructions

Put a tick (✓) where is appropriate

Teacher

☐

Pupil

☐

The responses means: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly

Disagree, NS=Not sure

Put a tick (✓) in one of the spaces provided for each preposition

1. School Related Factors

Prepositions		Responses				
		SA	A	D	SD	NS
i.	Lack of qualified teachers can influence performance in PSLE?					
ii.	Poor school management/administration can influence performance in PSLE?					
iii.	Lack of teacher motivation in teaching can influence performance in PSLE?					

2. Community Related Factors

Prepositions		Responses				
		SA	A	D	SD	NS
V	Involvement of parents in school decision making and other education activities can influence performance in PSLE?					
Vi	Do education policies influence performance in PSLE?					
vii	Involvement of school committee in school curriculum issues can influence performance in					

	PSLE?					
viii	Does parental marital status influence performance in PSLE?					

3. Physical Related Factors

Prepositions		Responses				
		SA	A	D	SD	NS
ix	Availability of adequate teacher's houses can influence performance in PSLE?					
x.	Availability teaching and learning materials influence performance in PSLE?					
xi.	Distance from home to school for both pupils and teachers school affect performance in PSLE?					
xii	Conducive learning environment in primary schools can influence performance in PSLE?					

Thank you for your cooperation

APPENDIX IV

Interviews guideline questions for head teachers, quality assurers, ward education coordinators, school Parents, Town education officers and REO

1. Do you think school leadership style can influence performance in PSLE?
2. Is lack of qualified teachers can influence performance in PSLE?
3. Lack of teacher motivation in teaching can influence performance in PSLE?
4. Do parents' involvement in school decision making influencing performance in PSLE?
5. Do you agree that school committee in cooperation with teachers can influence performance in PSLE?
6. Can you say something about lack of community motivation towards school activities influencing performance in PSLE?
7. Do you think overcrowded classrooms can influence performance in PSLE?
8. Can poor learning conditions in schools influence performance in PSLE?
9. Do you think long distance from home to school influence performance of pupils in PSLE?

Thank you for your cooperation

**UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT.**



DISTRICT - NEWALA
TELEPHONE . NO.023-2410308
Fax Na: 023-2410308

District Commissioner's Office,
P. O. BOX 01,
Newala.

REF. NO.117/338/II/79

31/08/2016

Town Director,
P. O. BOX 39,
NEWALA

RE: PERMISSION TO CONDUCT RESEARCH.

Reference is made to the above captioned heading.

The District Commissioner's Office has granted approval to **Mr. Chibon Simon** who is the bonafide student of Open University of Tanzania to conduct research on **'Factors Influencing Performance of Pupils in Primary Schools Leaving Examination (PSLE)'**.

The research will be conducted at Newala District from September to November 2016

Please assist him accordingly.

Roseline Kimaro
Roseline Kimaro,

**For: District Administrative Secretary,
NEWALA.**

**C.C. Dr. Jerome J. Chilumba,
SUPERVISOR,**

Mr. Chibon Simon
Open University of Tanzania

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
The District Commissioner,
P. O. Box 1,
NEWALA

23 rd August 2016

RE: A STUDENT CHIBONI SIMON

The above named is a post-graduate student pursuing his Masters Degree in Education at the Open University of Tanzania. I have assisted him to develop a research proposal on “ *FACTORS INFLUENCING PERFORMACE OF PUPILS IN PRIMARY SCHOOLS LEAVING EXAMINATION (PSLE)* ” I am pleased to declare that he is now ready for data collection.

Please provide the necessary assistance so as to allow him accomplish his academic endeavor.


Dr Jerome J. Chilumba,

SUPERVISOR