

**FACTORS INFLUENCING ACADEMIC PERFORMANCE OF STUDENTS
IN WARD SECONDARY SCHOOLS IN KONGWA DISTRICT, TANZANIA**

SINGANO, HAMZA SELEMAN

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES (MED APPS) OF
THE OPEN UNIVERSITY OF TANZANIA**

2017

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled: **“Factors Influencing Academic Performance of Students in Ward Secondary Schools in Kongwa District, Tanzania”** submitted by Singano, Hamza Seleman in partial fulfilment of the requirements for a the degree Masters of Education in Administration, Planning and Policy Studies (MED APPS).

.....

Dr. Sydney G. V. Mkuchu

(Supervisor)

.....

Date

COPYRIGHT

No part of this thesis/dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf.

DECLARATION

I, **Singano, Hamza Seleman** do hereby declare that this dissertation is my own work and that it has not been submitted and will not be presented to any other University.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my parents, my beloved father Mr Singano Hamza Suleiman and my lovely mother, the late Hyasinta Hyera Kajimajima (R.I.P), and to other members of my family who laid down the foundation of my education for their prayers and encouragement to pursue the Masters of Education Administration, Planning and Policy Studies.

ACKNOWLEDGMENT

I thank the Almighty God for giving me whatever I have and that i have managed to accomplish this task. Among the most difficult words to write, are those that express the depth of my gratitude to many dedicated people whose efforts have made this work possible. Since it is impossible to mention them all, it is inevitable to mention a few and I wholeheartedly thank them all.

First, I would like to express my heartfelt gratitude to my supervisor Dr. Sydney Mkuchu whose encouragement, patience, guidance and advice enabled this study to reach its present form. His suggestions, criticisms and discussions greatly directed this work.

Second, special thanks go to my parents and other family members for their love, moral and materials support during the study period. I wish to extend my gratitude to Kongwa district officials for giving me permission to conduct a research in the district. Special thanks should go to the heads of schools, teachers, parents/guardians, ward educational officers, district secondary education officer and students of Mnyakongo, Mtanana, Mumi and Sejeli secondary schools of Kongwa district for their valuable assistance during the data collection process.

Third, I am especially grateful to my fellow MED APPS 2014/2016 students for their support throughout the coursework and research. Special thanks should go to Lawrence, Muhsan, Mbwana, Mwanahawa, Mbega, Mariana and other individuals whom I have not mentioned. This does not imply that I have neglected them, but I actually remain indebted to them. May the Almighty God bless all of them all.

ABSTRACT

This study investigated factors influencing academic performance of students in ward secondary schools in Kongwa district. The study specifically examined school based factors; home based factors and lastly identified students' based factors influencing their academic performance. The study was guided by open system theory. A descriptive survey design was used in carrying out the study for data collection and analysis. The study used mixed research approach. Heads of schools, teachers, students, ward education officers, District Education Officer and parents were the respondents of the study. Both purposive and randomly sampling procedures were used in the selection of the respondents. Questionnaires, interviews and focus group discussion methods were used in data collecting process. Qualitative and quantitative data analysis methods were used for analysing the collected data. The findings revealed that the occupation and level of education of parents/guardians had an impact on students' academic performance. Distance to and from school, availability of teaching and learning materials, teachers working conditions, availability of laboratories and libraries and students' based factors had some effects on students' academic performance. It was recommended that there is need of building hostels in order to avoid students to walk long distances from home to school; the government also must ensure that teaching and learning resources are available. It is also recommended that other studies should be carried out in other areas in other secondary schools in varied context.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION	iv
DEDICATION	v
AKNOWLEDGMENT	vi
ABSTRACT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER ONE	1
THE BACKGROUND TO THE STUDY	1
1.1 Introduction	1
1.2 Background to the Study	1
1.3 Statement of the Problem	7
1.4 Objectives of the Study	8
1.4.1 General objective.....	8
1.4.2 Specific objectives.....	9
1.5 Research Questions	9
1.6 Significance of the Study.....	9
1.7 Limitation of the Study.....	10
1.8 Conceptual Framework	10
1.8.1 Predicator variables	11

1.8.2	The mediating variables	12
1.8.3	Outcome variables	12
1.9	Definitions of Key Terms	12
1.9.1	Performance.....	13
1.9.2	Academic performance.....	13
1.9.3	Ward secondary schools	13
1.9.4	Home based factors	13
1.10	Organization of the Dissertation.....	14
CHAPTER TWO		15
LITERATURE REVIEW		15
2.1	Introduction	15
2.2	Theoretical Literature	15
2.3	Empirical Studies.....	18
2.3.1	School based factors	18
2.3.2	Home based factors	21
2.4	Research Knowledge Gap	25
CHAPTER THREE		26
RESEARCH METHODOLOGY		26
3.1	Introduction	26
3.2	Research Design	26
3.3	Research Approach.....	26
3.4	Area of the Study.....	27
3.5	Target Population	28
3.6	Sample Size of the Study.....	29

3.7	Sampling Procedures	29
3.7.1	Purposive sampling technique	29
3.7.2	Random sampling technique	30
3.7.2.1	Selection of form III and IV students	30
3.7.2.2	Selection of Parents	30
3.7.2.3	Selection of ward secondary schools.....	31
3.8	Data Collection Tools.....	31
3.8.1	Interviews	31
3.8.2	Questionnaire.....	32
3.8.3	Focus group discussion (FGD).....	32
3.8.4	Documentary analysis	33
3.9	Validity of Data Collection Instruments.....	33
3.10	Reliability of Data Collection Instruments.....	34
3.11	Data Analysis and Interpretation	34
3.12	Research Ethical Considerations	35
	CHAPTER FOUR.....	36
	PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS	36
4.1	Introduction	36
4.2	School Based Factors which influence Students' Academic Performance	36
4.2.1	Availability of teaching and learning materials.....	37
4.2.2	Availability of Teachers' and their working conditions.....	39
4.2.3	Students' take home assignments.....	41
4.2.4	Availability of laboratories and libraries.....	43
4.3	Home Based Factors Influencing Students' Academic Performance.....	45

4.3.1	Parents' level of education	45
4.3.2	Parents' sources of income.....	47
4.3.3	Distance to and from school.....	49
4.4	Students' Based Factors Influencing Academic Performance	51
4.4.1	Truancy.....	51
4.4.2	Time spend much by students after school hours.....	52
CHAPTER FIVE		55
SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY		55
5.1	Introduction	55
5.2	Summary of the Study.....	55
5.3	Conclusion.....	57
5.4	Recommendations	57
5.4.1	Recommendations for action.....	57
5.4.2	Recommendations for further research	58
REFERENCES.....		59
APPENDICES		72

LIST OF TABLES

Table 1.1: General Quality of Performance of Candidates –CSEE 2012-2014	4
Table 1.2: CSEE Results in Kongwa Ward Selected Secondary School 2012 to 2014	6
Table 3.1: Sample Size for the Study	29
Table 4.1: School Based Factors on Students’ Academic Performance.....	37
Table 4.2: Availability of teachers by qualification in Kongwa District.....	39
Table 4.3: Education level of parents in Sejeli, Mtanana and Mnyakongo villages (n= 40)	46
Table 4.4: Parents’ Source of Income (n=40).....	48
Table 4.5: Distance in kilometres to and from school and mode of transport (n= 40)	50
Table 4.6: Time spend much by students after school hours.....	53

LIST OF FIGURES

Figure 1.1: The conceptual framework of the study..... 11

LIST OF ABBREVIATIONS

ACSEE	-	Advanced Certificates of Secondary Education Examination
CSEE	-	Certificate of Secondary Education Examination
DSEO	-	District Secondary Education Officer
EFA	-	Education for All
ESDP	-	Education Sector Development Programme
FGD	-	Focus Group Discussion
HoSs	-	Head of Secondary Schools
MDGs	-	Millennium Development Goals
MED-APPS	-	Master of Education in Administration, Planning and Policy Studies
MOEC	-	Ministry of Education and Culture
MoEST	-	Ministry of Education, Science and technology
MOEVT	-	Ministry of Education and Vocational Training
NECTA	-	National Examination Council of Tanzania
NSGRP	-	National Strategy for Growth and Reduction of Poverty
PMO-RALG	-	Prime Minister's Office, Regional Administration and Local Government
SEDP	-	Secondary Education Development Programme
SES	-	Social Economic Status
SSTs	-	Secondary School Teachers
TDV	-	Tanzania Development Vision
TETP	-	Tanzania Education and Training Policy

UNESCO	-	United Nations Education, Scientific and Cultural Organization
UPE	-	Universal Primary Education
URT	-	United Republic of Tanzania
WEC	-	Ward Educational Coordinator
WSS	-	Ward Secondary School

CHAPTER ONE

THE BACKGROUND TO THE STUDY

1.1 Introduction

Education is the process of initiating and preparing a person through training in his environment, in order to play active roles in society. It provides desirable and worthwhile broad and in depth modes of thought, skills, attitudes and understanding needed for the full development of human thinking and actions. Education makes a person aware of his own condition and that of his society; it is embodied within its science and technology (URT, 1995). Chapter one therefore, introduces the background to the study, statement of the research problem, objectives of the study, research questions, significances of the study, limitations of the study, definitions of key terms, conceptual framework and the organisation of the study.

1.2 Background to the Study

Development of any nation or community depends largely on the quality of education. It is generally believed that the basis for any true development must commence with the development of human resources (Akanle, 2007). For that reason formal education remains the vehicle for social-economic development and social mobilization in any society. Evidence tends to suggest that overall performance of secondary education students has remained poor (Malekela, 2000). This low quality education in secondary education is explained by the number of factors that are related to secondary school leavers who lack useful knowledge and skills for life in the community; hence the rising number of the jobless in urban areas, criminals, and

drug addicts and prostitutes (Kiwia, 2009). One wonders whether the problem of students' low performance in secondary schools is centred on the quality and quantity of knowledge delivered in these schools or poor techniques, methods in teaching and learning process or ineffective management of human resource, materials resource or both.

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000).

Government as one of the main education stakeholders in the country introduced ward secondary schools whereas, every ward was supposed to establish a secondary school. This was a result of increasing number of students who were enrolled from primary schools into secondary school education in the country (Komba, Hizza & Jonathan, 2013). During the third phase of Tanzanian government under President Benjamin William Mkapa, he introduced the implementation of the Tanzania Education and Training Policy of 1995, which went together with the campaign of increasing the number of students' enrolment from primary school to secondary school. The introduction of Primary Education Development Programme (PEDP) in late 1999 increased the number of pupils enrolled in primary schools resulting into an increased number of standard seven schools leavers (Moshia, 2000).

From 2000 the Government of Tanzania initiated a programme of increasing secondary schools in the country through self-reliant programs, by encouraging citizens to build secondary schools in their ward to absorb the many standard seven pupils from their localities (Mushi, 2000). The government intends to give education to many Tanzanians to fight illiteracy in the country. The intentions of establishing ward secondary schools are to provide good education to many Tanzanians who missed this right due to shortages of government secondary schools places and to increase enrolment of pupils to fight poverty, hence develop the nation.

Ward secondary schools, popularly known in Kiswahili as “Sekondari za Kata” are schools which have been built by the local community in a ward in collaboration with the central and local government. Community build classrooms, then the local and central government supply teachers as well as teaching and learning resources. These secondary schools play a crucial role in the development of education in Tanzania. The government of Tanzania through the Ministry of Education and Vocational Training (MoEVT) as well as Prime Minister’s Office Regional Administration and Local Government (PMO-RALG) are committed to the provision of quality education. Efforts to improve school performance and attaining quality education are fundamental to Tanzania’s development in order to increase accessibility of children to get secondary education.

Tanzania secondary school system has two levels, Form (one to four) 1-4 leading to a Certificate of Secondary Education Examination (CSEE) and (five and six) Form 5 and 6 leading to the Advanced Certificate of Secondary Education (ACSE).

Secondary schools have four types of ownership: government, community, private and seminaries (URT, 1995).

Mosha and Omari, (1987), associated the poor performance of students' academic performance with many factors including the problem of quality and quantity of knowledge delivered in these schools, quality teachers, lack of effective and quality management.

It is a global concern for governments amongst others, to promote the performance of secondary school education. According to Odubaker (2004) academic performance is the quality and quantity of knowledge, skills, techniques, positive attitude, behaviour and philosophy that students acquire. The ability to achieve is evaluated by marks and grades obtained in a test or examination, at the end of a topic, term, year or education cycle. Performance of secondary schools in Tanzania has been shown by the National Examinations Council of Tanzania Examinations (NECTA) form four results of 2012-2014 on the Table 1.1:

Table 1.1. General Quality of Performance of Candidates –CSEE 2012-2014

Year	Candidates Sat	Division I	Division II	Division III	% of I- III	Division IV	% of Passed	% of Failed
2012	397222	0.9	2.8	5.9	9.5	33.5	43.1	56.9
2013	352614	2.2	6.2	12.8	21.2	36.0	57.2	42.8
2014	240310	3.1	10.5	17.2	30.8	39.0	69.8	30.2

Source: MoEST, 2016

Kongwa district council has total of 29 secondary schools, among of them 25 are government schools and 4 are non-governments schools. In government Schools there are a total of 6303 Students; being 3109 boys and 3194 girls. In non-Government schools are 1453 Students; being 546 are boys and 907 girls. The number of secondary schools has been increasing from 6 in 2005 up to 29 year 2015. While the number of Students in government - ordinary secondary schools in Kongwa district increased from 1918 in 2006 to 6303 in 2015. (Kongwa district SEDP Report, 2015). However, the increase in the enrolment does not go hand by hand with the student's academic performance. The report shows that the CSEE performance in selected ward secondary schools in Kongwa district shown in Table 1.2

Table 1.2 : CSEE Results in Kongwa Selected Secondary School 2012 to 2014

Name of secondary. School	Year	No. of Candidates	Division I	Division II	Division III	Division IV	Division 0
Mnyakongo	2012	59	0	0	0	21	35
	2013	50	0	2	9	27	10
	2014	51	0	4	7	18	22
TOTAL		160	0	6	16	66	67
Mumi	2012	36	0	0	0	13	22
	2013	21	0	2	3	9	5
	2014	15	0	1	3	8	3
TOTAL		72	0	3	6	30	30
Mtanana	2012	49	0	0	0	4	43
	2013	48	0	3	3	18	22
	2014	22	0	0	2	7	13
TOTAL		119	0	3	5	29	78
Sejeli	2012	54	0	0	1	14	32
	2013	32	0	1	3	15	11
	2014	33	0	1	7	14	11
TOTAL		119	0	2	11	43	54

Source: District Secondary Education Office – Kongwa 2015

Data in Table 1.2 indicates that from selected ward secondary school, all combined were no student who scored division one in the whole period of three years, also in all schools were few number of candidates who scored division two and three but many candidates were scored division four and most division zero. The results

indicated that the performances of ward secondary schools in Kongwa district were poor and there are factors which influence the performance to be poor. Therefore, for the case of this study, the focus was about investigating factors influencing academic performance of students in ward secondary schools in Kongwa district.

1.3 Statement of the Problem

The result of low quality secondary school leavers is that the students lack useful skills for life in their community resulting in the rising number of the jobless, criminals, drugs addicts, and prostitutes (Omari, 2011). The society is expected to be transformed by quality education economically, socially, politically and morally under good management. However, it is not clear whether the problem of low students' performance in ward secondary schools is centred on the knowledge delivered in these schools as well as poor methods in teaching and learning processes or ineffective management of human resource and materials resources or both. . The National Examination Council of Tanzania Form Four 2009 examination failure rate showed that Community secondary schools ranked higher (54.79%) followed by Non-governmental schools (18.03%); Government schools and Seminaries came the least (17.84%) and (10.70%) respectively (URT, 2010).

The academic performance of students in secondary schools in Kongwa District has been deteriorating yearly (Kongwa District Secondary Education Report, 2015). The results of National form IV Examinations show about 63.22%, 39.74% and 31% students failed in the year 2012, 2013 and 2014 respectively. The high failure rate has resulted into little number of students continuing Advanced level secondary

education studies and colleges. Despite the efforts made by the government of Tanzania, and community in expanding secondary schools which extended to ward level, lowering education expenses to improve the education systems, the academic performance is still poor. The ratio of performance in secondary education has not yielded the desired objectives of 36.78% of secondary education candidates pass division I to III by 2012 (District SEDP Report, 2015).

Few studies have investigated the reasons for the poor academic performance of secondary scholars such as Osaki (1999); Wilson (2011), Lam (1999) investigated the community secondary schools phenomena and the perpetuation of inequality in performance. Omari (2002) examined the widespread community and government built schools in Tanzania and their poor performance, Boma (1980) accessed factors influencing good performance in Tanzanian secondary schools.

These studies were conducted in places with differences in social settings and geographic location such as Kongwa District. This study therefore, investigates factors influencing the academic performance of students in ward secondary schools in Kongwa District.

1.4 Objectives of the Study

This study had general and specific objectives

1.4.1 General objective

The general objective of the study was to investigate factors influencing academic performance of students in ward secondary schools in Kongwa district in Tanzania.

1.4.2 Specific objectives

Specifically this study intended to:

- i. Examine the influence of school based factors on students' academic performance.
- ii. To assess home based factors influencing students' academic performance
- iii. Identify students' based factors influencing academic performance.

1.5 Research Questions

- i) What kind of school based factors influence students' academic performance?
- ii) To what extent do home based factors influence students' academic performance?
- iii) To what extent do student based factors influence their academic performance?

1.6 Significance of the Study

This study will have the following significance:-

It will be useful to a number of people interested in educational issues in assessing performance of ward secondary schools and generate knowledge and understanding on ways which will enable and influence the academic performance of students in ward secondary schools in the country.

It will increase an understanding of educational stakeholders like the Ministry of Education and Vocational Training (MOEVT), National Examination Council of Tanzania (NECTA) and teachers, on realizing various factors influencing the academic performance of students in ward secondary schools in the country.

Also it will be beneficial to other researchers who are interested in doing research on the factors influencing good academic performance of secondary schools especially in ward secondary schools.

1.7 Limitation of the Study

This study was conducted in 4 sampled ward secondary schools in Kongwa district. The selection of only 4 ward secondary schools out of 30 ward secondary schools in the district may have limited detailed investigation of some important issues related to the study, this situation made the researcher to generalize the findings to other schools. Also other limitations were unwillingness of the respondents to fill the questionnaires hence to find other respondents to replace, long distances to cover the schools, but researcher manage it by taking motor cycle to reach the schools. Despite all limitations, the researcher finally managed to gather all required data.

1.8 Conceptual Framework

According to Kombo and Tromp (2006), a conceptual framework is a set of broad ideas and principles taken from relevant field of enquiry and used to structure a subsequent presentation. The conceptual model includes key concepts and variables that explain the relationships between the variables and concepts under investigation. This study investigated the factors influencing academic performance of students in ward secondary schools of Kongwa in Tanzania, it needed a framework that focused on the essential concepts on which data collection and analysis will be based. The conceptual framework for this study involved three conceptual variables which were predictor variables, mediating variables and outcome variables as shown in Figure

1.1

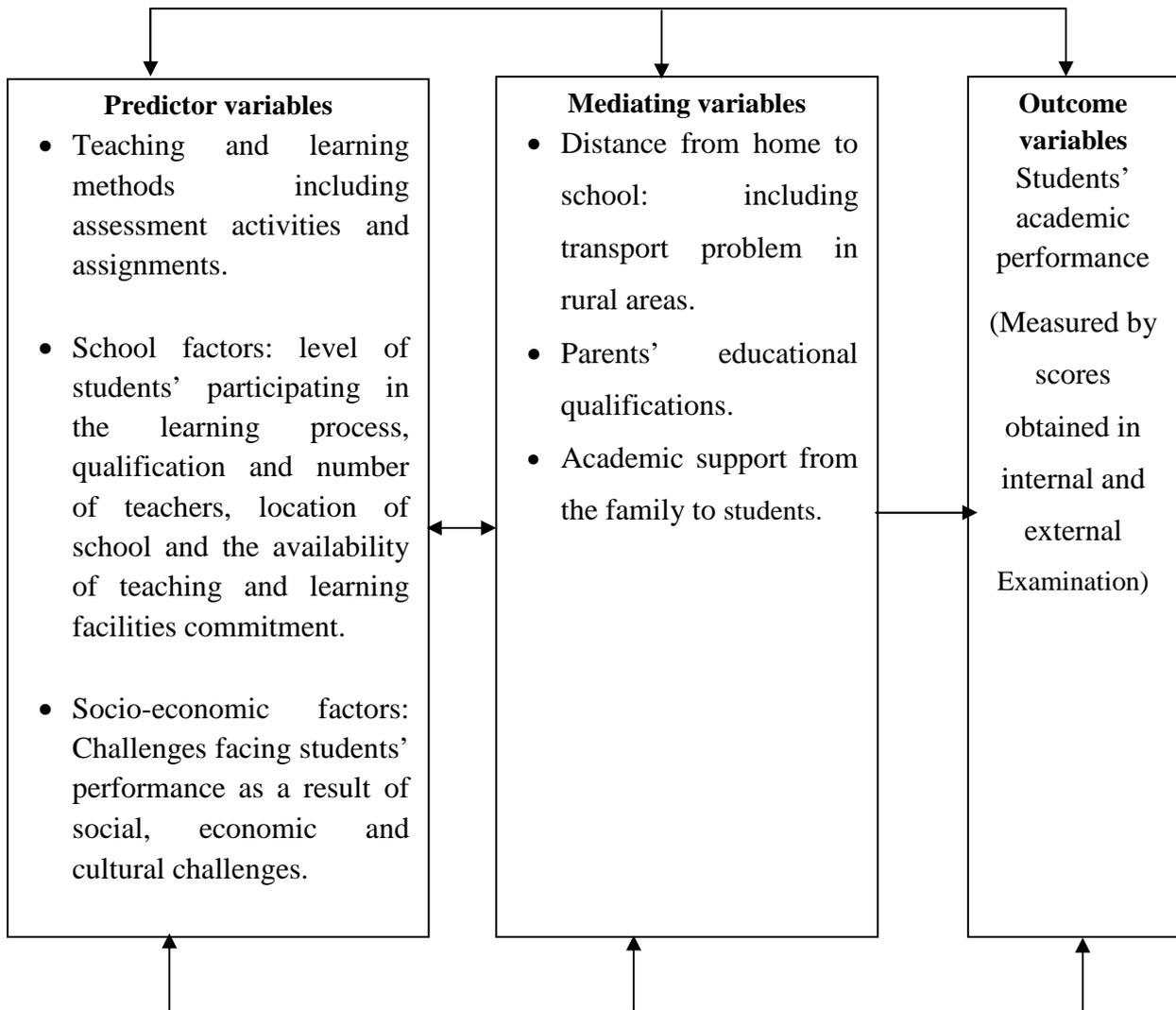


Figure 1.1: The Conceptual Framework of the study

Source: Adapted from Mosha and Omari (1987)

1.8.1 Predictor variables

The predictor variables are comprised teaching and learning methods which include the assessment activities and assignments given to students in the process of learning. Other variables include school factors and challenges influencing students' academic performance in secondary schools. It is assumed that these predictor variables may indirectly influence the outcomes through mediating variables. It is also assumed that

the level of students' participation in the learning process as well as the teachers and students' commitment for better results, assessment activities and assignments such as homework activities given to students can influence the students' academic achievement in schools. Finally, predictor variables include the challenges faced by students and teachers in terms of economic, social and academic environment.

1.8.2 The mediating variables

The mediating variables comprise those factors which can influence the students' academic achievement through the forces of predictor variables. In this study mediating variables included the distance from home to school, parents' educational status and family academic support given to students. Mediating variables are very important for improving students' performance in ward secondary schools. Mediating variables are believed to have an important force towards facilitating the forces from the predictor variables for impacting on students' academic performance in ward secondary schools.

1.8.3 Outcome variables

The outcome variable focused on the students' performance which was the outcome of predictor variables and mediating variables obtained through scores in internal and external examinations. In this study external examinations by NECTA have been applied.

1.9 Definitions of Key Terms

The definitions of key terms are defined on the basis of how they have been used in the study

1.9.1 Performance

Performance is the ability to do something that can be good or bad, high or low or average. Performance can be measured through internal or external examinations done by students (Hornby, 2000). The study used the word performance to refer to the scores, scored or performed by students after doing form four national examination for particular years.

1.9.2 Academic performance

According to Armstrong (2006), academic performance is how well someone do use during their academics, refers to both behaviour and results, and adjusting organizational behaviour's and actions of work to achieve results or outcome. In my study academic performance refers to the results students get after doing form four national examinations.

1.9.3 Ward secondary schools

The study uses the term ward secondary schools to refer to secondary schools that were constructed by members of a given ward but they are owned and run by the government. These schools were constructed within particular geographical areas in the respective ward.

1.9.4 Home based factors

In this study home based factors refers to the practice which looks at home environment that have the important contributions to student and influence their academic performance.

1.10 Organization of the Dissertation

This study was organized through five chapters. The first chapter introduced the background of the study, statement of the research problem, general and specific objectives, research questions, significance of the study, limitations of the study, definitions of key terms and conceptual framework. Chapter two comprises the theoretical bases of the study, the empirical studies and the research gap. Chapter three deals with research methodology, comprising the research design and approach, area of the study; population and sample; methods of data collection; validity and reliability of research instruments; methods of data analysis; and research ethical and moral issues. Chapter four focused on the presentation, analysis and discussions while chapter five was making the summary of the study draws conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented literature review on factors influencing academic performance of students in ward secondary schools in Tanzania. The chapter has covered aspects including: Theories of the study; empirical studies and the research knowledge gap. The review evaluated what was already known about the topic, what was not yet known and in this case it identified the research knowledge gap.

2.2 Theoretical Literature

Educational services are often not tangible and are difficult to measure because they result in the form of transformation of knowledge, life skills and behavior modifications of learners (Tsinidou, Gerogiannis, & Fitsilis, 2010). An open system is a system that regularly exchanges feedback with its external environment. Open systems are systems in which inputs, processes, outputs, goals, assessment and evaluation, and learning are all important. The model regarded ward secondary schools as an open system, thus needed to look at how the various components within inputs, processes and outputs are related to one another (Scott, 2003; & Rizzo, 1987).

The open system model ideally views ward secondary schools as being highly interdependent with their environment. Moreover, the output was examined and linked with inputs and processes. In this model inputs refer to students, teachers and

other teaching and learning facilities; processes involve in teaching, time for learning, students' assessment and output as final examination results of form ordinary secondary level.

The environment and the personal characteristics of learners play an important role in student's academic success. The school personnel, members of the families and communities provide help and support to students for their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school (Goddard, 2003). Besides the social structure, parents' involvement in their child's education increases the rate of academic success of their child (Furstenberg & Hughes, 1995).

The effects of social-economic status (SES) are still prevalent at the individual level (Capraro, M., Capraro, R., & Wiggins, 2000). The SES can be deliberated in a number of different ways; it is most often calculated by looking at parental education, occupation, income, and facilities used by individuals separately or collectively. Parental education and family SES level have positive correlations with the student's quality of achievement (Caldas & Bankston, 1997; Jeynes, 2002; Parelius, D., & Parelius, A., 1987; Mitchell & Collom, 2001; Ma & Klinger, 2000). The students with high level of SES perform better than the middle class students and the middle class students perform better than the students with low level of SES (Garzon, 2006; Kahlenberg, 2006; Kirkup, 2008).

The achievement of students is negatively correlated with the low SES level of parents because it hinders the individual in gaining access to sources and resources of

learning (Duke, 2000; Eamon, 2005; Lopez, 1995). Low SES level strongly affects the achievement of students, dragging them down to a lower level (Sander, 2001). This effect is most visible at the post-secondary level (Trusty, 2000). It is also observed that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently they do not work at their fullest potential (Rouse & Barrow, 2006). Krashen (2005) concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school (Fantuzzo & Tighe, 2000; Trusty, 1999).

Theory of Educational Productivity by Walberg (1981) determined three groups of nine factors based on affective, cognitive and behavioral skills for optimization of learning that affect the quality of academic performance: Aptitude (ability, development and motivation); instruction (amount and quality); environment (home, classroom, peers and television). Roberts, (2007), home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work (Marzano, 2003). The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004; Henderson, 1988; Shumox & Lomax, 2001).

There is a range of factors that affect on the performance of students (Waters & Marzano, 2006). A series of variables are to be considered when to identify the affecting factors towards of academic success. Identifying the most contributing variables in academic performance is a very complex and challenging job.

2.3 Empirical Studies

Factors influencing students' academic performance are caused by internal and external factors to the school. This is supported by the findings revealed in a study by Murply and Mayers (2008). The authors noted that urban school settings, minority student population, low socio-economic status of students and lack of readiness for school on the part of students were contributing factors to students' failure in many schools. A similar study by Marches and Martin (2002) in Spain, the findings revealed that other factors are internal to the school and can be influenced, changed and realigned more directly. These include different dimensions of poor quality of teachers as well as poor classroom instruction, inadequate teaching knowledge and skills of teachers, limited teaching experience, teachers assigned to teach subjects for which they are not trained, high turnover of teachers and low teaching morale. This review also identifies ineffective leadership and inadequate resources as common causes of school failure.

2.3.1 School based factors

According to Marches and Martin (2002) in Spain, the finding revealed that other factors are internal to the school and can be influenced, changed and realigned more directly. These including different dimensions of poor quality of teachers as well as

poor classroom instruction, inadequate teaching knowledge and skills of teachers, limited teaching experience, teachers assigned to teach subjects for which they are not trained, high turnover of teachers and low teaching morale. This review also identifies ineffective leadership and inadequate resources are common causes of school failure.

According to Ahmad et al (2010), state that, the students' academic performance may be influenced by various external factors other than their personal characteristics. The study was being conducted to dig out the factors which are important for the effective learning of students and enhance the quality of education.

School factors have been reported by several authors in influencing students' academic performance. For example a study by Isangedigh (1998) in Nigeria revealed that a school location and physical building are important factors for a successful academic achievement. This implies that where the school is located determines to a large extent the patronage such a school will enjoy. Similarly, the entire unattractive physical structure of the school building could be demotivating learners to achieve academically. This is what Isangedigh (1998) refers to as learner's environment. According to him an uncondusive learning environment promotes poor academic performance.

Osokoye (1996) noted that the teacher's Method of Teaching used in the process of teaching and learning influence students' academic performance. The means or strategies employed by teachers in an attempt to impart knowledge to the learners are

referred to as teaching methodology. Osokoye (1996) sees teaching methods as the strategy or plan that outlines the approach that teachers intend to take in order to achieve the desired objectives. It involves the way teachers organize and use the proper techniques of the subject matter, the teaching tools and teaching materials to meet the teaching objectives. Osokoye (1996) noted that most untrained teachers point fingers on students rather than to themselves when the students are unable to carry out the expected behavior at the end of the lesson or fail in examinations. For that reason teachers should plan well in advance and choose appropriate teaching materials and appropriate teaching methods make an intensive research on the topic to be taught and plan how to get the objectives for the lesson.

David (2014) assesses factors that influence the academic performance of students of selected secondary schools in Sumbawanga district, Tanzania. Low parents' income, shortage of laboratory and long walking distances to schools were found to have significant influence on the poor academic performances of the students, other factors that were found to influence poor academic performance included lack of English language competence, inadequate teaching and learning materials, inadequate number of teachers and unavailability of library facilities.

Availability of teaching materials involves textbooks, teacher's guides, reference books, classroom charts, maps, chemicals and laboratories apparatuses. These are key ingredients in learning and teaching thus enhances students' academic performance (Wiggins, 1998). Some factors which can lead to good performance in secondary schools include the availability, relevance and sufficient teaching

materials. Chonjo (1994) identified that insufficient teaching materials and poor methods of teaching were factors that led to poor performance in secondary schools in Tanzania.

2.3.2 Home based factors

According to Farooq (2011) in Pakistan conducted the study to examine different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. A survey was conducted by using a questionnaire for information gathering. The results of the study revealed that socio-economic status (SES) and parents' education have a significant effect on students' overall academic achievement, the high and average socio-economic level affects the performance more than the lower level.

According to Castejorn and Perez (1998), the level of education of one's parent is an important factor for determining pupils' academic welfare at school. Personality, family and academic factors affecting achievement in secondary schools indicate that among the family factors those which have the greatest influence are the educational level of the parents.

Ogunsola, Osuolale and Ojo (2014), in Oyo, Nigeria argue that, many factors influence the educational outcome of students. Some of these have been studied by researchers with many emphasizing the role of students, schools, governments, peer groups and so on. More often than not, some of these factors influencing the academic achievement of the students have been traced back to parents and family;

being the primary platform on which learning not only begins but is nurtured, encouraged and developed which later transforms to the performance of the students. This study not only explores parental and related factors that predict academic achievement through the review of relevant literatures but also, investigates the influence of parental background on the academic achievement of senior secondary school students in Ibadan North Local Government Area of Oyo State, Nigeria.

Hossler & Stage (1992) and Baeyer (1995) indicated that there is a positive relationship between the parents' educational level and their children success in their academic. Eccles and Harold (1993) have indicated that, active involvement from the parents in their children education plays a critical role in the student's academic achievement and success.

Ajala and Iyola (1988) revealed that there are differences in students' performance from different types of families like nuclear or monogamous, compound or polygamous and traditional or extended families. Their findings indicate that children from nuclear families perform better in school than children from polygamous families.

Komunte (2011), states that, there is no doubt that education have an enormous potential to deliver people out of poverty, bridge the inequality gap and accelerate socio-economic growth and development. Community secondary schools currently were important to ensure universal access of secondary education and improve education quality. Study findings illustrated that socio-cultural factors such as family

size; family members capable of working; education of the parents; parents' occupations; distance to and from school and students' time spent on doing domestic chores affected students' academic performance. Study findings revealed that there were poor parents involvement in the academic issues related to their children. Moreover, study findings showed that students' behaviours related to their studies affected their academic performance.

According to Kimani, Kara, and Njagi (2013), in Narok, Kenya investigated the relationship between selected teachers' demographic characteristics and classroom instructional practices and students' academic achievement in selected secondary schools in Nyandarua County. The study found that teachers' age, gender, professional qualifications and teaching experience were not significantly related to academic achievement. Teachers' job group had significant and positive relationship with students' academic achievement in secondary school.

Kaguo (2011) in Morogoro, Tanzania investigated factors that influence the academic performance of students in the community and government built secondary schools in Mbeya municipality. The study, specifically assessed the adequacy of school inputs, examined the existing learning process in schools, compared students' academic performance in form II and IV national examination results in 2006 - 2008 and explored peoples' perceptions on community built secondary schools. This study adopted a cross-sectional survey method; teachers were selected randomly, while education administrators and community respondents were purposely selected. Findings of this study showed that there were not enough teaching and learning

materials, teaching and learning processes were poor especially in the community built secondary schools. Also, availability of facilities in the schools did not match with number of students. Teaching was dominated with a mixture of English with Kiswahili.

Torso (2006) mentions parents' occupation, education and size of family as economic factors which can deteriorate students' performance. She further narrated those parents who were not employed or occupied in business face problems in educating their children. For instance, a great number of parents, even those aware of the importance of education, were forced to delay educating their children. This has adverse impact to students' participation in studies as s/he was forced sometimes to remain at home in case he/she could not meet some school costs to be covered.

Distance from home school is another factor which deteriorates or accelerates students' academic performance. The number of schools in most African countries has not kept pace with population growth. Students sometimes have to travel long distances before they get to school. Most community secondary schools are day schools in Tanzania. Students travel long distances before reaching school and this decreases their productivity since they arrive in school already tired. Long distances from school promote lateness and truancy among students. Participation and performance in any subject is then hampered (Torso, 2006).

2.3.3 Students' based factors

Eccles and Wigfield (1985), indicated that student attitude toward study, study habit and strategic learning, student psychological characteristics, learning style, family

background, teachers' role and many others are closely related to students' academic performance.

According to Womble (2003) academic competence, self-efficacy, motivation, and student' attitudes and behaviour, time management and engagement in class activities are some of the factors that affect an individuals' academic performance.

2.4 Research Knowledge Gap

A number of studies that have been conducted worldwide and in Tanzania focusing on assessing the poor academic performances of secondary schools. Some few studies have investigated factors influencing students' academic performances of ward secondary schools in some districts in Tanzania. The kinds of such studies however, have not been conducted in Dodoma region, specifically secondary schools in Kongwa district. This being the situation, this study therefore intended to fill in the knowledge gap by investigating the factors influencing students' academic performances of ward secondary schools in Kongwa district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, research approach, area of the study, target population, sample of the study, sampling procedures, methods of data collection, validity and reliability, data analysis and interpretation and research ethical and moral issues.

3.2 Research Design

This study used a descriptive design approach due to its suitability in social research that can be done in the subjects' natural setting. This design was preferred because of its strength in interpreting conditions, practices, beliefs, views, perceptions and effects that exist in the real world (Silverman, 2010). In addition, the design suits both qualitative and quantitative approaches. In the use of descriptive design, the researcher gathered information on investigating the factors influencing students' academic performances of ward secondary schools in Kongwa district. A large sample involving the parents, secondary school teachers and students and education officials were included.

3.3 Research Approach

This study has employed two approaches namely, qualitative approach and quantitative approach.

Qualitative research is a form of research that involves description to the data obtained. It seeks to describe and analyse the behaviour of a group from the point of

view of those being studied (Kombo & Tromp, 2006). Qualitative research is idiographic in nature, aiming to understand the meaning that individual students, teachers, head of schools (head master and headmistress), parents attach to their day-to-day life. The paradigm uses an inductive form of reasoning rather than a deductive one. thus developing concepts, insights and understanding from patterns in the data (Devos,2001).

It is a meaningful way of collecting human experiences, qualitative research approach keeps on changing as new data and additional sources become available (Miles and Huberman, 1994). The study embarked upon this kind of research with the aim of producing a detailed picture or a profile in words from the participants. The rationale behind the choice of qualitative research is centered on its strength. Qualitative study is flexible and emphasizes people to live experiences and their perceptions, assumptions, prejudgments and pre-supposition are discovered and connected to the social world around them (Neumann, 2000). The qualitative approach assisted the researcher to get in depth information on the factors influence academic performance of students in ward secondary school. In this study, qualitative approach was used to enable a researcher to get direct explanations and views of respondents through interviews and focus group discussion.

3.4 Area of the Study

This study was carried out at Kongwa district in Dodoma region. Kongwa district is one of the 7 districts of Dodoma region of Tanzania. Other districts in the region are Kondoa, Chamwino, Bahi, Dodoma municipal, Chemba and Mpwapwa. According to the 2012 census, the district has a total population of 309,973, of whom 147,306

are males and 160,752 are females. Annual growth population rate is 5.0% and population density is 77 people per sq. km (Kongwa District SEDP Report 2015). Kongwa is bordered to the north by Manyara region, to the east by the Morogoro region, to the south by Mpwapwa district and to the west by Chamwino district. Administratively, Kongwa district is divided into four (4) divisions namely Kongwa, Mlali, Pandambili and Zoissa which comprises a total of 22 wards. The list of the wards in Kongwa district include: Kongwa, Sejeli, Hogoro, Zoissa, Mkoka, Njoge, Mtanana, Pandambili, Mlali, Iduo, Sagara, Kibaigwa, Ugogoni, Chamkoroma, Makawa, Chitego, Matongoro, Ngomai, Songambebe, Chiwe, Lenjulu and Ng'humbi. This study was carried out in Kongwa district which has 25 ward secondary schools. Also it was chosen because of the presence of different socio-economic status of its people and different status of academic performance in most of her schools to possibly provide adequate data or information for the study.

3.5 Target Population

A target population is generally a large collection of individuals or objects that is the main focus of the scientific needs. Due to the large sizes of populations, researchers often do not test every individual in the population because it is too expensive and time consuming (Fraenkel & Wallen, 2000). Target population is the entire group of individuals or objects to which researchers are interested while accessible population is the population that researchers can apply their conclusion (Fraenkel & Wallen, 2000). The target population of this study included ward secondary schools students and their parents, secondary school teachers, heads of the schools, ward educational coordinators, and district secondary education officer.

3.6 Sample Size of the Study

The sample for this study comprised 10 students from 4 ward secondary schools making total of 40 students, 5 teachers from 4 ward secondary schools making total of 20 teachers, 16 parents, 4 head of schools from selected schools, 4 ward education officers, and the 1 district secondary education officer making the total of 85 respondents. The size of the study sample is indicated in Table 3.5.

Table 3.1: Sample Size for the Study

Category of Respondents	Sex		Number of respondents
	Male	Female	
Secondary schools students	20	20	40
Secondary schools teachers	12	8	20
Parents	10	6	16
Heads of secondary schools	3	1	4
Ward education officers	4	-	4
District education officer	1		1
Total	50	35	85

Source: Research field data (2016)

3.7 Sampling Procedures

For the purpose of gathering accurate data, the study used random sampling and purposive sampling techniques in selecting the respondents.

3.7.1 Purposive sampling technique

In purposive sampling technique, items or respondents for the sample are selected deliberately by the researcher, depending on the data to be collected from them

(Silverman, 2010). In this study the purposive sampling technique was used in order to get primary respondents according to their roles and ability to enable the researcher to obtain relevant data on why factors influencing academic performance of students. Informants that were purposively identified included 20 Teachers, 4 Ward Education Coordinators, 4 Head of secondary schools, and a District Education Officer.

3.7.2 Random sampling technique

Random sampling is a method of selection of respondents whereby each member of the population has an equal chance of being selected (Silverman, 2010). Random sampling was used to select students, schools and parents.

3.7.2.1 Selection of form III and IV students

Randomly sampling techniques were used to select 40 students' respondents from 4 selected ward secondary schools. Specifically, 10 students were randomly selected from each school both female and male students for gender representation in the study. Students are the most sought victims of the situation when it comes to school academic performance. Students were obtained from form III and IV because of their long experience of staying and learning in secondary schools and therefore they were regarded as mature enough to share their experience on the issue.

3.7.2.2 Selection of Parents

All students' parents had equal chance to be selected as a representative sample. But, before random sampling was applied, cluster sampling was used in the selection of

students to represent their parents. In this case, students were put into clusters according gender (boys and girls) to their classes and they were assigned identity numbers. Then, simple random sampling was done by picking every student with number five was used to obtain parent respondents.

3.7.2.3 Selection of ward secondary schools

The selection process of this category was done by obtaining a list of schools from district education officer; the names of four ward secondary schools were randomly selected.

3.8 Data Collection Tools

In this study interview guides, questionnaires, focus group discussion guides and documentary review were used in collecting data. According to Fraenkel and Wallen (2000), using more than one specific method enables the researcher to cross-validate the information and data collected from variety of sources.

3.8.1 Interviews

Mukherji and Albon (2012), state that, an interview is a method when one person asks questions to the individual or group of people with the expectation of getting answers to a particular question or an elaboration of their views on a particular topic. An interview method was used because it allowed the researcher to collect in-depth information on the factors influences academic performance of students in ward secondary schools at Kongwa district. The method was used to collect information from the District Secondary Educational Officer (DSEO), Heads of Schools (HoSs), and parents.

3.8.2 Questionnaire

Questionnaire was the appropriate tool as it allows the researcher to collect information from a large sample with diverse background; the findings remain confidential, saves time and since they are presented in a paper format, and it is more likely that there is no opportunity for bias (Kombo & Tromp, 2006 and Kothari, 2004). The form of questions involves three parts; closed form which requires “yes”, or “no” responses; open form free responses and structured form that have fixed alternative questions in which respondents are restricted to the declared alternatives to avoid respondent’s own words that are expensive to analyse (Kothari, 2004; Omari, 2011). Questionnaire used because it’s low cost, easy to reach people who lived in remote location. In this study used to tap information from teachers and Ward Education Coordinators (WEC). The questionnaire for Ward Education Coordinators is found in appendix II and teachers found in Appendix V.

3.8.3 Focus group discussion (FGD)

Focus group discussion (FGDs) took place after normal class hours to avoid disrupting normal classroom teaching. For enhancing the validity of information, the focus group discussions were conducted in a classroom. Focus Group Discussion (FGD) consists of a group of people discussing a specific subject of interest (Cohen, Manion & Keith, 2007). During the study, FGDs were employed to collect the information from students’ in regard to their opinion and perceptions towards the factors that influence students’ academic performance inward secondary schools. The group of ten students’ of form three and four participated during the discussions on each school. Focus Group Discussion guide for students is found in Appendix VI.

3.8.4 Documentary analysis

This involves deriving information by carefully studying written documents or visual information from source (Enon, 1998). Documentary analysis focus on analysing and interpreting recorded materials such as public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents to learn about human behaviour. This study investigated factors influencing academic performance of ward secondary schools in Tanzania. The researcher was seeking results of form four from the National Examination Council of Tanzania for three years (2012-2014) of the four selected ward secondary schools in Kongwa district.

3.9 Validity of Data Collection Instruments

According to Fraenkel and Wallen (2000), state that validity refers to the degree to which the inferences a researcher makes, is based on the data he or she collects using a particular instrument, supported by the evidence. Therefore, it means that whatever procedure or instrument is to be used in a research, the findings are accurate, correct, trustworthy, meaningful and right. In this study, with the focus on relevance, coverage of items relative to research task questions, the instruments were sent to the research supervisor as part of research proposal for suggestions and advice. The supervisor made improvements accordingly. To ensure the validity of the instruments, the researcher used different data collection instruments including interview, questionnaire, documentary review and focus group discussion to complement each other in the case of any default. There is no single research instrument which is adequate itself in collecting valid and reliable data on a particular problem (Denscombe, 1998).

3.10 Reliability of Data Collection Instruments

According to Best & Khan (2006), & Punch (2004), reliability means consistency and stability of the tool of data collection such as questionnaire. Reliability of a measure indicates the extent to which the measure is without bias and hence offers consistent measurement across time and across the various items in the instrument (Sekaran, 1999). In this study questionnaires were administered at Kongwa secondary school and the results were discussed with fellow master's students and supervisor whereby amendments were made before the instruments were used to collect data for this study.

3.11 Data Analysis and Interpretation

Kothari (2004) defines data analysis is the process that involves editing, coding, classifying and tabulating the collected data. In this study, the researcher employed both qualitative and quantitative data analysis techniques. According to Cohen, Manion and Keith (2007), qualitative data analysis particularly responses from interviews, focus group discussions and observation, were analysed using the phenomenographic (content) approach, by summarizing from what respondents was presented, deduce their meaning of their phrases. Cohen, Manion and Keith (2007), state that, quantitative data analysis is a powerful research form, based on numerical analysis. The numerical analysis was performed using charts.

The data gained through qualitative research approach, interviews and documentary review were analyzed through qualitative data analysis technique. This method use logical statement to analyze the data collected from interview and documentary

review during the study. Information was recorded, dated, transcribed and labeled based on the objectives of the study. Then the data were grouped under specific themes. The themes were further discussed in line with objectives of the study. Inappropriate data were discarded and whenever unclear information was found, the research re-visited the field for data clarifications and confirmation. Thus, data classification, tabulation and computation were used to enhance analysis and interpretation.

The data gained through quantitative research approach, questionnaires were presented in bar chart to show responses to specific objectives and research questions; the findings were presented in the form of actual frequencies, and percentages of responses. The method was preferred by the researcher in order to meet the objective of the study.

3.12 Research Ethical Considerations

The researcher asked for official permission from the Open University of Tanzania authorities to conduct the study in Tanzania. This was followed by officially writing to the District Executive Director for Kongwa District (DED). It helped the researcher to negotiate access to the secondary schools in the district. The researcher asked an informed consent from all the participants in this study. This helped the researcher to gain the informed consent of all the participants. The researcher also agreed with the participants that they have right to withdraw from the study at any point in time, and that is their choice to participate or not. The research clearance letter from the Open University of Tanzania authorities is found in Appendix VII and the permission from District authority found in Appendix VIII.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents and analysis and discusses the findings of the study conducted to investigate factors influencing academic performance of ward secondary schools in Tanzania. The findings are organised and presented as per research objectives: to examine the influence of school based factors on students' academic performance in ward secondary schools, to investigate the extent to which socio-economic factors influencing students' academic performance in ward secondary schools, to identify students' based factors influencing academic performance in ward secondary schools.

4.2 School Based Factors which influence Students' Academic Performance

The purpose of this objective was to examine the school factors which can influence the academic performance of the students' in ward secondary schools. The objective aimed to address questions like; do the schools have enough teaching and learning materials? Do teachers have good working condition? Are students given enough home works? Does the availability of laboratories and libraries have an influence on students' academic performance? The responses are summarised as presented in Table 4.1.

Table 4.1: School Based Factors on Students' Academic Performance

Factors influencing students' academic performance	Teachers (n=20) percentage		Students (n=40) percentage	
	Adequate	Inadequate	Adequate	Inadequate
Availability of T/L materials	25	75	37.5	62.5
Availability of school library	0	100	0	100
Availability of laboratory	0	100	0	100
Availability of enough teachers	85	15	82.5	17.5
Students' take home assignments	92.5	7.5	87.5	12.5

Source: Field Data April 2016

Information summarised in Table 4.1 indicates that there were several school based factors on students' academic performance in ward secondary schools.

4.2.1. Availability of teaching and learning materials

The findings in this study show more than 75% of teachers' responses and 62% of students' responses argued that most of ward secondary schools in Kongwa district had inadequate teaching and learning materials which leads to poor academic performance. The teaching-learning materials simplify teaching process in class which makes students understand well the lesson and can make them to perform well in their exams. A teacher at Mnyakongo Secondary commented that...

There is a relationship between availability of teaching and learning materials and academic performance. These materials simplify the work of teaching in the class and also make students to understand what is being taught. Absences of teaching and learning materials make the teaching process hard and also affect the students on their learning.

According to Johnson et al (2004), availability of teaching and learning materials like textbooks, reference books, teaching guides, charts, supplementary books, enhance the effectiveness of students in learning towards positive academic performance, teaching and learning processes are based on reflection, experience, and the instructions which depend upon the availability of teaching and learning materials.

The government of Tanzania, via Ministry of Education recommends students' book ratio should be at least 3:1. Kongwa District Secondary Education Officer indicated that,

The average students' book ratio for secondary schools in Kongwa district was; 1:1 for science subject and 15:1 for arts subjects. Also, heads of selected ward secondary schools indicate that the students' books ratio in their school in arts subject were as follows: Mnyakongo secondary school was 14:1, Mumi secondary school was 13:1 Mtanana secondary school was 14:1, and Sejeli secondary school was 12:1. For the case of science books ratio to all selected ward secondary schools had the ratio of 1:1 books.

Inadequate teaching-learning materials are among factors contributing to poor academic performance of students in Kongwa district secondary schools. Almost all ward secondary schools at Kongwa district do not meet the recommended students' book ratio as indicated from selected secondary schools in the study area.

According to Altbach (1982), there was a problem of textbooks in schools in developing countries, where in many cases students either lacked textbooks or were forced to share the few available textbooks. Ward secondary schools in Kongwa district suffer the problem of inadequate teaching and learning materials which affect

students' academic performance, in turn, it causes teaching and learning process to be difficult.

4.2.2. Availability of Teachers' and their working conditions

The district had 465 teachers in which males teachers were 289 and females teachers were 1176. About 160 teachers were university graduates whereas 158 were male and 109 were female, 191 teachers were diploma holders. Among them 125 are male and 66 are female teachers, and 05 were licensed teachers were 04 were male and 01 was female. The researcher observed that almost in all selected sample schools had enough teachers as shown in Table 4.2.

Table 4.2: Availability of teachers by qualification in Kongwa District

Name of ward secondary School	Number of students	Teachers who are University graduates	Teachers who are Diploma Holders'	Total number of teachers	Teachers - Students Ratio
Mnyakongo	387	17	7	24	1:16
Mtanana	272	16	6	22	1:12
Mumi	207	16	6	22	1:9
Sejeli	358	22	5	27	1:13
TOTAL	7737	269	191	460	1:17

Source: Kongwa District Secondary Education Office – 2015

The summary of the findings in Table 4.2 indicate that in Kongwa district there was no shortage of teachers as per national standard teacher-students ratio (1:40). Also findings revealed that teachers available in this district (66.3%) were university

graduates and (33.7%0 were diploma holders which mean that these are qualified teachers.

Teachers claimed that the houses to live were not enough hence made them to rent houses in the village at high cost and far from school which cause them to walk on foot for at least 1km to the office. A teacher from Mtanana secondary said that;

We are supposed to walk on foot daily for a distance of more than 3 km to and from school. This make us to arrive at school tired and at times we are late to the office. Not only that but also the houses rented at the village are at high cost.

Teachers ask government to construct houses for them near the school compounds in order to improve the efficiency of their work. Also to improve their wages and working conditions to teachers because it was affecting their ability and motivation to deliver quality education and this seems to be one of the contributing factors influencing the academic performance of ward secondary schools in Kongwa district.

Corcoran (1988) argued that, where working conditions are good, they result in enthusiasm, high morale, cooperation and acceptance of responsibilities. Poor working conditions to teachers affect their ability and motivation to deliver quality education and this seems to be the factors that influence the academic performance of ward secondary schools at Kongwa district to be poor.

Also teachers complained about difficulties met in the transport system from the school to district office and also to the accessing service like banks. Some secondary

schools were located 50-57km from the district headquarters. A respondent from Mtanana secondary school said that; “It takes almost the all day to go to Kongwa district office for official issues. This makes students to miss lessons because of the absence of a teacher”.

4.2.3. Students’ take home assignments

The researcher wanted to know how the provision of take home assignments to students influences students’ academic performance. Most of the respondents argued that provision of assignments had an influence on the academic performance of students’. When students were asked if they were given those assignments from their teachers, 85% students at Mnyakongo secondary school agreed that they were given enough assignments by their teachers. Mnyakongo students claimed to be given short time to submit assignments, 25 out of 40 students claimed that they were given short time to submit their take home assignment hence they do not finish those assignments on time, this was because those assignments compared to the time given by their teachers. One of them said that:

We are given assignments and needed to submit them in the following day in the morning ... in one day we are be given assignments by more than one teacher and all of them need the assignment submitted on the next day... there are punishment for those who do not submit.

It was found that, at Mnyakongo secondary school 35% of teachers provided take home assignments to students once a week particularly on every Friday and about 40% provided assignments once per month especially those science teachers because the science teachers are few in number and that they are required to teach from form

one to form four. This being the situation one teacher cannot be in a position to provide assignments every day or week and mark them, 10% provided assignment twice a week and 15% provided assignments every day. Apart from given homework's, also they had weekly and monthly tests. Teacher respondents insisted that they provided homework to the students which help to assess them on their learning and also is an opportunity to promotion of students in the learning process.

When asked to comment on whether take home assignments provided were enough or not, 90% of students of Mnyakongo secondary school, indicated that they were enough except for the science subject due to the lack of enough teachers, but in arts subjects they were given many exercises which helped them in their studies.

When students were asked why they did not finish take home assignments tasks given by their teachers, a student from Mnyakongo responded that “We do not finish those take home assignments on time because there are different other things like performing household chores given by our parents after school hours”.

Another student respondent from Sejeli secondary school claimed that, “the school time table hindered us to finish take home assignments on time”. At Sejeli secondary school time table shows that there are weekly and monthly tests, this cause students to keep their effort on preparing for weekly and monthly test rather than doing home works. Also other Students at Sejeli indicated that:- “It is the laziness of students ourselves, because we can manage to arrange our time and finish our household chores, but we are lazy on doing take home assignments”.

A teacher from Mtanana said that: “Assignment help to improve students’ academic performance because teachers get to know their students’ weaknesses, it keeps students busy with their studies and promote their learning”.

4.2.4. Availability of laboratories and libraries

The findings in this study show that libraries and laboratories were the problem in selected wards secondary schools. A teacher respondent from Sejeli secondary indicated that lack of library is among factors influencing the academic performance of students in ward secondary schools, the schools facing the problem of not having enough textbooks, and the library could play part of having other supplementary materials for students to learn. All four selected ward secondary schools had no libraries, and for the few available text books were kept in the teacher’s offices.

Kipkoech (2012) observed that the availability and quality of textbooks in a secondary school library is an essential factor in teaching-learning process. The district secondary educational officer said “In Kongwa district there are 25 ward secondary schools and none of them has a library, as the case there is a need for 25 libraries in the district”.

A science teacher respondent from Sejeli secondary school mentioned the issue of laboratories which play a big role for the students’ academic performance especially in science subjects. One of respondent a teacher was quoted saying:

Our school does not have a laboratory, we uses one of the classroom as a laboratory. In that are neither enough chemicals nor other materials needed in

laboratory. This lack of chemicals, apparatuses and the laboratory itself demotivated the moral of students to opt for science subject, and for the few of whom opt them are suggestive of poor performance in their national examinations. In the year (2014) only 15 students out of 39 who registered to do national examination were set for physics and chemistry exams, only 2 of them scored D grade in the physics exam, 8 scored E and the rest scored F. While in the Chemistry exam 4 scored C, 4 scored D, 3 scored E and the rest scored F, because of not having laboratory and having only chemistry teacher in their four years of studies.

This implies that the factors influencing students' academic performance especially in science subjects in ward secondary schools in Kongwa district may have been caused by the lack of laboratories and its equipment's. Poorly equipped laboratories hence students are prepared in much theoretical learning instead of practical. Therefore in their examinations students do not have enough practical experience to apply and it makes them to fail their exams.

The findings suggest that most of laboratories found in selected secondary schools were unfinished buildings; most of them were in renter level. District Secondary Education Officer of Kongwa district responded that "there are only 9 laboratories which are well equipped exist in the district out of 72 laboratories needed"

UNESCO (2008) clarifies that practical work forms an important feature in any science course. The effective use of laboratory and library in teaching and learning for students tend to make them understand easily the subjects.

4.3. Home Based Factors Influencing Students' Academic Performance

The purpose of this objective was to investigate the social-economic factors like parents level of education, source of income, and the distance to and from school and their influence on students' academic performance.

4.3.1. Parents' level of education

There is a positive relationship between the parent's educational level and their children success in their academics (Hossler & Stage, 1992). Through interview with parents and teachers, the finding revealed that the level of education of parents has the influences in the students' academic performance. It was found that parents, who attained at least secondary level of education, had the ability to assist their children on different school activities. Castejorn and Perez (1998) insisted that the level of education of one's parent is an important factor for determining pupils' academic welfare at school. Personality, family and academic factors affecting achievement in secondary schools indicate that among the family factors which have the greatest influence are the educational levels of parents. The education level of parents is shown in Table 4.3.

Table 4.3: Education level of parents in Sejeli, Mtanana and Mnyakongo villages (n= 40)

Education level of parents	Frequency	percentage
None	16	40
Primary education	10	25
Secondary education	8	20
Diploma level	5	12.5
Degree graduate	1	2.5
Total	40	100

Source: Field data April 2016

Data in Table 4.3 indicates the education level of parents. The findings show that 40% of the parents in the sample did not attend primary school level. About 25% attended primary education level, 20% of the parents attended secondary level, 12.5% parents attended diploma level and only 2.5% parents attended degree level of education.

When the parents respondents were asked if they go through their children's exercise books to know what they learnt from school and give them assistance, one parent from Sejeli replied that:

I do not go through my children exercise books because I don't know even how to read and write especially that English language as I have told you that I didn't attend any classes in my life time, so how could I be able to know what's written in those books?.

Ogunsola, Osuolale and Ojo (2014) have argued that, some of the factors influencing the academic achievement of the students have been traced back to parents and the

family; being the primary platform on which learning not only begins but is nurtured, encouraged and developed which later transforms to the performance of the students.

Head of schools and teachers in selected ward secondary schools insisted that poor parents' awareness on educational matters lead to insufficient supports to their children's academic performance. Findings suggest that about 40% of parents could not provide adequate encouragement and other educational support to their children that contributed to their poor academic performance.

Oloo (2003) observed that, children whose parents are of high educational scales have a far better statistical chance of participating in secondary education. Also, parents with high level of education greatly enhance students' academic achievement. From this study, low level parents' education is negatively influencing academic performance of their children. Parents' education and encouragement are strongly related to the influence of students' academic performance. In the oral interview between the researcher and some parents, the researcher asked parents if they go through their children's note books at least once per week, but parents responded that they do not do it even once per term. Hence, parental influence is an important factor affecting Students' achievement.

4.3.2. Parents' sources of income

The research findings have shown that parents economic factor have major influence on students' academic performance in ward secondary schools. The lower economic status of parents has a greater influence to academic performance of their children.

Table 4.4: Parents' Source of Income (n=40)

	Frequency	Percentage
Farmer/Peasant	29	72.5
Civil Servant	8	20
Self-Employed	3	7.5

Source: Field data April 2016

The above summary shows that 72.5% parents depend much from peasant agriculture as their main source of income, 20% were employed and 3% were the self-employed. The parent income plays a big role to the academic performance of learners. Findings show majority of parents have low income due to their dependence on seasonable rainfall on their peasant cultivation. Kirkup (2008), argues that, for children growing up in poor families the possibility of having poor academic performance is large than the students grown up in higher income family. Students with high level of socio-economic status perform better than the middle class and the middle class students perform better than the students from low income level families. Parents were responsible for taking care of their children's education expenses like paying school fees, buying books, buying uniforms and other needed requirements. A teacher from Sejeli secondary school claimed that

Students who come from poor families lack learning materials like books, pens, uniforms, shoes and money to contribute for meals for them to attend evening programmes at school. We have other children who are under sponsorship of churches, government etc., but those sponsors provide only school fees. Other students are under their guardians like grandparents who are not able to make any emphasis on schooling.

Johnson (1996) stated that the low income of parent is a major impediment to academic success and development of students. This is because poverty or low income of parents has elastic effects on their children's academic works as they lack enough resources and funds to sponsor their educational requirements and this leads to poor performance of their children. The majority of resident in Kongwa district depend much on seasonable peasant agriculture which do not give them enough income to fulfil their needs. This situation has an influence to their children academic performance. Lumuli (2009) argued that financial resources are used for acquisition of other resource such as physical facilities, textbooks and human resources.

4.3.3. Distance to and from school

The study revealed that the distance to and from school has an influence on the students' academic performance in Kongwa ward secondary schools. Most of Kongwa district students come far away from school and they are used to walking on foot and others ride bicycle to and from school. This is due to the fact that many ward secondary schools were built far from the people's residences and one ward secondary school serves more than one village. One student from Mumi secondary school responded that "I walk on foot from Machenje up to here every day which is more than 8km"

It is tiresome for students to walk such a long distance to school. This could affect their studies in a big way. Sejeli secondary school teachers indicated the tendency of most students to be late for school and this was caused by the distance from where students came. The finding from Sejeli showed that 52.5% of students lived between 0 and 2 kilometres, 27.5% students lived between 3 and 5 kilometres, 7.5% students

lived between 6 and 9 kilometres, and 12.5% students lived more than 10 kilometres away from the school.

Table 4.5: Distance in kilometres to and from school and mode of transport (n=40)

	Frequency	Percentage
Distance in kilometres		
0-2 kilometres	21	52.5
3-5 kilometres	11	27.5
6-9 kilometres	3	7.5
10 above kilometres	5	12.5
Total	40	100.0
Mode of transport		
Foot		
Bicycle	29	72.5
Public transport	11	27.5
Total	0	0.0
	40	100.0

Source: Field data April 2016

As the summary of the findings on Table 4.5 show that the major means of transport was walking on foot. The findings show that 72.5% of the students were coming to and from home on foot, 27.5% students used bicycle to and from school. The distance to and from school becomes a factor that influences the students' academic performance, students who live more than 6 kilometres would likely be late at school and be tired which may contribute to the lack of concentration and attention to the subject taught and hence to not understand that may result to poor academic performance.

4.4. Students' Based Factors Influencing Academic Performance

The purpose of this objective was to investigate on the students' based factors that have the impact on students' academic performance. This was done by looking on truancy factor, time spent by students in carrying out household activities, and time spent by students on private studies.

4.4.1. Truancy

The findings indicate that in selected secondary schools were a case of truancy and this is one of the factors that influence students' academic performance of ward secondary schools in Kongwa district. Mtanana ward educational officer said that

There are different factors which lead to truancy, like low economic status of the family which hence to not fulfil the needs of their children like buying uniform, paying other contributions to school, buying other school material needs like books.

The findings revealed that there are students who do not go to school because of the low economic status of their parents. Instead, those children have to engage themselves in agriculture and other economic activities. A student from Mumi indicated that "Punishment from teachers is also one among of the factors which cause truancy at school". Students fear to be punished by their teachers knowing that if the given assignments are not finished on time, and or if they were late to school, they will be punished at school. For that, students decide to miss school on such particular days so as to avoid punishment.

On the other hand the study revealed that truancy was caused by involving of some students in bad peer groups in a community and doing economic activities like

selling drinks and snack to the passengers especially at those students whose schools are along the main road of Dodoma to Morogoro, like Sejeli and Mtanana secondary schools.

Truancy had the influence in students' academic performance as it decreases a student's ability to learn. According to Balfanz et al. (2008) absenteeism harmed the individual and his/her prospects. Truancy affect the achievement of the school overall. Also Heeyoung (2010) observed that being absent from class decrease a student's ability to learn. It is very challenging to succeed if a student misses too much school work, because it is hard to catch up. Truant students lose interest in schooling which results in low academic performance.

To be in class is believed to have positive relationship with students' academic performance. It was expected that high absentees from the class would have a negative effect on the students' academic performance. Marburger (2001) comment that, students who missed class were significantly more likely to respond incorrectly to questions relating to material covered that day than were students who were present.

4.4.2. Time spend much by students after school hours

The study revealed that other home activities are among factors that influence students' academic performance. Student respondents from Mumi secondary school were asked the type of activities they were doing at home after school hours. One of girl responded:-

At home after school hours we do different activities. On my side I wash dishes, collect firewood and fetch water, prepare meals for night, bath children while my brother feed pigs... During weekends we go to farm but that depends on seasons

Respondents were asked if they arrange their private time table for studies and follow it accordingly. A student from Sejeli secondary school replied that “I have the time table for my private studies but it’s difficult for me to follow it accordingly” The study revealed that students did not arrange their private timetable although some of them have the tendency of private studies and others they don’t have the tendency of having private studies after school hours.

Table 4.6: Time spend much by students after school hours

Name of School	Students with private timetable		Students without private timetable	TOTAL
	Followed	Not Followed		
Mnyakongo SS	3	3	4	10
Mumi SS	1	4	5	10
Mtanana SS	2	4	4	10
Sejeli SS	3	3	3	10
TOTAL	9 (22.5%)	14 (35%)	17 (42.5%)	40 (100%)

Source: Field data April 2016

The information displayed in Table 4.6 indicated that 22.5% of respondent arranged their private time table and followed it, 35% although they have their private time table but they do not follow it accordingly due to different interference like day to

day activities given like take home assignments from their teachers, others due to the activities given at home after school hours, but others it is due to their laziness and preference on studying some of the subjects every day. 42.5% respondents were not preparing their private timetable, they only use the school hours for studies and when they are at home they use to do other issues like chatting with friends, visiting friends or doing household activities for girls and for boys were playing football etc. A male student from Mtanana said that “We use to play football after school hours and during the night we go to watching video or the football game on TV”.

The students respondent at Sejeli secondary when asked to describe how they spent their time after school hours, 3 responded that they spend their time on chatting, 1 liked to watch TV and listening to music, 4 spent their time on sports and games, 2 spent their time on studying and doing school assignments. Time spent after school hours tend to have the influence on academic performance of the student, a student who is using that time for studying much rather than doing other staff is likely to perform well compared to those who uses their time on other things apart from studying.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

This chapter presents the summary of the study, conclusion and recommendations for administrative action and further research on the factors influencing academic performance of students in ward secondary schools in Kongwa.

5.2 Summary of the Study

The main objective of this study was to investigate the factors influencing academic performance of students in ward secondary schools in Kongwa. This study involved a sample of 85 respondents selected using purposive and random sampling techniques. The study was informed by a descriptive survey research design whereby interviews, questionnaires, focus group discussions and documentary review were used in data collection and analyses. Both qualitative and quantitative data analysis approaches were used. The study was designed to address the following research objectives:

- i. To examine the influence of school based factors on students' academic performance in ward secondary schools.
- ii. To investigate the extent to home based factors influencing students' academic performance in ward secondary schools.
- iii. To identify students' based factors influencing academic performance in ward secondary schools.

Also the findings showed factors rooted from the school environment such as inadequate of teaching and learning facilities like text books, shortage of well-equipped laboratories and libraries was reflected in students poor examinations results, students and teachers indicated that the learning environment affected the students' academic performance.

The study findings indicated that, home based factors such as; the home based factors such as education level of the parents; parents' occupations; poor parents' involvement in the academic issues related to their children, distance to and from school and students' time spent on doing domestic chores affect students' academic performance.

Moreover, the study findings show that students' behaviors related to their studies affect their academic performance; these behaviors include truancy among the students and time resource utilization. The findings showed further that there is misuse of time among the students, instead of utilizing most of their time in studying they are much occupied with social activities such as spending much time in doing domestic chores, chatting with friends and relatives, watching TVs and or playing football for boys.

Some students' have got timetables for private studies but the study findings reveal that only few students abided to the timetable set. Tiredness due to walking for longer distances and commitment to other activities at home are reasons preventing them from conducting private studies.

5.3 Conclusion

- i. There is a shortage of teaching and learning facilities in ward secondary schools like text books, laboratories, and libraries this hence low academic performance of students in the ward secondary schools.
- ii. Availability of teaching and learning materials, presence of teachers, provision of take home assignments to students and availability of laboratories and libraries could have the positive impact on students' academic performance in ward secondary schools in Tanzania.
- iii. Parents level of education and parents source of income have an impact to students' academic performance.
- iv. Again, truancy; private studies and time spend by student after class hours have impact to the academic performance.

5.4 Recommendations

5.4.1 Recommendations for action

Based on the findings of this study, the researcher makes the following recommendations are made;

- i. There is a need of building hostels in order to avoid students to walk long distances from home to school; this can help students to have enough time for private study and also to create group discussions with others.
- ii. Heads of schools and staff members should educate parents and guardians on reducing the household activities to their children after school hours in order to give them enough time for private studies and finishing the take home assignments given by their teachers.

- iii. Parents should make a close follow up of the children academic progression; they are supposed to provide school requirements like books, to their children; they should work with school administration to improve students' discipline and performance.
- iv. In order to have good performance, students should arrange well their time and follow it accordingly in studies within and after school hours at home, and also they should not have the tendency to not attend classes, this hence them to have low performance in academic.
- v. Non-Government Organisation's should assist the government to finance education in various ward secondary school programmes such as the building of hostels in order to reduce distances used by students in walking to and from schools. also provision of books, laboratory equipment and other necessities

5.4.2 Recommendations for further research

Further research should be done on the factors influencing academic performance of ward secondary schools in other areas of Tanzania. The research should be done on other areas since this was based in Kongwa district and therefore the findings might differ.

REFERENCES

- Ahmad, M. R., Pervaiz, M. K. & Aleem, M. (2010). Factors affecting students' academic performance. *Journal of Educational Research* 13(1), 252.
- Ainley, J., Brian, G., Michael, L., & Margaret, B. (1995). *Social-economic status and school education*. Canberra: DEET/ACER.
- Ajala, N., & Iyola, S. (1988). *Adolescence psychology for teachers*. Oyo: Abodurin Rogba Publisher and Winston.
- Akanle, S. (2007). *The development and validation and academic performance, 5 factors inventor*. Unpublished manuscript, Department of Guidance and Counselling, University of Ibadan.
- American Heritage. (2000). *Dictionary of English Language*. London: Houghton Mifflin Company Publisher.
- Armstrong, M. (2006). Human resource management theory and practice as predictors of academic self-efficacy among secondary school students in Oyo State. *Electronic Journal of Research in Education Psychology*,
- Balfanz, R., Durham, R., & Plank, S. (2008). *Lost days: Patterns and level of chronic absenteeism among Baltimore city public school students, 1999/2000 to 2005/2006*. Baltimore: Baltimore Education Research Consortium.
- Bamard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children and Youth services Review*, 26, 39-62.
- Battle, J., & Lewis, M. (2002). The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. *Journal of Poverty* 6(2), 21-25.

- Boma, A. (1980). *Factors affecting performance in Tanzania schools*. Unpublished dissertation. Tanzania: Dar es salaam University.
- Caldas, S. J., & Bankston, C. L. (1997). The effects of school population, social-economic status on individual student academic achievement. *Journal of Educational Research*, 90, 269-277.
- Capraro, M. M., Capraro, R. M., & Wiggins, B. B. (2000). An investigation of the effects of gender, social-economic, race and grades on standadized test scores. *Paper presented at the meeting of the Southwest Educational Research Association*, Dallas.
- Castejon, S., & Perez, R. (1998). *A casual-explicative model of psychological variables in academic performance*. Revista: Bordon.
- Chonjo, P. N. (1994). *The quality of education in Tanzania schools: Assessment of physical facilities and teaching learning materials*. Tanzania: Dar es salaam University.
- Cohen, L., Manion, L., & Keith, M. (2007). *Research methods in education* (6th Ed.). London: Routledge Tailor & Francis Group.
- Corcoran, T. B., Walker, L. J., & White, J. L. (1988). *Working in urban schools*. Washington DC: Institute for Education Leadership.
- Cott, W. R. (2003). *Organisations, rational, natural and open system* (5th Ed). London: Prentice-Hall Inc.
- Creswell, J. W. (2003). *Research design: Qualitatitive and quantitative approaches*. London: Sage Publications.

- David, N. M. (2014). *Determinants of poor academic performance of secondary school students in Sumbawanga district, Tanzania*. Unpublished dissertation. Morogoro: Sokoine University of Agriculture.
- Denscombe, M. (1998). *Education research for small social research projects*. Beckham: Open University Press.
- Devos, A.S. (2001), *Research at grass root (3rd Ed)*. Pretoria: Van Schaik Publishers.
- Duke, N. (2000). For the rich it's richer: Print environment and experiences offered to first-grade student in very low-and very high-SES school districts. *American Educational Reserarch Journal*, 37 (2), 456-457.
- Eamon, M. K. (2005). Social demographic, school, neighbourhood and parenting influences on academic achievement of latino young adolescents. *Journal of Youth and Adolescence*, 34 (2), 163-175.
- Eccles, J. S. & Wigfield, A. (1985). *Factors affecting students' performance*. London: UKESSAYS Publishers. London: UKESSAYS Publishers. Retrieved from Wikipedia: <http://www.ukessays.com/essays/education>.
- Eccles, J. S., & Harold, R. D. (1993). *Parent involvement, educational expectations and support*. London: UKESSAYS Publishers. Retrieved from Wikipedia: <http://www.ukessays.com/essays/education>.
- Enon, J. C. (1998). *Education research, statistics and measurements*. Kampala: Department of Psychology School of education.
- Fantuzzo, J., & Tighe, E. (2000). A family involvement questionnaire. *Journal of Educational Psychology*, 92 (2), 367-376.

- Farooq, M. S., Chaudhry, A. H., Shafiq, M., & Berhamu, G. (2011). Factors affecting students' quality of academic performance: A case of secondary school ordinary level. *Journal of Quality and Technology Management*, 7 (2).
- Farrant, J. S. (1980). *Principles and practices of education*. London: Pearson Education Limited, Edinburgh Gate, Harlow.
- Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education*. New York: Mc Graw Hill.
- Free Encyclopaedia. (2015). *Population in Kongwa*. Retrieved from Wikipedia: [http://en.wikipedia.org/wiki/Kongwa\(Tanzania\)](http://en.wikipedia.org/wiki/Kongwa(Tanzania)).
- Furstenberg, F. F., & Hughes, M. E. (1995). Social capital and successful development among at-risk youth. *Journal of Marriage and the Family*, 57, 580-592.
- Garzon, G. (2001). *Social and cultural foundation of American education*. Retrieved Wikibooks:http://en.wikibooks.org/wiki/Social_and_Cultural_Foundation_of_American_Education/Chapter_10_Supplemental_Material/Whatfactors_influence_curriculum_design%3F1.
- Goddard, R. D. (2003). Relational networks, social trust, and norms: A social perspective on students' chances of academic success. *Journal of Educational Evaluation & Policy Analysis*, 25, 59-74.
- Heyneman, S., & Loxley, W. (1982). The effects of primary school quality on academic achievements across twenty-nine and low-income countries. *American Journal of Sociology*, 3(5), 1162-1194.
- Hornby, A. S. (2000). *Oxford Advanced Learners Dictionary* (6th Ed). New York: Oxford University Press.

- Hossler, D. & Stage, F. (1992). *Influence of parents' education level on students' academic performance*. London: UKESSAYS Publishers. Retrieved from Wikipedia: www.ukessays.com/essays/education.
- Isangedighi, A. J. (1988). Under achievement: An index of learners environment mismatch. *Nigeria Journal of Education Psychology*, 3(1), 220-226.
- Jeynes, W. H. (2002). Examining the effects of parental absence on the academic achievement of adolescents: The challenge of controlling for family income. *Journal of Family and Economic Issues*, 23, 56-65.
- Johnson A. (1996). *Family income and students' academic performance*. London: UKESSAYS Publishers. Retrieved from Wikipedia: <http://www.ukessays.com>.
- Johnson, B. D., Parker, D. O., Lunsford, M. W., & Henderson, L. J. (2004). *Dimensions of learning for life*. (3rd Ed). New York: Mc Graw Hill.
- Kaguo, F. E. (2011). *Factors influencing academic performance of students in community and government built secondary schools in Mbeya municipality, Tanzania*. Unpublished Dissertation, Sokoine University of Agriculture.
- Kahlenberg, R. D. (2006). *Integration by income*. *American School Board Journal*. Retrieved from Wikipedia: www.equaleducation.org/commentary.asp?opedid=1332.
- Kapinga, D. S. (1992). *Educational development in Tanzania since colonial era*. Unpublished Book, Sokoine University of Agriculture.
- Kendra, C. (2011). *What is social-cultural theory?* Retrieved Jan 10, 2016, from Wikipedia: <http://www.psychology.about.com/od/developmentcourse/f/socialculturaltheory.or>.

- Kimani, G. N., Kara, A. M., & Njagi, L. W. (2013). Teacher factors influencing students' academic achievement in secondary schools in Nyandarua county in Kenya. *International Journal of Education and Research, 1*.
- Kipkoech, B. K. (2012). *Influence of social-economic background on academic performance of public mixed day secondary school students*. Unpublished Dissertation, Moi University.
- Kirkup, J. (2008). *Middle-class children resentful at being pushed to succeed*. *Telegraph*. Retrieved from Wikipedia: <http://www.telegraph.co.uk/education/33303031/Middleclass-children-resentful-at-being-pushed-to-succeedpoll-show.html>.
- Kirkup, J. (2008). *Middle-class children resentful at pushed to succeed poll shows*. Retrieved from Wikipedia: <http://www.telegraph.co.uk/education>.
- Kiwia, N. (2009). *Development and examination of secondary in Tanzania: Experience and challenges*. Unpublished dissertation, University of Dar es Salaam.
- Komba, C. K., Hizza, E. L., & Jonathan, W. T. (2013). *Factors influencing academic performance of ward secondary schools*. Working Papers Series Moshi University College of Cooperative an Business Studies.
- Kombo, D. S., & Tromp, L. A. (2006). *Propasal and thesis writing: An introduction*. Nairobi: Pauline Publications Africa.
- Komunte, F. (2011). *Social-cultural factors affecting community secondary school students' academic performance*. Unpublished Dissertation, Sokoine University of Agriculture.

- Kongwa District Secondary Education Office. (2015). *SEDP Performance Report: July-September 2015*.
- Kothari, C. R. (2004). *Research methodology* (2nd Ed). New Delhi: New Age International (P) Ltd, Publishers.
- Krashen, S. (2005). The hard work hypothesis: Is doing your homework enough to overcome the effects of povert? *Multicultural Education*, 12 (4), 16-19.
- Lam, D. (1999). *Generating extreme inequality: schooling, earnings and intergenerational transmission of human capital in South Africa and Brazil*. Michigan: University of Michigan.
- Lumuli, N. C. (2009). *An investigation into internal effeciency: Measures in promotion of access and completion rates in public secondary Schools in Bungoma South district*. Unpublished M.Ed Thesis. Nairobi: University of Nairobi.
- Malekela, G. A. (2000). Quality of secondary education in Tanzania. In J. C. Galabawa, F. M. Senkoro, & A. F. Lwaitama, *Quality of education in Tanzania*. Dar es Salaam: Institute of Kiswahili Research UDSM.
- Marches, A., & Martin, E. (2002). *Evaluation in secondary education: Snapshot from a controversial era*. Madrid : Institute of IDEA. SM.
- Marzano, R. J. (2003). *What works in schools: Training research into action?*
Retrieved from wikipedia:
http://pdonline.ascd.org/pd_online/whatworks?marzano2003_ch13.html.
- Merriam-Wbster. (2008). *Teaching-definition of teaching*. Retrieved from Wikipedia: <http://www.meriam-webstes.com/dictionary/teaching>.

- Mgohamwende, J. M. (1997). *Education psychology*. Johannesburg: Higher and Further Edition Pity Ltd.
- Miles, M. B., & Huberman, A. M. (1994), *Qualitative data analysis*. London: Sage Publication.
- Miller-Grandvaux, Y., & Yoder, K. (2002). *A literature review of community schools in Africa*. Washington DC: USAID, Bureau for Africa.
- Mitchell, D. E., & Collom, E. (2001). *The determinants of student achievement at the academy for Academic Excellence*. Unpublished Dissertation, California: University of California.
- MoEST. (2016). *Basic educational statistics of Tanzania 2008-2015*. Dar es Salaam, United Republic of Tanzania.
- Morrison, D. F. (1993). *Multivariate statistical methods*. Pennsylvania: McGraw Hill.
- Mosha, H. J. (2000). *Reassessment of the indicators of primary education in academic performance*. Dar es Salaam: Dar es Salaam University.
- Mosha, H. J., & Omari, I. M. (1987). *Motivation theories in education*. Dar es Salaam: Dar es Salaam University Press.
- Mtawa, G. (2013). *Challenges facing the development and operationalization of community secondary schools in Tanzania*. Unpublished dissertation, The Open University of Tanzania.
- Mtayangulwa, A. L. (2013). *The effects of inadequate teaching/learning on the implementation of the school curriculum in community secondary schools*. Unpublished Dissertation, The Open University of Tanzania.

- Mukherji, P., & Albon, D. (2012). *Research methods in early childhood: An introductory guide*. London: SAGE Publication Ltd.
- Murphy, Y., & Mayer, S. (2008). *Equity in the classroom: Towards effective pedagogy for girls and boys*. London: Washington Falurer Press.
- Mushi, G. K. (2000). *Quality of education and the national policy management context in Tanzania*. Dar es Salaam: Institute of Kiswahili.
- Mushi, P. A. K. (2009). *History and development of education in Tanzania: Education reforms and development*. Dar es Salaam: Dar es Salaam University Press.
- National Bureau of Statistics. (2013). *2012 Population and housing census: Population distribution by administratrative areas*. Dar es Salaam: Ministry of Finance.
- Nyalusi, A. E. (2013). *Factors affecting girls' academic performance in community secondary schools*. Unpublished Dissertation. The Open University of Tanzania.
- Odubuker, P. E. (2004). *Headmasters training programme and their ompetences in management of the primary schools in North Western District of Uganda*. Unpublished dissertation, Kampala of Administration Press Ltd: Makerere University.
- Okumu, I. M., Nakajjo, A., & Isoke, D. (2008). *Social-economic deteminants of primary school dropout: The logistic model analysis*. Retrieved from Wikipedia: <http://www.mpra.ub.uni-muenchen.de/7851MPRA>.

- Oloo, M. A. (2003). *Gender disparity in students performance in KCSE in mixed day secondary schools in Migori district, Kenya* Unpublished Master of Education Thesis. Migori: Maseno University.
- Omari, I. M. (2002). Education in Tanzania since independence. *Paper in Education and Development* No. 22, 1 - 20 .
- Omari, I. M. (2011). *Concept and methods in educational research*. Dar es Salaam: Oxford University Press.
- Osaki, K. M. (1999). *Science education in secondary school: An internal project evaluation*. Commissioned by GTZ. Dar es Salaam: Ministry of Education and Culture.
- Osokoya, M. M. (1998). *Some determinant of secondary school student's Academic achievement in Chemistry in Oyo State*. Unpublished Ph. D Thesis. Ibadan: University of Ibadan, Nigeria.
- Oxford. (1984). *Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Parelius, R. J., & Parelius, A. N. (1987). *Sociology of education*. New York: Prentice Hall International.
- Republic of Kenya. (2005). *Policy framework for education training and research: Session paper number one of 2005*: Nairobi: Goernment Printer.
- Rizzo, A. (1987). *Stakeholders in public sector education: An alternative approach*. New York: American Review of Public Administration.
- Roberts, G. A. (2007). *The effect of extracurricular activity participation in the relationship between parent involvement and academic performance in a sample of third children*. Retrieved from wikipedia: <http://www.lib.utexas.edu/etd/d/2007/robertsg11186/robertsg11186.pdf>.

- Rouse, C. E., & Barrow, L. (2006). U.S elementary and secondary schools: Equalizing opportunity or replicating status quo? *The Future of Children*, 16 (2), 99-123.
- Sander, W. (2001). Chicago public schools and students achievements. *Journal of Urban Education*, 36 (1), 27-38.
- Saxton, J. (2000). *Investment in education: Private and public returns*. Retrieved January 10, 2016, from Wikipedia: <http://www.house.gov/jec/educ.pdf>.
- Shumox, L., & Lomax, R. (2001). Parental efficacy: Predictor of parenting behavior and adolescent outcomes. *Parenting*, 2 (2), 127-150.
- Silverman, D. (2010). *Doing research*. London: SAGE Publication Ltd.
- Sumra, S., & Rajan, R. (2002). *Influence of external force on educational policy formulation and implementation in Tanzania: Challenges and the way forward*. Dar es Salaam: HakiElimu.
- Thomas, G. (2011). *How to do your research project: A guide for students in education and applied social science*. London: SAGE Publication Ltd.
- Torso, R. (2006). *Extracurricular and out of school factors affecting girls' participation and performance in SMT subjects*. Retrieved from Wikipedia: <http://www.unesco.org/education/educprog/project/girls20%afric/fema>.
- Trusty, J. (1999). Effects of eighth-grade parental involvement on late adolescents' educational expectations. *Journal of Research and Development in Education*, 32(4), 244-233.

- Trusty, J. (2000). High educational expectations and low achievement: Stability of educational goals across adolescence. *Journal of Educational Research, 93*, 356-366.
- Tsinidou, M., Gerogiannis, V., & Fitsilis, P. (2010). Evaluation of the factors that determine quality in higher education: an empirical study. *Journal of Quality Assurance in Education, 18* (3), 227-244.
- UNESCO. (2008). *Challenges of implementing free day secondary education in Kenya*. Nairobi: Ministry of Education, Science and Technology.
- URT. (1995). *Education and Training Policy*. Dar es Salaam: Ministry of Education and Culture.
- URT. (1997). *Education Sector Development Programme*. Dar es Salaam: United Republic of Tanzania.
- URT. (2005). *National Strategy for Growth and Reduction of Poverty (NSGRP)*. Dar es Salaam: Vice President's Office.
- URT. (2010). *National Strategy for Growth and Reduction of Poverty II (NSGRP II)*. Dar es Salaam: Ministry of Finance and Economy.
- Verspoor, A. (2006). *The challenges of learning: Improving the quality of basic education in Sub Sahara Africa*. Paris: ADEA.
- Walberg, H. J. (1981). A psychological theory of educational productivity. In H. F. F., & U. G. N., *Psychology and education*. Berkeley: CA: McCutchan.
- Waters, T. J., & Marzano, R. J. (2006). School district leadership that works: the effects of superintendent leadership on student achievement. *Mid-Continent Research for Education and Learning*. Retrieved from ERIC (ED494270).

- Wiggins, G. (1998). *Educative assessment-designing assessments to inform and improve student performance*. San Fransisco: A willey Imprint 989 Market Street.
- Williams, D., & Wavell, C. (2001). *The impact of the school resource centres on learning: Library and commission research report 112*. Retrieved from Wikipedia: <http://www.resource.gov.uk/information/research>
- Wilson, J. (2011). *English language proficiency academic achievent in Tanzanian secondary schools* Unpublished M.A dissertation, Dar es Salaam: University of Dar es Salaam.
- Wilson, S. I. (2013). *Determinants of poor academic performance in community secondary schools in Tanzania* Unpublished Dissertation. The Open University of Tanzania.
- Womble, L. P. (2003). *Students' characteristics and academic performance*. London: UKESSAYS Publishers. Retrieved from wikipedia: <http://www.ukessays.com/essays/education>.

APPENDICES

Appendix 1: Interview Schedule for District Secondary Education Officer

- 1) Give out Teacher-Student Ratio (TSR) at the district level between 2012-2014
- 2) Do you have shortage of teachers in your district?
- 3) Explain the situation and its effects in students' academic performance in your district.
- 4) What are academic related challenges facing schools in your district?
- 5) How do those challenges affect students' academic performance in secondary schools in your district?
- 6) How does your district address those challenges?
- 7) Does the district management have a culture of rewarding teachers and students for better performance from National basing on the form four Examinations results?
- 8) How many ward secondary schools are well equipped in terms of science laboratories in your district as from 2012- 2014?
- 9) What are your suggestions for improving academic performance of ward secondary schools?

Thank you for your cooperation

Appendix 2: Questionnaire for Ward Educational Coordinators (WEC)

Dear respondent,

I Singano, Hamza Seleman, I am pursuing a Master of Education in Administration, Planning and Policy Studies (MED-APPS) at The Open University of Tanzania. I am conducting a research on the **Factors Influencing Academic Performance in Ward Secondary Schools in Kongwa district, Dodoma region, Tanzania**. Your contribution is very important in this study. I request you to answer the following questions. All the information will remain confidential and will be used for academic purposes of this research only.

1) How do you explain the students' academic performance in form 4 national examinations in your ward secondary school from 2012-2014? Put a tick!

- a). Very good [] b). Good []
 c) Moderate [] d) Poor []

Why that situation?

- i).
- ii).

2) Did the establishment of ward secondary schools consider the school location factors? Yes [], No []

If no, why?

- i).
- ii).

3) What are the main academic challenges facing students in ward secondary school?

- i).

ii).

4) What are the main academic challenges facing teachers in ward secondary school?

i).....

ii).....

5) As educational managers what are the challenges you face in ensuring the development of academic performance of ward secondary schools?

i).

ii).

6) What do you suggest to be done to facilitate and improve the students' performances in ward secondary schools?

i).

ii).

Thank you for your cooperation

Appendix 3: Interview Schedule for the heads of schools:

1. Name of School.....,..... Reg. No.....
2. Number of Students..... (a) Boys..... (b) Girls.....
3. How is the community perception towards education in the area?
4. What is the dominant means of student's transportation to and from school?
5. How was teacher-Student Ratio (TSR) at your school?
6. What was the Book-Student Ratio (BSR) at your school?
7. Do all teachers have access of house accommodation at the school premises?
8. Are science subjects practical's done at your school?
9. Do you have enough teachers for all subjects?
10. What was the academic performance of previous students for Form IV since 2012-2014 at your school?
11. What factors influenced the kind of academic performance of students at your school?
12. What are your suggestions for improving academic performance in secondary schools?

Thank you for your cooperation

Appendix 4: An interview Schedule for Parents/Guardian

1. What is your occupation?
2. Which level of education did you reach?
3. What is your main source of income?
4. How far is the school located from your home?
5. What type of transport does your child use when to and fro school?
6. Do you provide your child with school facilities like exercise books, school fees, uniforms?
7. Do you go through your child's school work to determine his/her school progress?
8. Are there any socio-cultural practices that can lead to the poor performance of your child in secondary schools?
9. Which other challenges do you think affects your child in his/her academic performance?

Thank you for your cooperation

Appendix 5: Questionnaire for Secondary School Teachers (SSTs)

Part One: Introduction

Dear respondent,

I Singano, Hamza Seleman, am pursuing a Master of Education in Administration, Planning and Policy Studies (MED-APPS) at The Open University of Tanzania. I am conducting a research on the **Factors Influencing Academic Performance in Ward Secondary Schools in Kongwa district, Dodoma region, Tanzania**. I request you to answer the following questions. Your contribution is very important in this study. All the information will remain confidential and will be used for academic purposes of this research only.

1. Sex (Please tick where appropriate)
 - a. Male []
 - b. Female []
2. Educational level (Please tick where appropriate)
 - a. Diploma []
 - b. Undergraduate []
 - c. Postgraduate []
3. Which subject(s) do you teach? and
4. How far is your school from home? km
5. What means of transport do you use to and from school?
 - i. walks [], ii. Uses bicycle [], iii. Uses motorcycle [], iv. Uses buses []
6. How does lunch taking affect student's academic performance in your school?
 - i. Lead to poor class attendance []
 - ii. Concentration is lowered []
 - iii. Others, Specify:

a)

b)

7. Do most students attend all period in your school? Yes [], No []

8. How are your class sizes?

i. Very big (above50) [] ii. Big (between 40-50) []

iii. Moderate (between 30-40) [] iv. Small (below 30) []

9. Does the size of class in your school affect the student's academic performance?

Yes [], No []

If yes, explain how?

i.

ii.

10. How do you control size of class in your school?

i. Provide many exercises when teaching []

ii. Provide few exercises when teaching []

iii. Give subject notes only []

11. Do students gets reward for better performance in academic in your school?

Yes [] No []

12. Is there a relationship between students' attitude/ interest toward learning and performance in academic?

Yes [] No []

If yes how?

i.

ii.

13. Is the relationship between parental involvement and students' performance?

Yes [] No []

If yes explain how?

- i.
- ii.

14. Do you think teachers' commitment in performing their work affect students learning in your school?

Yes [] No []

If yes explain how

- i.
- ii.

15. Do you think students' commitment in their subjects' affect students learning in your school? Yes [] No []

If yes explain how it affects

- i.
- ii.

16. Who usually perform academically well in your school?

- i. Girls []
- ii. Boys []
- iii. None []

17. What are the challenges face the students in your school?

- a. Academic challenges []
- b. Socio-cultural challenges []
- c. Economic challenges []

18. Do the number of the available students match with the existing facilities?

Yes [] No []

19. How do you classify your school learning environment?

i. Conducive []

ii. Not conducive []

iii. I don't know []

20. Do you think that school learning environment affects the academic performance of student?

Yes [] No []

If yes explain how

i.

ii.

21. Is there a problem of truancy in your school? Yes [] No []

If yes, what might be the causes of truancy in your school?

i. illness []

ii. Unable to pay school fees (Low parents' income) []

iii. Peer influences []

iv. Others (mention).....

22. Do you provide your students with homework activities?

Yes [] No. []

If yes explain how:

a) Once to twice per week []

b) More than twice a week []

c) Once per month []

d) More than once per month []

e) Every day []

23. Do you think the provision of homework assignment to your students helps to improve students' academic performance?

Yes [] No. []

If yes explain how

i.

ii.

24. What are the home based factors influencing students' academic performance

i.

ii.

25. What are the parents based factors that influence students' academic performance

i.

ii.

26. What other challenges face teachers in their teaching in your school?

i.

ii.

Thank you for your cooperation

Appendix 6: Focus Group Discussion Guide for Students

1. How does the time you spend to and from school affects your academic performance?
2. What are reasons for some students avoiding to attend school?
3. Does household division of labour have any impact on students' academic performance in ward secondary school examinations?
4. How the private studies have an influence in your academic performance?
5. How do you explain students' performance in ward secondary schools in this district?
6. What are factors that hinder students to perform better in their studies at secondary schools?
7. What are the effects of socio-cultural factors on students' academic performance in ward secondary schools?
8. In your academic years of studying, which problems do students face that have resulted to dropouts?
9. What are other factors which hinder students' academic performance in ward secondary school?

Appendix 7: Research Clearance Letter from The Open University of Tanzania

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

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



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

02/02/2016

To whom it may concern

RE: RESEARCH CLEARANCE

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

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

The purpose of this letter is to introduce to you **Mr. Hamza Seleman Singano Pg 201506023** who is a Master student at the Open University of Tanzania. By this letter, **Mr. Hamza Seleman Singano** has been granted clearance to conduct research in the country. The title of his research is **“Factors influencing academic performance of ward secondary schools: A case of schools in Kongwa district”** The research will be conducted in **Kongwa** district.

The period which this permission has been granted is from 15/02/2016 to 31/03/2016.

In case you need any further information, please contact:

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

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

Yours sincerely,

Prof Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

Appendix 8: Permission Letter from Kongwa District

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA.
HALMASHAURI YA WILAYA YA KONGWA
(Barua zote ziandikwe kwa Mkurugenzi Mtendaji)

MKOA WA DODOMA
Simu: 255 -026-2320537
Fax No. : 255-026-2320537



Ofisi ya Mkurugenzi Mtendaji,
S.L.P. 57,
KONGWA.

E-Mail: dedkongwa@gmail.com

Kumb. Na. HW/KOG/PF. 3026/11

12th February, 2016

Mwl. Singano Hamza Selemani,
S.L.P 126,
KONGWA.

**YAH: KUKUBALIWA KUFANYA UTAFITI KATIKA SHULE ZA KATA ZILIZOKO
KATIKA WILAYA YA KONGWA.**

Tafadhali husika na somo tajwa hapo juu. Pamoja na barua yako ya tarehe 10/02/2016 yenye somo tajwa hapo juu.

Napenda kukujulisha yakwamba ombi lako limekubaliwa, na mara utakapokuwa tayari kwa kuanza utafiti huo, tafadhali ripoti na barua yako kwa Afisa Elimu (W) tayari kwa kuanza utafiti wako.

Nakutakia utekelezaji mwema.

Masima M.G.

**Kny: Mkurugenzi Mtendaji (W),
KONGWA.**

Nakala: Afisa Elimu (W),
S.L.P . 206,
KONGWA.

OFISI YA MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA YA KONGWA
KONGWA