THE EFFECTS OF FORM TWO SECONDARY EDUCATION EXAMINATIONS ON ACADEMIC PERFORMANCE IN THE ORDINARY LEVEL EDUCATION: A CASE OF SELECTED SCHOOLS IN MBEYA CITY

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: ***"The effects of Form Two Secondary Education Examinations (FTSEE) on Academic Performance at Ordinary Level Education: A Case of Selected Schools in Mbeya City"*** in partial fulfillment of the requirements for the degree of Master of Education, Administration, Planning and Policy Studies (M.Ed. APPS) of the Open University of Tanzania.

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(Supervisor)

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DECLARATION

I, **Halima Selemani,** do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a familiar or any other degree award. All references used in this dissertation have been acknowledged.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my elder brother, Eliakunda E. Mshana and my lovely mother Mariam Makorani Mshana, who supported me fully in my education since I was young.

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I am grateful to our Almighty God who has enabled me to complete my study and for using his people to guide me.

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I am very grateful to my family, brothers and sisters for their encouragement, in terms of moral as well as material support during my studies.

The secondary school heads, teachers and students provided the most helpful information since data gathered from them have been more valuable than they ever imagined.

ABSTRACT

This study investigated the effects of form Two Secondary Education Examinations (FTSEE) in academic performance at ordinary level education in Mbeya City. The study employed a total of six (6) school heads, 36 teachers and 180 students. The study sought responses on the comparison between FTSEE and CSEE results before, during and after FTSEE termination, the extent to which FTSEE results of particular students correlated with CSEE results at a number of selected schools, the extent to which both teachers and students perceived FTSEE as a motivation for performance improvement in teaching and learning processes and finding out the merits and demerits of FTSEE in academic achievement. The study employed both quantitative and qualitative approaches. In the quantitative approach, the Pearson correlation coefficient was used to measure the degree of correlation between FTSEE and CSEE results. Qualitatively, questionnaires were used to collect information from respondents. The obtained correlation coefficient values, most of which were approaching 1.0, revealed that there was a significant correlation between FTSEE results and CSEE results thus significant relationship between the two. Similarly, findings from the questionnaires showed that the majority of perceived the existence of the relationship between FTSEE results and those of the CSEE and city were motivated by FTSEE to work hard in teaching and learning processes. The study therefore concludes that screening FTSEE performance has a positive effect in CSEE performance than screening FTSEE. Besides, the study recommends to the Government and further study that, screening FTSEE should persist and to emphasize on broad range of exams from quizzes to annual exams that contribute to better CSEE for the whole country.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABREVIATIONS

CSEE	Certificate of Secondary Education Examination
FTSEE	Form Two Secondary Education Examination.
MOEC	Ministry of Education and Culture

CHAPTER ONE

1.0 THE STUDY AND ITS BACKGROUND

1.1 Introduction

This chapter provides background information to the study about the effects of Form Two Secondary Education Examinations (FTSEE) in academic performance at ordinary level education. The chapter is segmented into background to the problem, statement of the problem, research objectives, research questions, significance of the study, conceptual framework, scope of the study, and limitations of the study.

1.2 Background to the Problem

Secondary school education refers to that full program of education provided in accordance with government approved circular and availed to students who will have completed primary education. In Tanzania, secondary school education is divided into two sequential cycles namely, four years ordinary level secondary education and two years advanced level secondary education. The ordinary level cycle begins with form one up to form four while advanced level cycle begins with form five up to form six.

In Tanzania there are two types of National examinations at ordinary level secondary education, which are Form Two Secondary Education Examinations (FTSEE) done by form two candidates, and Certificate of Secondary Education Examination (CSEE) done by form four candidates. Formally, there was no FTSEE in ordinary level education until in 1984, when it was introduced by the Ministry of Education

and culture (MOEC) as per circular of reference EDC 6/176/297 for the following reasons:

To serve as a stimulus and motivational agent to both teachers and students in teaching and learning process, to provide a basis for decision making on the part of the ministry, to raise studentsô academic performance as a result of competition among students , and finally, to be part and parcel of continuous assessment.

MOEC assumed that FTSEE would serve the main purposes as defined by the circular where this assumption is also supported by a theory that motivation is a key factor in achievement (Beck, 1978). It is obvious that good form two results will stimulate students to learn hard for better performance in the next classes while teachers teaching form two will be stimulated to work hard so as to maintain the same performance at later stages. Also, students who perform highly in FTSEE are likely to desire to maintain their positions in form three and form four examinations.

Historically, the FTSEE was initially introduced in Tanzania by colonialists in 1947(Gandye, 1978) for the purpose of selection of students to join the few chances available in senior schools. After independence, the Examination was suspended on account that the system of education was continuous from form one form four. However, the Examination was re-introduced in 1984 for the purpose of improving CSEE results through filtering weak students so that they could repeat and master the curriculum content before sitting for CSEE (MOEC, 1984). Kasuga, (2009), noted that, FTSEE has several advantages including stimulating students to work hard in

their form one and two classes due to fear of dropping out of secondary school education. In addition, current student achievement is a strong predictor of the studentôs future performance (Kasuga, 2009; Ndabi, 1987; Sambahyuka, 2000). Theoretically, Examination as part of evaluation is aimed at determining learnersô level of skill acquisition or intellectual competence and understanding after a given training (Duze,2011) He added that, Examination as a form of evaluation enables a teacher to be effectively ready for further teaching because it provides feedback. He continues that, when Examination is not properly conducted, the expected feedback may not result causing wrong decision and judgment which affect the teacher, students the entire education industry as well as the society. Some recent researchers have shown that, majority of students who are admitted in the next level are products of Examinations (Eba & Emaikwu, 2007).

Therefore, Examinations motivate students as well as teachers to study/work harder causing higher performance thus, more chances to be admitted to higher level institutions. Komba,(2014), found that, there is a strong relationship between the studentsô performance in the FTSEE and CSEE. Furthermore, Ewebpedia, (2011) support the study by arguing that, Examinations act as incentives to work throughout the course.

As noted, FTSEE was introduced by MOEC in 1984 whereby form two students were examined in seven subjects and the average pass was 21% in the final score. Ten years later (from 1984 ï 1993), the government failed to secure adequate funds to administer the examinations, thus, postponed the FTSEE until 1999 where the

exercise resumed with the same 1984 circular objectives. However, not all students were capable of attaining an average of 21% to enable them to join form three class. For example, in 1993, 35% of form two students failed to attain the established pass mark thus, failed to proceed to form three. This made the government to react to these results by reducing the pass mark to an average of 14% to enable more students to proceed to form three and four classes, which most likely affected academic performance in CSEE (MOEC, 1984).

When community school students were in form two, their FTSEE results indicated mass failure that in most of the schools there was no even single student who qualified to join form three class. This also made the government to react to the results by reducing the pass mark to the extent which enabled a good number of students to join form three class. Later in 1993, FTSEE was terminated. However, in 2012 FTSEE was resumed with the different decision that, the failed students would not repeat the class but continue with form three classes regardless of their performance (MOEC, 1984).

1.3 Statement of the Problem

From different research evidences, students who perform highly in examinations at lower levels of education are also able to perform high at higher levels of education (Osaki, 1997; Sambayukha, 2001). Mwamkono(1985) observed that teachers and studentsô motivation levels will be maintained throughout the next two years of study in form three and four and generally, examinations serve academic as well as non ï academic purposes. Academic purposes include the following:

To serve as a criterion for entry qualifications into the next level of education, to motivate teachers as well as students in the teaching and learning processes, to induce competition among students which make them learn hard thus, perform highly, to help teachers and administration to grade students accordingly basing on their academic capacity and to help in counseling, diagnosis, prediction, evaluation and research.

Literature agrees that the FTSEE is significantly playing part in predicting studentsô future performance in CSEE since studentsô prior Examination scores are indicators of the future academic performance (Kasuga,2009, 2009; Ndabi,1989). For instance, Ndabi argues that if a student perform well in the FTSEE, the same is likely to perform well in the CSEE. However, there have been conflicting feelings among education stakeholders on whether FTSEE has any value as far as studentsô performance in the subsequent Examinations, including the CSEE, is concerned.

In this regard, it was pertinent to conduct a study in order to obtain empirical evidence on the effects of Form Two Secondary Education Examination (FTSEE) in academic performance at ordinary level education.

1.4 Research objectives

1.4.1 General objective

Generally, the study examines the effects of FTSEE on studentsô academic performance in CSEE in the selected secondary schools in Mbeya region.

1.4.2 Specific Objectives

The study was guided by the following specific objectives:

i) To establish a comparative analysis of CSEE results before and after FTSEE termination.

ii) To examine the extent to which FTSEE results of particular students correlate with that of form three and CSEE results.

iii) To find out the extent to which FTSEE is perceived as a motivation for teachers and students to improve performance in teaching and learning processes.

iv) To identify the merits and demerits of FTSEE in academic achievements at ordinary level education.

1.5 Research Questions

The study based on responses from the following research questions:

i) What is the difference between the CSEE results before and after FTSEE termination?

ii) To what extent FTSEE results give good form three and CSEE results?

iii) To which extent do FTSEE results of particular students correlate with that of form three and CSEE results?

iv) How is FTSEE perceived as a motivation for teachers and students to improve performance in teaching and learning processes?

v) What are the merits and demerits of FTSEE in academic achievements at ordinary level education?

1.6 Significance of the Study

The information generated from this study is useful as it makes a contribution to the available body of knowledge about the effects of FTSEE to CSEE results. In such a way, the study would help the different actors and stakeholders in the area of examinations and academic performance at ordinary level, especially form four. Such organs like MOEC would use this study to gain some insights in making decisions in designing and implementing FTSEE and CSEE. Likewise, the knowledge generated in this study forms useful reference that would help other researchers and scholars dealing with the issue of examinations, motivation in teaching learning and academic achievements. Again, the study serves to expand the knowledge on effects of examinations in academic performance/achievements. As such the study is a door opener and a basis for other research studies on examinations as a motivational factor for learning.

1.7 Conceptual Framework

Guba and Lincolin (1989) explained the conceptual framework as a research tool that is intended to assist a researcher develop awareness and understanding of the situation under scrutiny and to communicate it. When clearly articulated, a conceptual framework can be applied as an analytical tool with several variations and contexts which assist a researcher to make conceptual distinctions and capture something real and do this in a way that is easy to remember and apply.

This study required a framework that focuses on the essential elements on which data collection and analysis were based. Therefore, collection of quality elements which

are grouped into inputs, process and output has guided this study.

Inputs: These are various factors that add to the effects of FTSEE in academic performance of ordinary level education. They include: administering of form two examinations, effective school leadership, capable teaching force, teaching and learning facilities.

Process: This involves the action of manipulating teaching and learning facilities so as to make them useful in attaining the intended learning goals. The process takes place in schools where knowledge and skills are transmitted. In this study, the process has included motivation of teachers, readiness of the students to learn, and close follow up to teachers and students.

Outputs: These are the expected outcomes to be achieved by students. Students in this case are expected to be motivated enough to bring about changes in form three examinations as well as in their final form four examinations (CSEE).

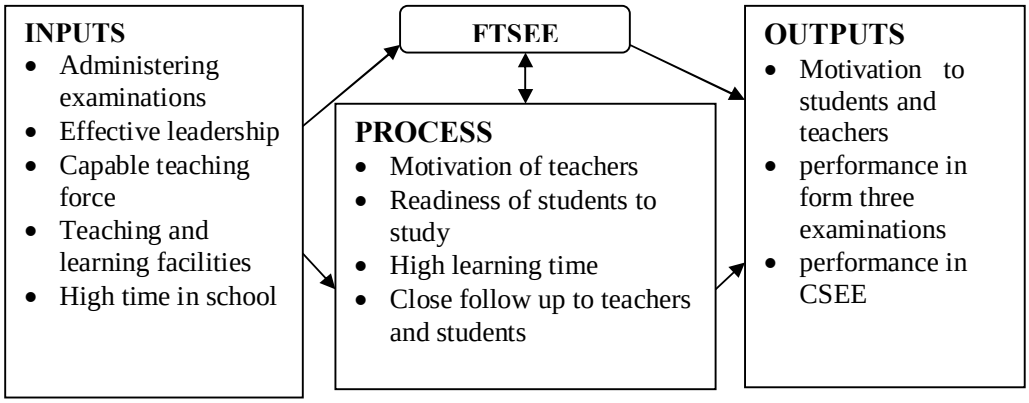

Figure 1.1: A Conceptual Framework Showing Elements That Add the Effects of FTSEE in Academic Performance at Ordinary Level Education

Source: Own construct, 2014

1.8 Scope of the study

The aspect of examination is wide to be covered wholly in a single study. This study based only on the facet of the influence of FTSEE in CSEE with reference to six secondary schools selected in Mbeya city.

Questions in form of questionnaires and interview were administered to limited respondents in form two, three and four students, their subject teachers and heads of school.

1.8.1 Limitations of the Study

A number of factors challenged the study. However, every limitation was addressed accordingly. The first challenge was financial difficulty, in the sense that, limited fund was available to support the study, especially during data collection. This challenge was solved by finding more sources of fund to facilitate the data collection. Secondly, there was a sense of unwillingness among some respondents to participate in the study, mainly due to lack of time as they had other more duties and responsibilities to fulfill. This situation was combated by firmly explaining to the respondents the significance of the study and their role to the success of the study and requesting them to take part in the study. Thus, finally each respondent participated fully and willingly.

1.8.2 Delimitation of the Study

While the study examines the effects of FTSEE on CSEE, it does not focus specific subjects. That is to say, the study does not examine studentôs academic performance in specific subject (Mathematics, Geography, e.t.c) in FTSEE and the corresponding

performance in the same subjects in CSEE. In study, the study establishes facts with regard to the general performance in FTSEE and the corresponding performance in CSEE, with no attention to specific subjects for the individual students.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents and discusses numerous literature related to the role or contribution of the previous examinations to the achievement of the next level examinations. In the context of this study, the previous examinations refer to FTSEE and the next level examinations refer to CSEE. Therefore, the following specific areas are addressed: Examinations (meaning, types and importance), relationship between Examination and motivation in the context of teaching and learning, the role of the subject teachers in creating motivation for studentsô learning, factors affecting studentsô academic performance, merits and demerits of examinations in the context of academic achievements and characteristics of good Examinations.

2.2 Theoretical Framework

A theory is a set of laws or beliefs that guide the understanding of a phenomenon. In research, theories are framed in order to help describe particular problem within the frame of existing knowledge. Thus, a theoretical framework provides a structure that helps to construct or support a given theory guiding a study.

This study employs constructivist theory by Bruner (1966). The tenet of Brunerôs constructivist theory is that learners are active participants in the learning process and tend to construct new ideas or concepts based upon their current/past knowledge.

The theory holds that learners apply the past, in this sense the exiting cognitive structures to formulate assumptions in comprehension of new ideas/concepts in the learning process. This is to say, learners use previous knowledge as a base of their performance to acquire new knowledge.

Many researchers, especially in the field of education and particularly teaching and learning have applied the constructivist theory in their studies and yielded positive results (Jia, 2010). The most current study by Suhendi and Purwarno (2018) employed this theory to examine foreign language learning process. In this study, the researchers found that, among other things, the first language played significant role in the acquisition of the target language. Learners applied the structures of their languages (previous knowledge) to construct (comprehend) the structures of the target foreign language.

This study therefore, employed Brunerôs constructivist theory basing on its significance and applicability to the study. The theory was found useful as it helped to explain the influence of the previous knowledge to the achievement of new knowledge. It was found that testing (FTSEE) had remarkable significance to the next level testing (CSEE).

2.3 Review of the Empirical Literature

2.3.1 The Impact/Role of Examinations in Lower Education Levels to Learners' Performance in Higher Education Levels

This section reviews the prior literature on the impact brought about by the examinations and general testing of learners in lower levels to the learnersô academic

achievements in the subsequent levels. In this section, various studies have been reviewed and it is made explicit how testing in one level influences achievement in the following level. Though the literature is reviewed in the broad sense, it has significant and specific application to form two examinations as the low education level and form four examination results as high education level, which is the major focus of this study. Thus, the literature captures largely the idea of *self-efficacy as addressed by* Bandura (1977) and Bloom (1982). Self-efficacy concerns with studentsô judgments about the ability to have actions performed in order to achieve specific outcomes. In the context of teaching and learning, outcomes are referred to as academic performance (Bloom, *ibid*).

It is theorized that current student achievement is a strong predictor of the studentôs future performance (Kasuga, 2009). Self-efficacy is built by current performance which raises learnerôs level of confidence about his/her abilities for future performance. According to Bandura (*ibid*), self-efficacy stimulates and holds efforts which in turn predict subsequent behaviours. When there is a strong sense of efficacy within a learner, such sense enables the learner to set self-goals in order to achieve academic objectives basing on current performance.

In California, a project that intended to study student assessment was carried out by the State Education and Environment Roundtable (SEER) (2005) on behalf of the California Department of Education. In its second phase, the project sought to examine the effects of environment-based education on student achievement. To meet its objectives, SEER established qualitative program comparisons. One of the

aspects involved in the comparisons was *authentic assessment* that based on studying evaluation of studentsô standards-based knowledge and skills using a combination of performance-based and traditional measures. The study employed purposive sampling technique, in which five schools were selected for comparison of results in four core subject areas: reading, mathematics, language and spelling.

Part of the findings of SEER through authentic assessment as observed in the results of comparative analysis showed that, students in the studyôs environment based program outperformed their traditionally educated peers as it was evidenced by the year -to- year standardized test data in the four core subject areas. Accounting for such results, SEER (2005) points out that the students in environment based program had already revealed better performance in previous test results unlike their peers. In other words, the students in the environment based program had better background in performance than their peers, which facilitated better performance in the next testing.

Apart from the study in California, Amponsah (2015) conducted a research titled *Achieving Quality Education in Ghana*, with the case study to the Spotlight on Primary Education within the Kumasi Metropolis. His objective was to account for the falling in the quality of education in the country. The study used both qualitative and quantitative approaches and collected data from 8 head teachers, 80 class teachers and 40 pupils through questionnaires and interviews. In his abstract, the researcher admits the effort made by the government of Ghana to ensure quality education in the country. Despite the efforts, quality education has not been achieved as expected. The study cites the unacceptable BECE examination results. As established in the study, key to quality education is providing effective primary

education as a basic and fundamental education to the children of Ghana. Primary education is understood as a foundation to the rest of education children acquire throughout school life in secondary, colleges and universities.

The study shows that there is direct relationship between studentsô performance in low level and high levels if other factors remain constant. Thus, failure to enable effective academic performance in low levels predetermines failure in the next levels. It is revealed that, in primary school pupils get their first opportunity to study lifetime skills like reading, writing, spelling, and so on, which are a foundation for the rest of their academic careers. In the sense, the study holds that performance in primary school (low level) impacts on the performance in secondary school (high level), including form two performance and consequently in form four examination results.

Likewise, Nyagosia (2011) carried out a research in two areas, namely Kiambu and Nyeri in Kenya, on the theme of determinants of differential Kenya Certificate of Secondary Education performance and school effectiveness. The purpose of the study was to determine the relationship between school effectiveness and academic performance in public secondary schools in Kenya. The study was guided by the *Effective School Model* by Lessote (2010) and used survey design in obtaining the data. One of the specific objectives of the study was to determine the relationship between the academic performance improvement strategies employed and the performance of the students in Kenya Certificate of Secondary School Examinations (KCSE).

Basing on this specific objective, the study came out with the findings that in order to improve studentsô academic performance in the KCSE, it was necessary to monitor studentsô progress frequently. It is indicated in the study that T-test results revealed that, in comparison with bottom performing schools, top performing schools emphasized largely monitoring studentsô progress, especially those returning no significant results. By implication, the finding addresses the importance of the previous testing strategies and results to studentsô achievement in the next (high) levels.

With reference to the results from 2006 to 2010, the findings showed that where there was effective monitoring of studentsô progress (usually manifested through performance), there was positive influence of academic performance of the students in the KCSE results. This means that monitoring studentsô performance in low level influenced the studentsô achievement in the subsequent levels.

In Tanzania, Komba, et al (2013) conducted a study that sought to examine the predictive validity of Form Two Secondary Education Examination (FTSEE) on studentsô performance in the Certificate of Secondary Education Examination (CSEE) in Biology subject in Morogoro. The study involved a sample of 120 students from selected secondary schools in Morogoro Municipality and employed Self-efficacy Model modified by Bloom (1982) as originally invented by Bandura (1977).

The findings indicated that ñthere was a strong relationship between the studentsô performance in the FTSEE and CSEE (i.e. from $r=0.442$, $p<0.01$ to $r=0.726$, $p<0.01$)

regardless of sex and type of school. Nevertheless, the relationship was found to be higher for females (r=0.726) than males (r= 0.613).ò Basing on the findings, the study recommended that FTSEE should be sustained in order to improve studentsô performance in the CSEE in Tanzania. This shows how important FTSEE was to studentsô performance in the CSEE. As Kasuga (2009) observes, form two national examinations are important not only to studentsô performance in the CSEE, but also in stimulating students to work hard in their form one and two classes.

Moreover, King (2013) conducted a study in selected secondary schools in Mbeya region. The major objective of the study was to investigate factors hindering quality education in the region. The researcher employed purposive sampling method, whereas interview was held to a group of sampled teacher to collect data. Documentary review was also performed for the same purpose.

Among many things established in Kingôs study is that, each level of education a pupil goes through determines the quality of education the pupil achieves. This is to say, the quality of education a pupil attains at particular level is influenced by every incidents in the previous level, one of which is examinations. The findings of the study show specifically that the removal of standard four and form two national examinations had remarkable consequences on the learnersô performance in standard seven and form four examinations results respectively. Other factors observed in the study are the removal of grade four examinations, and multiple-choice examinations, among others, which also influenced results in the CSEE.

2.3.2 Examinations: Meaning, Types and Importance

The word *examination* is taken to mean something additional to normal classroom tests and something which is normally administered at the end of the lower and upper secondary school and at the end of higher secondary or pre-University level (Sameo, 2001). Njabili (1993) regards examination as a sample of items which constitute testable goals of instruction in the area under consideration.

2.3.2.1 Types of Examinations

The most common form of testing used in education to assess learning on the part of a student is examination. Most schools, colleges and universities use one or more of the following types of examinations:

i) *Continuous assessments:* These tests/examinations measure studentôs academic performance throughout the course.

ii) *Regular tests:* They are administered at intervals during the course, the collective marks of which constitute the final assessment.

iii) *Final examinations:* They are open to those students who have successfully completed the course of study, and upon which assessment mainly or entirely depends (Ewebpedia, 2011).

According to Farrant (1980), examinations can be practical, written, or oral. When they are set by the candidatesô own teachers, they are described as internal; when they are set by an examiner who has no direct knowledge of the candidates and whose assessment is therefore both impartial and independent, they are described as

external. When they lead to nationally recognized qualifications, they are called public examinations or national examinations.

Sameo (2001) suggests that, school based examinations are formative and summative examinations. Formative examinations are those examinations which include weekly, monthly, terminal, projects and regular class assignments. These examinations are also called continuous assessments and are set by respective subject teachers. The grades in the formative examinations are not taken in considerations in the selection and promotion of students for the next higher grade of education.

On the other hand, as noted by Sameo (*ibid),* summative school based examinations, are set by the teachers in either schools and are non-standardized and norm referenced. Summative examination grades are given weight in selection and promotion of students for the next higher grade of education.

2.3.2.2 Importance of Examinations

Khan (2014) claims that, examinations serve as the basis for promotion from a lower class grade to the next higher one. They also act as instruments for diagnosis to determine the strengths and weaknesses of a pupil therefore help to individualize instructions. Likewise, examinations help to assess teaching and learning instrument as well the extent to which teachersô efforts proved to be effective. They further help to evaluate the curriculum and determine its strengths and weaknesses so that better planning of curriculum may be undertaken. Examinations enhance academic achievement by allowing competitions among the pupils/learners. According to

Ewebpedia (2011), examinations are important in the following ways: First, they help to discover whether a student has acquired a certain amount of knowledge and skills. Second, help to see whether a student can apply the knowledge and skills obtained to new situations. Third, they help in the prognosis of future success in a chosen profession related to the examined subject. Again, examinations are the measure of the level of the studentôs general ability. Also, examinations are for selection and ordering of individuals, act as an incentive to work throughout the course.

Furthermore, examinations help to assess the extent to which teaching and learning processes and the broad goals of instructions have been achieved (Khan, 2014). Students examination data provided useful feedback, at the school level, they serve as basis for vocational and carrier guidance of students. In some countries they are used for streaming. At the national level, they function as the form of needs analysis for decision of the type of in-service training programmes to be offered to teachers (Sameo, 2001).

2.4 The Relationship between Examinations and Motivation in the Context of Teaching and Learning

Examinations act as an incentive to work throughout the course (Ewebpedia, 2011). Brian (2012) asserts that, in presence of FTSEE, the form III and IV students are motivated to learn the more difficult academic materials thus, maintain the rate of studying to score high in their final examinations. However, without Form Two Screening National Examinations, students in the subsequent levels of secondary

education cannot be motivated to learn more difficult materials. Sundre (2007), states that, "Lack of motivation may present a potential threat to appropriate interpretation of score meaning ... Researchers have been interested in trying to gauge examinee motivation in a variety of testing conditions to explore the presence and magnitude of this potential source of score bias" (p. 1). Additionally, Eklof (2006) noted that ignoring the test-taking motivation in low-stakes testing sessions could lead to a confounding of knowledge and motivation and hence this would compromise the validity of the results.

2.5 The Role of Subject Teachers in Creating Motivation for Student's Learning

Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation, but the teacher may help the student to be more motivated. Teacher's behaviour and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation (Harlen, 2004). Again, Harlen explains that, educational psychology has identified two basic classifications of motivation - intrinsic and extrinsic. Intrinsic motivation arises from a desire of a student to learn a topic due to its inherent interests, for self-fulfillment, enjoyment and to achieve a mastery of the subject. On the other hand, extrinsic motivation is a motivation for a student to perform and succeed for the sake of accomplishing a specific result or outcome. Students who are very grade-oriented are extrinsically motivated, whereas students who seem to truly embrace their work and take a genuine interest in it are intrinsically motivated.

As a teacher, in order to foster intrinsic motivation to your students, try to create learning activities that are based on topics that are relevant to your students' lives. Strategies include using local examples, teaching with events in the news, using pop culture technology (iPods, cell phones, YouTube videos), or connecting the subject with your students' culture, outside interests or social lives.

Provide choices to students as they can have increased motivation when they feel some sense of autonomy in the learning process, and that motivation declines when students have no voice in the class structure. Giving your students options can be as simple as letting them pick their lab partners or select from alternate assignments, or as complex as "contract teaching" wherein students can determine their own grading scale, due dates and assignments.

Balancing the challenges to students can make them perform best when the level of difficulty is slightly above their current ability level. If the task is too easy, it promotes boredom and may communicate a message of low expectations or a sense that the teacher believes the student is not capable of better work. A task that is too difficult may be seen as unattainable, may undermine self-efficacy, and may create anxiety. Scaffolding is one instructional technique where the challenge level is gradually raised as students are capable of more complex tasks. Therefore, when students are struggling with poor academic performance, low self-efficacy or low motivation, one strategy that may help is to teach them *how* to learn. That is, to outline specific strategies for completing an assignment, note-taking or reviewing for an exam (Perkins 2002).

2.6 Factors Affecting Students' Academic Performance

In enumerating the factors that could be responsible for varying intra-and inter-school/academic achievement, Jekayinfa (2002) listed four important factors including the acute scarcity of instructional resources which she said constrained educational systems from responding more fully to new demands. She claimed that, in order to do their part in meeting the crisis in education, educational systems will need real resources that money can buy, they will need a fuller share of the nationsô manpower, not merely to carry on the present work of education, but to raise its quality, efficiency and productivity. They will need buildings, equipment and more learning materials.

In the same vein, Komba (2013) investigated the effect of instructional resources on the academic achievements of students in Mbeya city. Five secondary schools in Mbeya city were used for his study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each subject.

Nyandalugayila (2014) found a dropout rate among students to be another factor affecting studentôs academic performance. He argued that, large number of students being enrolled in schools do not complete their course instead dropout seem to be very high especially in schools with poor studentôs examination performance.

Nyandwi (2014) explained the following to be the factors affecting studentsô academic performance: sex, parentsô occupation, truancy, poor competence in

language of instruction, parentsô level of education, parentsô income, lack of enough text books, libraries and laboratories, teachersô motivation, readiness, quality and competence in teaching as well as low number of teachers to studentsô ratio.

Lamb *et al* (2004) identified five (5) factors affecting studentsô academic performance, namely; previous student attainment, social-economic status of the student intake, school size, number of students, Rural/Urban location and school sector-public, private or religious.

Harlfield (2013) identified seven (7) causes of poor academic performance in schools which also influence examination performance of individual pupils. The factors are; poor eye-sight, poor hearing, school bullying, family problems and financial instability, excessive ambition which can cause frustration leading to lack of trying, lack of motivation and hormonal changes at puberty.

In the views of (Umameh, 2013), there are different factors that affect studentsô academic performance, starting with teacherôs quality and motivation. Teachers should be qualified enough to perform teaching duties. Also, they should be motivated enough to engage in their daily activities, otherwise academic performance to their students will be poor. Likewise, both teachers and studentsô attendance affect studentôs academic performance. Good and encouraging attendance of teachers and students increases the probability of better studentsô academic performance compared to when teachers and students fall into absenteeism. The same is held by MacGillivary and Erickson (2006), who point out that unexcused absences from school in most schools, especially in urban areas, affects studentôs academic

performance. As these researchers observed, truancy (absenteeism) is in high percentage in African countries.

Umameh *(op cit)* adds that studentôs attitude towards the subject, the teacher, the school among others, can influence the studentôs readiness and commitment towards the particular subject, thus influencing academic performance too. Umameh suggests that, a child who has a positive attitude towards what he learns will be highly motivated to engage in activities that promote learning thus, developing a positive self- concept in relation to the total teaching environment. This is equally true for a teacher with positive attitude towards what he teaches and towards his students. Moreover, school environment is also an important factor affecting studentsô performance. Such disturbances like physical noses, movements, and chaos in the school environment make it not conducive enough to attract teaching/learning processes, thus leading to poor studentsô academic performance.

Nyandalugayila (2014) observes that the language of instruction may affect learning process in general and studentsô academic performance in particular. If the language of instruction is not common and familiar to both the teacher and the students, there is then likelihood for poor studentsô academic performance. The challenge is common in many worldsô countries where English language is used as a medium of instruction at school but is not a common language for daily communication.

Chambers and Schreiber (2004) noted that studentôs sex affects academic performance. Their study revealed that in most schools boys demonstrate better

academic achievement than girls in the same learning situation. Exceptions are noted in fewer cases where girlsô performance outsmarts boysô performance.

Krashen (2005) links studentsô academic performance to parentsô level of education. His observation is that educated parents can communicate better with their children regarding the school work, activities and the information being taught at school. Also, educated parents can better assist children in their home works and assignments and full participate at school, thus yielding better studentôs academic performance (Trusty, 1999). This is not a case to children from uneducated family background.

Komba (2013) studied the effects of instructional resources on the academic achievements of students in Mbeya City. Five secondary schools were used in his study. The study focused on examining the instructional materials that were available for teaching and learning each subject. The results showed the most students in schools with adequate instructional material resources performed better than those in schools with lack or inadequate instructional resources.

2.7 Merits and Demerits of Examinations in the Context of Academic Achievements

Farrant (1980) holds that the need for testing is accepted by all teachers but the value of examinations as a means of doing it is still one of the most hotly debated subjects in education. There are extreme and divergent views; those who would abandon all examinations and those who would embrace an extension of the examination system.

2.7.1 Merits of Examinations

Those who favour examinations provide a number of reasons. Farrant (1980) argues that examinations are a form of educational stocktaking and only form which does not rely on the vague opinions and prejudices of the teacher gathered in the course of his /her teaching. Examinations are the fairest way of deciding on the various types of selection required in the process of education and that they are necessary for maintaining high standards. Without examinations pupils would not work hard, or those who did work hard, would have no tangible proof of their progress.

Sameo (2001) maintains that examinations provide useful feedback. For example, at the school level, data serve the basis for vocational and career guidance of students. In some countries, studentôs examination is used in streaming students into different courses of study to cater for differences in their academic abilities. Likewise, data from studentôs examination is used for deciding on the type of in-service training programme to be offered to teachers.

In the views of Khan (2014), examinations serve the basis for promotion from the lower class grade to the next higher one. Examinations also act as the instrument for diagnosis to determine the strengths and weaknesses of the students, which helps to individualize instructions. Furthermore, Khan points out that, examinations help to assess teaching and learning instruments as well as the extent to which teachersô efforts proved to be effective. Also, examinations help to evaluate the curriculum and determine its strengths and weaknesses so that better planning of curriculum may be undertaken. They enhance academic performance by allowing competition among

students in the same class, school or even in different schools. Also, examinations help in the selection and ordering of individuals, and act as an incentive to work throughout the course (Ewebpedia, 2011).

Sohaib (2013) sees examinations as an easy tool to regularly assess a studentôs capability. Also, he posits that examinations bring an improvement in the studentôs knowledge, promote competition among students, enhance learning in the students, and add to our ability the power of toleration, perseverance and other good qualities (Jale, 2013). Generally, examinations are not only necessary but also a blessing (Suhani, 2015).

2.7.2 Demerits of Examinations

The argument against examinations provides the weak lines of examinations, not only to students, but also teachers, the curriculum and all other organs and actors taking charge in examinations. Farrant (1980) asserts that examinations create fear among students and are sources for the waste of time to every actor of the examination exercise. On the side of teachers, the system of marking is so arbitrary that makes teachers feel the whole system is unjust. That is why sometimes teachers as the principal players in examinations tend to cease to be educators. Teachers are diverted from the educational aims of teaching and concentrate only on the task of making their pupils do well in examinations, which also adds the work to teachers.

Farrant *(ibid)* adds that the examination system is largely ineffective because it measures only knowledge acquired and not the other and more important fruits of education. Also, examinations motivate wrong perceptions leading to some people to

regard examinations not as a challenge to learning but as a kind of game that can be won if you know enough tricks and exercises the right skills.

Moreover, examinations have poor predictive quality since they only judge studentôs ability under set conditions and limited time. Also, they encourage teaching to the test practice, which means, teaching a fixed curriculum focused on passing a specific examination. This method limits the curriculum to a set range of knowledge and skills (Komba, 2013).

2.8 Characteristics of Good Examinations

Farrant (1980) enumerates the qualities of a good examination. That is, a good examination adequately covers the prescribed examination syllabus, achieves a good balance between the parts of the syllabus that are examined, tests as reliably as possible the candidatesô knowledge, skills and understanding in the subject, discriminates between the range of abilities likely to be represented by candidates, uses a stimulating variety of questions which are discerning and worded unambiguously and can be marked reliably and consistently by all the members of the marking team.

2.9 Demonstration of the Gap of Knowledge

The prior studies so far have revealed the role or effect of the previous level testing to the achievement in the next level. In the context of this study, the variables associated with form two examinations serve as the previous testing/examinations which affect the variables associated to the academic achievement in the certificate

of secondary examinations as the next level. While the information explored is adequate for that purpose, it does not, however, provide vivid evidence on how form two examinations have influenced results in the final form four examinations, particularly in the selected secondary schools in Mbeya city. Thus, this study bridges that knowledge gap by providing direct empirical evidence on the effects brought by form two examinations and how such effects have influenced studentsô academic performance in the certificate of secondary education examinations.

As seen in this study, (see chapter 4), FTSEE, especially during the screening phase, there is a straight forward relationship between performance in the FTSEE and CSEE. The evidence reveals that, FTSEE encouraged and motivated Form Two Students to study hard, which enabled them to pass well not only in FTSEE but also CSEE. In such observation, FTSEE is viewed as important factor to the achievement in CSEE.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used to undertake this study. A methodology is the way of solving a problem systematically (Sohaib, 2013). Specifically, the chapter comprises of research design, area of the study, unit of enquiry, sampling procedures, sources of data, data collection methods and data analysis techniques.

3.2 Research Approach

Research approach refers to the set of procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Kothari, 2004). The study was largely qualitative as it dealt with the issue of studentsô performance. However, to attain the objectives of the study, qualitative procedures were integrated with quantitative variables for effective interpretation, description and reporting on the data and findings in general.

3.3 Research Design

Research design is a strategy, plan or a road map for planning and conducting any study. It guides the planning and overall process of conducting the study (Kothari, 2008). Research design was needed in order to facilitate the smoothness of the sailing of the research operations in this study. The study employed *survey research design* in order to generate the answers to the research problem. Survey research

design is normally used in collecting information by either interviewing or administering questionnaires to the individualsô sample. The survey design was chosen basing on its strength as it ensures the representative samples by using the probability procedures. More specifically, the study employed cross sectional survey design, which involved collection of data at one point in time. This is a quantitative research design approach and it is relevant, effective and most appropriate when one seeks to understand best the outcomes (Kothari, *ibid*). As this study aimed at finding out the effects of FTSEE in CSEE, the cross sectional survey approach suited the study. The design was relatively feasible, economical and the data collected was easily analyzed to determine relationships between variables.

3.4 Study Area

This study was conducted in six selected secondary schools in Mbeya Municipality, which is one of the eight districts of Mbeya region located at latitude 8°54'0.0"S, and longitude 33°27'0.0"E. Mbeya region lies between latitudes 7^{o} and 9^{o} south of the equator, and between longitudes 32^{o} and 35^{o}east of the Greenwich.

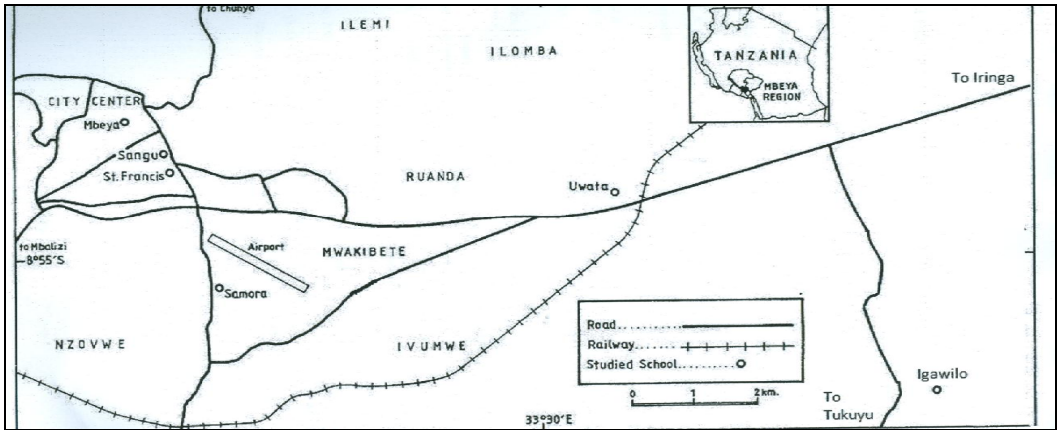

Figure 3.1: The Map of Mbeya City

Source: Urban planning Mbeya city 2014.

It covers an area of 63,420 square kilometers and to the north borders is Mbeya Rural district, to the East is Rungwe district, while to the South borders is Ileje district and on its West is Mbozi district. The map of the study area is given above.

3.5 Study Population

A population is full set of cases from which a sample is taken (Saunders, 2007). The target population in this study involved form two and form four students and their respective subject teachers, and school heads in the selected secondary schools. This population was chosen on the ground that they are the individuals most concerned with the teaching - learning form three and form four classes.

3.6 Sample and Sampling Procedures

3.6.1 Sample

For the purpose of this study, the sample was identified in Table 3.1

Table 3.1: Target Sample

Category	Number in each school	Total number for 6 schools	%
Form II teachers	02	2*6=12	5
Form III teachers	02	2*6=12	5
Form IV teachers	02	2*6=12	5
Form III students	10	10*6=60	27
Form IV students	10	10*6=60	27
Form 11 students	10	10*6=60	27
School heads	01	1*6=6	3
Total sample	**37**	**222**	**100**

The total number of respondents who participated in this study is 222.

3.6.2 Sampling Procedures

The study employed probability sampling procedure which is a kind of stratified random sampling. In this sampling, the population was divided into two relevant strata and a random sample (systematic or simple) was drawn from each of the strata.

3.7 Data Collection Instruments

The study used questionnaires, interview schedules as the major instruments of data collection. However, the data obtained by these instruments were supplemented with the information obtained through documentary review.

3.7.1 Questionnaires

The questionnaire for the study comprised of open and closed ended questions. Open ended questions gave respondents a wide opportunity to respond to the questions freely without limiting their responses to specific data. In contrast, closed ended questions restricted respondents to specified choices of responses regarding the purpose of the study. The questionnaires were distributed to form II and IV subject teachers and to forms II and IV students in the selected secondary schools.

3.7.2 Interview Schedules

The researcher administered unstructured interview to teachers and school heads in the selected schools. The interviews were in form of simple discussion with the interviewee.

Through the interview, teachers had a wide chance to supply detailed information using their experience in the matters connected to examinations and how

examinations in the low level affected results in the examinations at high level. Interviews enabled greater flexibility in dealing with the interview guides in order to capture desirable information to meet the purpose of the study.

3.8 Data collection Procedures

In order to obtain relevant data, the researcher wrote letters to the heads of all departments concerned such as; school administration, REO and Zonal Educational Inspectorate Offices, so as to seek permission for conducting research in their departments. In the letters the researcher stated the time that research was to be conducted, as well as the samples to be involved. After getting permission, the researcher embarked on the actual data collection exercise.

The researcher viewed necessary available documents that contained necessary information regarding the study. The most documents reviewed are the records of studentsô Examination results. The documents were available in respective selected secondary schools and were obtained through respective school heads. Also, the documents could be accessed online on internet. The documents provided quantitative data on FTSEE and CSEE results which enabled the researcher to establish the relationship, role, and the extent to which FTSEE affected studentsô academic performance in CSEE for the period of consecutive five years.

3.9 Data analysis Procedures

The collected data were examined carefully to sort out the most useful information in line with the objective of the study.

Two kinds of data were obtained, namely *primary* and *secondary* data. Primary data included all the information collected from respondents through the questionnaires and interview. Secondary data were the refined details extracted from the reviewed documents through documentary review. In cases of both primary and secondary data, the data were handled and treated both qualitatively and quantitatively in order to draw conclusions aligning with the nature of the study.

The results obtained were converted to points by applying the procedure adopted by the NECTA. Such procedure assigns numbers to grades, example A=1, B=2, C=3, D=4 and F=5.This simplified the task of calculating the correlation coefficients for every year for each school. The study employed Pearsonôs correlation coefficient method to determine the correlation coefficients. The method was most suitable for presenting the data in terms of grade points.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter is centered on three major tasks, namely *presenting, analyzing* and *discussing* the research data and findings in line with the specific objectives described in Chapter One. As noted already (section 3.7), the data are conveniently managed and analyzed both qualitatively and quantitatively to suit the major purpose of the study.

4.2 The comparison of CSEE Results before and after FTSEE Termination

The first objective of this study was to compare the CSEE results during the implementation of FTSEE with that after FTSEE was terminated. It should be noted that form two examinations passed through three phases, namely *screening*, *un-screening* and *unimplemented* phase (Musa, 2014). In the phase of screening (1984 ï 1993), failed students in the form two examinations were screened out, in the sense that they were not allowed to continue with form three, instead repeated the form two class. In the phase of un-screening (2012 to date), failed students in the form two examinations were not screened out, but were allowed to continue to form three without repeating the form two examinations. The phase of unimplemented (1993 ï 1999), was a ócease ô phase. At this period the examinations were not given at all. Students joined form three without being subjected to form two examinations. If student perform well in the FTSEE, the same is likely to perform well in the CSEE (Ndabi, 1989).

The data on FTSEE results and corresponding CSEE results were collected through documentary review obtained from the sampled schools, Zonal Offices, REO offices, and the National Examinations Council Website WWW.necta.go.tz.

For the purpose of the study, particularly the first objective, the sample data were drawn from three intakes: FTSEE results in 1990, 1991 and 1992 and the corresponding CSEE results in 1992, 1993 and 1994 respectively. Such data give us a clear picture of the studentsô academic performance in the screening phase. However, it should first be noted that by the time 1990 ï 1994, Samora Secondary School, St. Francis Girls Secondary School and UWATA Boys Secondary School had not started yet. Table 4.1 is illustrative.

Table 4. 1: FTSEE and CSEE results in the years 1990 – 1994

SCHOOL	FORM II 1990		FORM IV 1992		FORM II 1991		FORM IV 1993		FORM II 1992		FORM IV 1994	
	PASS	FAIL	PASS	FAIL	PAS	FAIL	PASS	FAI	PASS	FAIL	PASS	FAIL
MBEYA S. S	313 94%	19 06%	310 95%	18 05%	300 96%	13 04%	302 97%	10 03%	300 95%	14 05%	292 97%	10 03%
SANGU S.S	360 90%	38 10%	331 92%	28 08%	305 94%	19 06%	305 96%	14 04%	300 93%	23 7%	290 95%	14 05%
IGAWILO S.S	80 90%	09 10%	84 90%	09 10%	121 92%	11 08%	123 93%	09 07%	99 88%	13 12%	101 89%	12 11%

Right at the glance, Table 4.2.1 shows the passes between 97% and 84%, which makes an average pass at 90.5%. In same way, the table shows failures between 3% and 11%, which also entails the failure at an average of 7%. In the context of comparison, the average pass of 90.5% is far higher compared to the average failure of 7%. This signifies that students passed well in FTSEE examinations in the years 1990, 1991 and 1992 as well as the corresponding CSEE examinations in the years 1992, 1993 and 1994 respectively. Such a picture of performance indicates that the

previous level (FTSEE) had significant positive contribution to the next high level (CSEE). As it was a policy during screening phase, the study found that the failed students in FTSEE were not allowed to continue to the next level of form three.

Unlike the screening phase, the study noted a different case in the un-screening and unimplemented phases, with regard to studentsô academic performance. The data revealed that there was comparably remarkable failure in these two phases. Students failed increasingly in FTSEE and their corresponding CSEE. Table 4.2.2 presents the data for the un-implemented phase and the sample is drawn for the three years 1996, 1997 and 1998. That is, the CSEE results in 1996, 1997 and 1998. FTSEE was not implemented during this phase, therefore, the table does not indicate the FTSEE results.

Table 4. 2: CSEE Results for the Years 1996, 1997 and 1998

SCHOOL	1996		1997		1998	
	PASS	FAIL	PASS	FAIL	PASS	FAIL
MBEYA S.S	331 81%	77 19%	330 80%	82 20%	342 79%	93 21%
SANGU S.S	412 80%	106 20%	298 79%	81 21%	365 77%	111 23%
IGAWILO S.S	200 72%	76 28%	195 70%	83 30%	211 64%	120 36%

A number of facts can be established with regard to the data in Table 4.2. There is a notable fall down in performance. First, the data show the highest percentage of passes in un-implemented phase was 81% in the CSEE.

If compared to Table 4.2.1 above, the highest percentage of the passes in FTSEE in the screening phase was 96% and 97% in the CSEE. It goes without saying, students performed best in the screening than in the un-implemented phase.

The same data in Table 4.2.2 indicate 36% as the highest percentage of failure in CSEE results during un-implemented period. In contrast, the highest percentage of failure in FTSEE results was 12 % and 11% in the CSEE results during the screening period.

As it was the purpose in the first objective to compare results (performance), data were collected to portray the picture of performance in the un-screening phase. As signaled already, the performance declined not only in the un-implemented, but also the un-screening phase (2012 ï 2016). The data show the results for FTSEE in 2012 and the corresponding CSEE in 2014, FTSEE in 2013 and the corresponding CSEE in 2015, and FTSEE in 2014 and the corresponding CSEE in 2016.

Table 4.3: FTSEE and CSEE Results for the Years 2012-2016

SCHOOL	FORM 11 2012		FORM 1V 2014		FORM 11 2013		FORM 1V 2015		FORM 11 2014		FORM 1V 2016	
	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail
MBEYA S.S	340 83%	72 17%	335 79%	90 21%	339 77%	102 23%	243 75%	83 25%	296 77%	87 23%	258 76%	81 24%
SAMORA S.S	281 80%	71 20%	279 75%	93 25%	275 75%	90 25%	275 74%	99 26%	267 74%	95 26%	218 74%	77 26%
SANGU S.S	438 81%	100 19%	436 80%	106 20%	442 79%	118 21%	347 76%	110 24%	345 75%	116 25%	295 73%	107 27%
IGAWILO S.S	170 72%	65 28%	165 73%	61 27%	169 67%	77 33%	196 67%	96 33%	159 64%	90 36%	168 63%	98 37%
ST.FRANCIS GIRLS S.S	92 100%	_ 00%	92 100%	_ 00%	90 100%	_ 00%	84 100%	_ 00%	91 100%	_ 00%	90 100%	_ 00%
UWATA BOYS S.S	99 100%	_ 00%	99 100%	_ 00%	100 100%	_ 00%	89 100%	_ 00%	101 100%	_ 00%	79 100%	_ 00%

Important data were picked from Table 4.2 for the purpose of establishing a comparative analysis of the results in the three phases: screening (Table 4.1), un-screening (Table 4.3) and unimplemented (Table 4.2). The picked data were the highest percentage of passes, which are 83% in FTSEE and 80% in CSEE, and the

highest failures, which are 36% in FTSEE and 37% in CSEE. A summary of the referred data is given in Table 4.2.4. The data for St. Francis Girls Secondary School and UWATA Boys Secondary School are not included in the table for comparison because they are peculiar and are constituted by a combination of reasons, other than the criteria established in this study. As pointed out already, the schools are under general better environment conducive for the teaching ï learning process.

Table 4.4: FTSEE and CSEE Performance (%) in the Screening, Un-Screening and Unimplemented Phase

Phase	FTSEE		CSEE	
	Pass	Fail	Pass	Fail
Screening phase	96%	12%	97%	11%
Un-screening phase	83%	36%	80%	37%
Unimplemented phase			81%	36%

Source: Field data (2017)

The quick impression given in Table 4.4 is that there is higher passes and lower failures in the screening phase (96%, 97% and 12%, 11%), than the un-screening (83%, 80% and 36%, 37%) and unimplemented (81% and 36%) phases respectively. It is from this summarized data that this study provided evidence that there was comparatively better studentsô academic performance in both FTSEE and CSEE in the screening phase than the un-screening and unimplemented phases. Besides, the study found that the performance in un-screening and un-implemented phases were almost the same, with a slight difference noted in the percentage of the failed students in FTSEE where it was 36 in un-screening and not shown in un-

implemented because the exam was not there (It was not implemented). By such a summarized analysis, the first objective of the study was realized.

4.3 The Extent to Which FTSEE Results of Particular Students Correlate with that of CSEE

The second objective was to find out the extent to which FTSEE results of particular students correlate with that of form three and CSEE. For this purpose, it was necessary to find out the correlation coefficient between FTSEE results and those of the corresponding CSEE at the selected secondary schools. The data gathered were analyzed and executed using Pearsonôs correlation coefficient formula, i.e.

$$r = \frac{n\varepsilon xy - \varepsilon x\varepsilon y}{\sqrt{[n\varepsilon x^2 - (\varepsilon x)^2][n\varepsilon y^2 - (\varepsilon y)^2]}}$$

Where n = Number of entries

X = form two score

Y = form four score

ƐXY = Sum of the product form two scores and form four scores

ƐX = Sum of form two scores

ƐY = Sum of form four scores

$\text{Ɛ}X^2$ = Sum of square form two scores

$\text{Ɛ}Y^2$ = Sum of square form four scores

Table 4.5 below illustrates clearly.

Table 4.5: Correlation Coefficients for FTSEE and the Corresponding CSEE Results

SCHOOL(MBEYA CITY)	YEAR	CORRELATION COFFICIENT
SANGU	1990-1992 2013-2014	1 -1
IGAWILO	1990-1992 2013-2014	0.96 -1
MBEYA	1990-1992 2013-2014	0.5 1
SAMORA	1990-1992 2013-2014	- -1
ST.FRANCIS	1990-1992 2013-2014	- 1
UWATA	1990-1992 2013-2014	- 1

As Table 4.3.1 shows, in the years 1990 ï 1994, in the schools where correlation coefficient was one (1), it means positive relation. That is, there is relationship between FTSEE and CSEE performance. This is the case for Sangu Secondary School, Mbeya Secondary school, St. Francis and UWATA Secondary schools. As it can be noted, this is the phase of screening, in which form two students who failed their FTSEE examinations were not allowed to join form three. Therefore, there was more seriousness among both students and teachers to ensure that they (students) pass well in FTSEE examinations, which in turn influenced positively the pass in the final CSEE examinations. However, the passes for St. Francis and UWATA Secondary can also be tied to the fact that both of the schools are religious affiliated, and by their school environment culture, must produce better academic results compared to the public schools like Sangu and Igawilo secondary school.

In contrast, Table 4.3.1 also shows a correlation coefficient of negative one (-1) relationship, which entails lack of effect. In other words, FTSEE examinations did not bring constructive effect to enhance studentsô performance in the CSEE

examinations, thus results were a bit lower. And, as the table shows, it was in the phase of un-screening (2013 - 2016), when FTSEE were resumed but there was no screening out of the failed students. Students just did FTSEE but both the passed and failed students went to the next level of form three, and finally form four. The same is noted in the phase of unimplemented (1994-1999), in which FTSEE were terminated, thus students were not subjected to FTSEE at all. Arguably, the negative one (-1) correlation coefficient signifies students who would have failed in the FTSEE but were allowed to seat for CSEE consequently leading to the evidenced fall down in CSEE results.

The study found that the decision to un-screen failed students in FTSEE and un-implement FTSEE decreased the motivation among both students and teachers to work hard. Some teachers and students worked in the mood of *'just do it'* because it has no impact. Suffice it to conclude, as the study found out, that the presence of screening FTSEE was vital to enhancing positive studentsô academic performance in the corresponding CSEE for particular students. In the same manner, the decision for un-screening FTSEE and termination of FTSEE negatively influenced studentsô academic performance in the corresponding CSEE.

4.4 The Extent to Which FTSEE Results Are Perceived as a Motivation for Teachers and Students to Improve Performance in the Teaching and Learning Processes

Since the study was focusing on the contribution of FTSEE to CSEE achievement, the third objective was intended to examine the extent to which FTSEE results were

perceived as a motivation for teachers and students to improve performance in teaching learning processes.

4.4.1 Teachers' Perceptions on the Extent to which FTSEE Motivate Teachers and Students

The data were collected through questionnaires assigned to teachers from the selected schools. Table 4.6 presents teachersô perception on how FTSEE were a motivation to improve the teaching and learning processes in the sampled secondary schools.

Table 4.6: Teachers' Perception on the Extent to Which FTSEE Motivate Teachers and Students

School	*Strongly Motivate*		*Motivate*		*Somehow Motivate*		*Least Motivate*		*Not Motivate*		**TOTAL**
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
SANGU	8	67	4	33	-	-	-	-	-	-	12
IGAWILO	6	50	3	25	3	25	-	-	-	-	12
MBEYA	10	84	1	8	1	8	-	-	-	-	12
SAMORA	8	67	3	25	1	8	-	-	-	-	12
ST.FRANCIS	10	84	2	16	-	-	-	-	-	-	12
UWATA	9	75	2	16	1	8	-	-	-	-	12
TOTAL	51	71	15	21	6	8	-	-	-	-	72

Table 4.6 is illustrative. Five parameters: *strongly motivate, motivate, somehow motivate, least motivate* and *not motivate* were put forward to find out teachers and studentsô perceptions.

The findings reveal that *strongly motivate, motivate* and *somehow motivate* were applicable to manifest the respondentsô perceptions. Simply put, respondents perceived that FTSEE strongly motivate, motivate, and somehow motivate teachers and students to improve performance in the teaching and learning processes. The other dimensions - *least motivate* and *not motivate* were perceived inapplicable to the motivation of teachers and students in the teaching and learning processes. Such perceptions are even clearer in Figure 4:1.

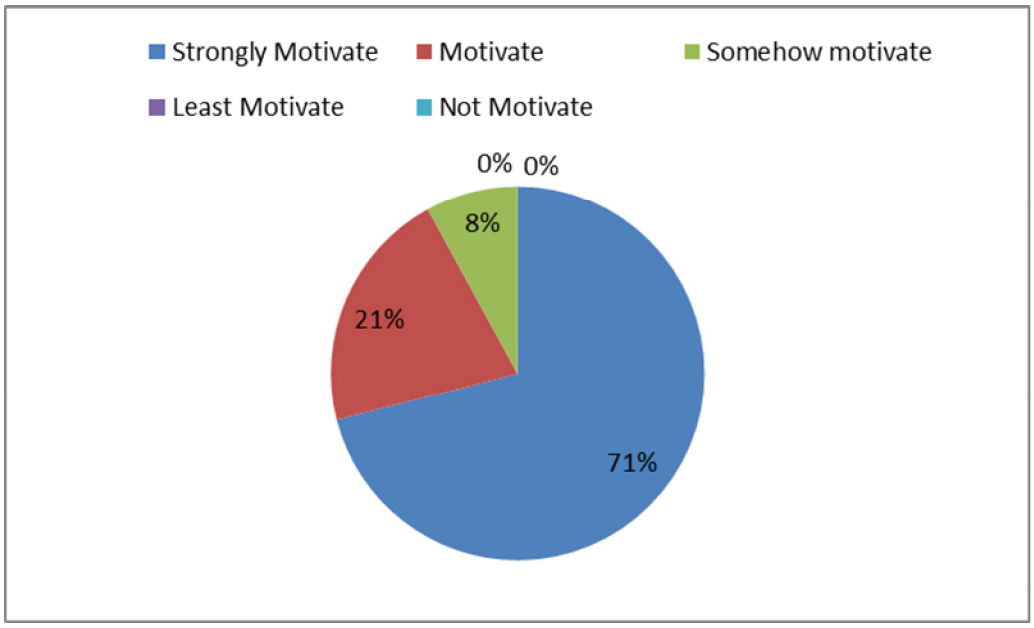

Figure 4.1: FTSEE as A Motivation for Teachers and Students to Improve Performance in the Teaching or Learning Processes

Figure 4.1 shows that the large number of respondents (71%) agreed that FTSEE served as a motivation for both teachers and students to improve their performance in the teaching and learning processes. Only 21% of all the respondents felt that FTSEE

motivate and 8% of the respondents perceived the FTSEE as somehow motivating teachers and students to improve performance in the teaching and learning processes. Generally, the study found that teachers consider FTSEE as playing a positive role to improve their performance in their respective teaching and learning processes, which in turn, contribute to better studentsô academic performance in the CSEE.

4.4.2 Students' Perceptions on the Extent to Which FTSEE Motivate Teachers and Students

The study also gathered information from students on the extent to which the students perceived FTSEE a motivation for teachers and students to improve performance in teaching and learning processes. The data were collected through the questionnaire distributed to students in the sampled secondary schools. Table 4.7 presents the data.

Table 4.7: Students' Perception on the Extent to Which FTSEE Motivate Teachers and Students

School	*Strongly Motivate*		*Motivate*		*Somehow Motivate*		*Least Motivate*		*Not Motivated*		*Total*	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
MBEYA	8	27	15	50	7	23	-	-	-	-	-	30
SAMORA	8	27	10	33	7	23	5	17	-	-	-	30
SANGU	12	40	8	27	6	20	4	13	-		-	30
IGAWILO	10	33	11	37	7	23	2	7	-		-	30
ST. FRANCIS	14	47	12	40	4	13	-	-	-	-	-	30
UWATA	12	40	8	27	5	16.5	5	16.5	-	-	-	30
TOTAL	64	36	64	36	36	20	16	8	-	-	-	180

Freq. = Frequency

As it was for teachers, the five parameters, namely *strongly motivate, motivate, somehow motivate, least motivate* and *not motivate* were used to capture studentsô

perceptions. As Table 4.4.2.2 shows, a large number (92%) of respondents based their opinions on *strongly motivate (36%), motivate (36%),* and *somehow motivate (20%).* It is only 8% of the respondents whose opinions were *least motivate,* and no respondent perceived it *not motivate.* This entails that 92% of the respondents agree that FTSEE is a motivation for both teachers and students to improve performance in the teaching and learning processes. Besides, no student had the opinion that FTSEE has no motivation to teachers and students to improve performance in the teaching and learning process. Such studentsô perceptions are presented in Figure 4.4.2.1 for better visual impression.

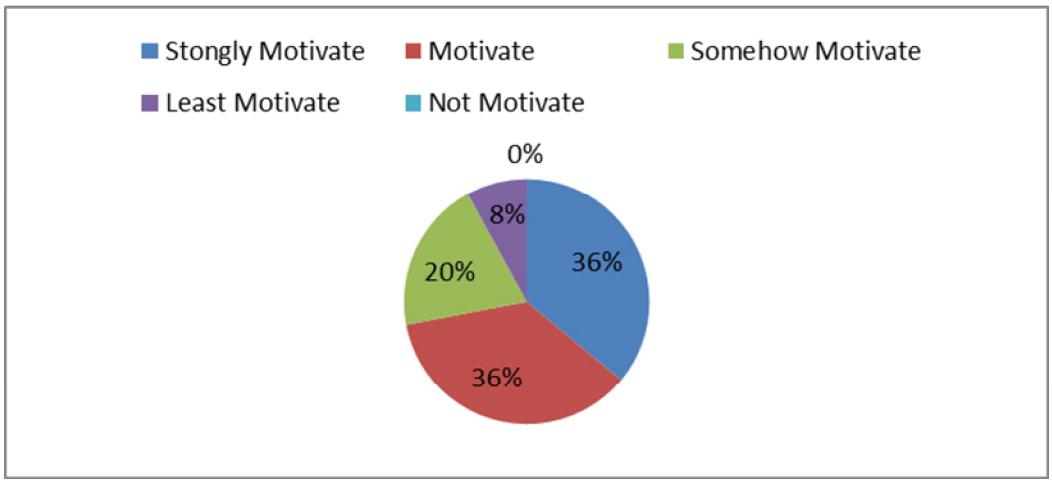

Figure 4.2: Students' Perceptions on the Extent to Which FTSEE Motivate Teachers and Students to Improve Performance in the Teaching and Learning Processes

Right at the glace, Figure 4.2 portrays that all students perceive FTSEE as having notably significant contribution to motivating teachers and students work had to improve their performance in their respective teaching and learning processes.

4.4.3 School Heads' Perceptions on the Extent to Which FTSEE Motivate Teachers and Students

It was remarkable for this study to find that school heads of the selected schools held the same perceptions that FTSEE *strongly motivate* and *motivate* teachers and students to improve performance in the teaching and learning processes. This was evidenced by the responses collected through the interview administered to the school heads. Figure 4.3 confirms.

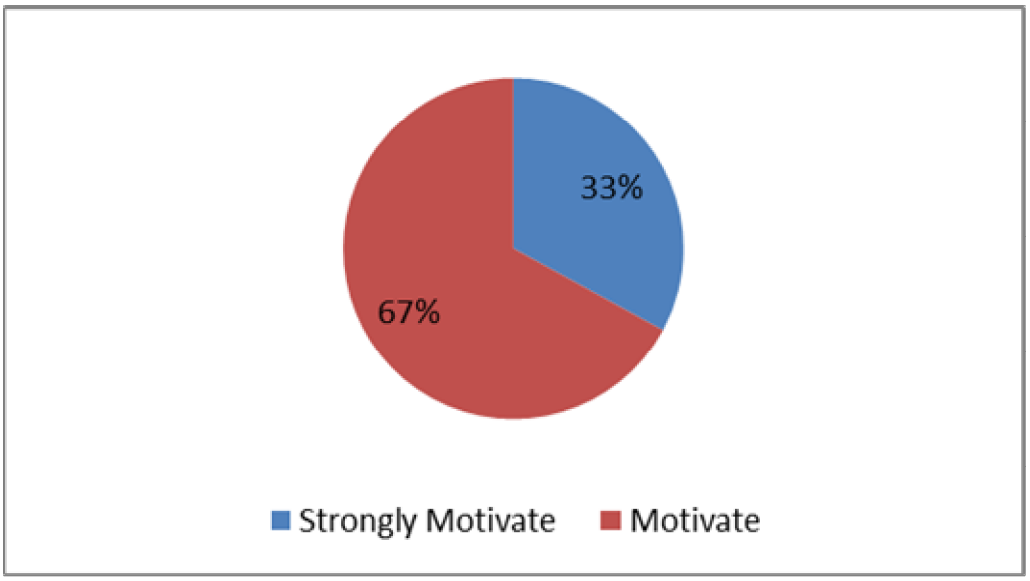

Figure 4.3: School Heads' Perception on FTSEE as a Motivation for Teachers and Students to Improve Performance in the Teaching and Learning Processes

The pie chart in Figure **4.3** indicates that 67% of the interviewed school heads perceived FTSEE as strongly motivate teachers and students to improve performance in teaching and learning processes. Meanwhile, 33% of the interviewees held that FTSEE motivate teachers and students to improve performance in the teaching and learning processes.

Arguably, school heads as the most supervisors and organizers of the overall activities of their schools are the most informed about their schoolsô performance and the various factors contributing to teachers and students motivation. Thus, their opinions on the extent to which FTSEE motivate teachers and students to improve performance in the teaching and learning processes remain outstanding.

In a nutshell, the data collected reveal that a large number of the respondents, specifically teachers, students and school heads consider FTSEE very important motivating teachers and students in the teaching and learning processes. With such findings, the study noted that the respondents perceived FTSEE vital to enhancing studentsô academic performance in the study area. This is in line with the findings of many research works, including Tuckman and Sexon (1991); Hargreaves (1989); Moris, (1961) cited in Njabili (1993); and Borich (1988), whose studies found that, among other things, a test or examination as stimuli would in response motivate both teachers and students to work hard. These researchers consider tests and examinations an incentive to motivation for teachers and students to achieve good examination results.

4.5 Merits and Demerits of FTSEE in Academic Achievements

The last objective of the study was to identify and examine the merits and demerits of examinations in the study area. Different opinions were collected from students, teachers and school heads. The findings from the gathered data revealed that generally showed that FTSEE were advantageous in the study area. Table 4.8 illustrates.

Table 4.8: Respondents Opinions on the Merits of FTSEE

Respondent category	*Strongly advantageous*	*Advantages*	*Least advantages*	*Not advantageous*	*Total*
Students	145	27	3	5	180
Teachers	29	5	1	1	36
School heads	6	-	-	-	6
Total	180	32	4	6	222

Source: Field data (2017)

The data in Table 4.8 show that a sum of 222 held the opinion that FTSEE examinations are beneficial; among whom 180 perceived it *strongly advantageous*, 32 ranged it *advantageous*, whereas only 4 considered it *least advantageous*. It is only 6 out of 222 respondents who considered FTSEE to be *not advantageous*. The findings imply that FTSEE encourage students to perform better in the subsequent levels of form three and form four, and more importantly in CSEE. The findings align with Rust (2002), who, in his study on the impact of assessment on student learning noted that examinations are advantageous because they promote competition among students. The same views are held by Sohaib (2013), Suhani, (2015) and Komba, (2013).

4.5.1 Merits of FTSEE in Academic Achievement

It was then important to gather information on specific merits of FTSEE on studentsô academic performance. Major items were proposed and presented to the respondents demanding them to take using the criteria of highly apply, apply, list apply, not apply. Besides, respondents were given a room to enumerate any more items (if not included in the list of the given items). The data collected for this purpose are summarized in Table 4.9.

Table 4.9: Merits of FTSEE in academic achievement

Merits list	*Highly apply*	*Sometimes Apply*	*least apply*	*Not apply*	*Total*
Increase morale for students to study hard	148	9	1	-	158
Increase morale for teachers to work hard	145	12	-	1	158
Encourages preparations among teachers and students	140	15	2	1	158
Facilitates competition among students	152	4	1	1	158
Familiarize students to examinations	149	8	1		158
Stimulate students to set goals	144	4	-	-	158
Help students to compare their abilities with others	151	6	1	-	158
Help students to determine and predict their performance in the final CSEE	148	9	1	-	158
Create confidence among students	150	5	1	2	158
Encourage both teachers and students to cover all topics in the syllabus	143	9	5	1	158

Source: Field data (2017)

In this particular part, only 158 respondents managed to respond to the question. In fact, Table 4.9 is clear in identifying the merits of FTSEE to academic achievement among students. For each identified item, the small number of the respondents who agreed with highly apply is 140 out of 158. Meanwhile, the large number for the same case is 152 out of 158. With such observation, the study found that all the identified items were strongly accepted as the merits of FTSEE to studentsô academic achievement. In a nutshell, the study found that the merits of FTSEE to studentsô academic achievement include that: they increase morale among both teachers and students, encourage preparations among teachers and students, facilitate competition among students, familiarize students to examinations, stimulate students to set goals, help students to compare their abilities with others, help students to determine and

predict their performance in the final CSEE, create confidence among students, and encourage both teachers and students to cover all topics in the syllabus.

4.5.2 Demerits of FTSEE in Academic Achievement

This study collected the data to identify the demerits of FTSEE. As it was for the merits, measure items were supplied to respondents requiring the respondents to judge on their applicability in relation to the objective in this section. Likewise, respondents were asked to add any more items if not in the given list. Table 4.10 summarizes the findings.

Table 4.10: Demerits of FTSEE in Academic Achievement

Demerits list	***Highly apply***	***Sometimes Apply***	***least apply***	***Not apply***	***Total***
Create test anxiety among students	153	-	3	2	158
Time consuming to both teachers and students	151	7	-	-	158
Lead students to panic unnecessarily	143	7	5	3	158
Create sense of hopelessness among the failed students	148	4	4	2	158
May create inferiority complex among the failed student	149	6	-	3	158
Result into creation of classes between the failed and passed students	150	2	4	2	158
	148	7	3	-	158

Source: Field data (2017)

Table 4.10 presents the demerits of FTSEE in academic performance. The data large numbers of respondents are concentrated in the column of highly apply, entailing that the majority accept the preposition given for each of measure items. The data shows that the smallest number of respondents in this column is 143 out of 158 respondents.

At the same time, the large number is 153 out of 158. Suffice it to say that almost all of the respondents accepted the items in the merit list as the pertinent merits of FTSEE in academic achievement in ordinary level.

The study also identified two more demerits apart from those given in Table 4.5.3. One of the respondents claimed that FTSEE have demerits as they may *cause into unnecessary misunderstanding and enmity between the failed students and their respective subject teachers.* Another respondent pointed out that FTSEE can *lead examinees into unexpected stress and frustration.* The respondent provided her experience that she had an encounter to a situation where a form two student collapsed in the examination room due to examination frustration.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This last chapter summarizes the entire study and the major findings, draws conclusions basing on the findings of the study, and finally sets forth recommendations for action and further research.

5.2 Summary

5.2.1 Summary of the Study

The study intended to assess the effects of FTSEE to studentsô academic performance in CSEE. The study was conducted in six secondary schools in Mbeya city in Mbeya region. Specifically, the study aimed at comparing FTSEE results with the corresponding CSEE results, examining the extent to which FTSEE results of particular students correlate with that of CSEE results, finding out the extent to which FTSEE are perceived as a motivation for teachers and students to improve performance, and finding out the merits and demerits of examinations in the education system. The study is both qualitative and quantitative in nature and employed teachers, students and school heads as targeted informants. The data used in the study were obtained through questionnaires, interview and documentary review as the tools of data collection. The analysis of the data based on Pearsonôs method of determining correlation coefficients.

5.2.2 Summary of the Findings

The study has been successful to come up with the findings that bridge the knowledge gap driving the study as established in the reviewed literature, in alignment with the objectives of the study. Basing on the first objective, the study established a comparative analysis of FTSEE results and the corresponding CSEE results. Sample results were picked for the years 1990 ï 1994, 1994-1999 and 2012 ï 2016 with reflection to the consideration of the three phases FTSEE phases, namely screening, un-screening and unimplemented. The underlying statement that summarizes the findings for this objective is that there is correspondence between FTSEE and CSEE achievement, in the sense that FTSEE had notable effect to the success or failure in CSEE.

Likewise, the findings showed that students who passed in FTSEE are mainly the one who passed in the CSEE and vice versa. The study establishes that there is more likelihood that in the years in which FTSEE were not implemented the students who had passed in CSEE would also have passed in their FTSEE and vice versa.

In the light of the third objective, the findings showed that, to a large extent (92%), FTSEE were perceived as a motivation for teachers and students to improve performance in the teaching and learning processes. Consequently, such a motivation plays remarkably significant role to better studentsô academic performance.

Lastly, the findings uncovered that examinations are two facet items. On the one hand, examinations are the stimuli enhancing positive responses yielding desirable

academic achievements, not only to the part of the students but also the teacher in the educational system. On the other side, examinations are a deterioration tool to academic progress, thus they should be got rid of in the education system in a country.

5.3 Conclusion

Basing on the results of the study, a number of facts have been established and concluded on. First, the study found that the previous level, or much better the present level, is vital to the achievement in the next level. In the context of examinations in this study, FTSEE are vital to the CSEE success. That is, FTSEE, especially the screening helped to improve studentsô ability and hence enabling them to perform better in the final form four examinations (CSEE).

Similarly, the study found that the phases of un-screening and unimplemented encouraged laziness among some students. The phases lowered down the morale for students to study hard and teachers to work hard. For that reason, results in the corresponding CSEE decreased notably. The study therefore concludes that, CSEE performance was related strongly to FTSEE performance. Simply, there was a strong positive correlation in studentsô academic performance between FTSEE and CSEE. Such a conclusion fits properly with the conclusion made by Komba (2013). When studying the predictive validity of FTSEE on studentsô performance in CSEE in Biology subject, Komba found that there was a strong relationship between the studentsô performance in the FTSEE and CSEE (i.e; from $r = 0.442$, $P< 0.01$ to $r = 0.726$, $P<0.01$) regardless of sex and type of school.

Moreover, basing on the strong positive correlation between FTSEE and CSEE results, as evidenced from the sampled data, the study found that in the phases of un-screening and unimplemented, studentsô academic performance dropped compared to the phase of screening. Therefore, the study, establishes that the decision to un-screen failed students and terminate FTSEE was not beneficial as it constituted the identified decrease in studentsô performance in the corresponding CSEE.

5.4 Recommendations

This study sets forth two categories of recommendations ï for action and for further studies.

5.4.1 Recommendations for Action

Since the findings proved that FTSEE, especially in screening phase, enhanced better performance in the corresponding CSEE, the study recommends that the government (through MoEST) could consider reforming its educational policy to ensure effective implementation of FTSEE. This would help to reduce the notable failure in CSEE resulting from un-screening of failed students.

Again, the study revealed that FTSEE motivate both teachers and students to improve their performance in the teaching and learning processes, finally resulting into better studentsô academic performance. In other words, the study helped to show the role of motivation to academic success. Therefore, the study recommends establishing more effective ways, apart from FTSEE in order to motivate teachers and students.

Furthermore, screening out failed students is a good way in making students more serious with their studies. It is seen that screening does not allow failed students to continue to form three, instead, the failed students have to repeat form two class. However, this study recommends not only screening but also paying special attention to the failed students in order to monitor their progress so that they may have a wide chance to perform better in the repeated examinations, and hence achieve the best in the final CSEE.

5.4.2 Recommendations for Further Studies

This study was specific and focused only on the aspect of FTSEE and their contribution to studentsô academic performance in CSEE in only six secondary schools in Mbeya city in Mbeya region. As the reviewed literature showed, there is much more to be studied regarding the phenomenon of examinations and their contribution to achievement in the next level. Therefore, the study recommends first, a similar study that would focus at broader range of examination from classroom tests, quizzes, assignments, weekly and monthly tests, terminal and annual examinations from form one to form four and their contribution to the final CSEE for the whole region of Mbeya and Tanzania in general. This would help exactly conclude on the significance and role of testing to the final targeted examinations, in our case, the CSEE.

Also, since motivation has been seen in this study as an important aspect contributing to better academic achievement, the study recommends specific studies to be

conducted on other factors connected to motivation for examinations. That is, the factors that would motivate students to take tests and examinations. If those factors are clearly identified and well communicated to both teachers and students, they would help to increase morale for taking tests and examinations in a more positive manner, which in turn would yield better studentsô academic performance.

Lastly, since examinations in the lower level (FTSEE) have been proven to be useful in constituting passing well in the higher level (CSEE), this study recommends further studies that would focus on specific test/examination items that indeed help to move the examinee to the best position for him (examinee) to perform the best. In other words, studies should be conducted to assess the nature of the test items in FTSEE and how similar test items are reflected in the CSEE and how they correspond in terms of influence to performance of the items.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR SECONDARY SCHOOL HEADS

INTRODUCTION

In 1984, the MOEC introduced form two secondary education examination (FTSEE). The purpose was to use the examination as a stimulant for both students and teachers for better studentsô performance at subsequent levels of study. However, there has not been any study conducted since 1984 to ascertain that FTSEE serves the objectives set by the MOEC. Therefore, this study is set to seek your opinion about the extent to which FTSEE acts as a tool for raising educational standards at secondary school level. The content of the questionnaire is about how you perceive on the introduction of FTSEE. Your responses will contribute to an important research work, which will help the MOEC to rethink on the fate of FTSEE.

- Please, you are requested to answer all questions in full as possible as you can.
- You do not have to write your name on this script.
- Information given will be treated confidentially.

A: BACKGROUND INFORMATION

(i) Respondent:

(a) Your number of years in this schoolé é é é é é é é é é é é

(b) Your teaching experience (by years)é é é é é é é é é é é é é

(c) Participation in form II examination (by years)é é é é é é é é é

(d) Nature of participation: setting/invigilation/markingé é é é é é é

(e) Gender: Male/ Femaleé é é é é é é é é é é é é é ..

(ii) School:

(a) Name é ..

(b) Location:

Regioné é é é é é é é é é .Districté é é é é é é é é é .

(c) Ownership: Private/ Governmenté é é é é é é é é é é é é .

(d) Nature of the school: Boys/Girls/Co-edé é é é é é é é é é é ..

(e) Number of years in offering form II examinationé é é é é é é .

B: Awareness of form II Examination:

Please tick the statement, which matches your opinions. For every answer provided, give some explanation to the space provided;

(a) To what extent are you aware of the purposes of FTSEE?

1. Very much aware
2. Aware
3. Somehow aware
4. Least aware
5. Very much unaware.

Please, state three purposes: (if your answer falls between 1-3)

1. é
2. é
3. é

(b) To what extent do you perceive that form II examination serves the purposes you have stated above?

Purpose 1: 1. Strongly serves 2. Serves 3. Somehow serves 4. Least serves 5. Not serving at all.

Explain:

é é

é é

Purpose 2: 1. Strongly serves 2. Serves 3. Somehow serves 4. Least serves 5. Not serving at all.

Explain:

é é

é é

Purpose 3: 1. Strongly serves 2. Serves 3. Somehow serves 4. Least serves 5. Not serving at all.

Explain:

é é

é é

(c) Do you think FTSEE is advantageous or disadvantageous?

Advantageous 2.Disadvantageous 3.Both 1 and 2 4. none of the above

In any case, explain.

(d) To what extent do you perceive that there is a relationship between form II examination results and form IV examination results?

1. Strongly related 2. Related 3. Somehow related 4. Least related 5. Not at all

Explain:é é

é é

(e) To what extent do you perceive that teachers are also motivated by good FTSEE result?

1. Strongly motivated 2. Motivated 3. Somehow 4. Least motivated 5. Not motivated at all

Explain:é é

é é

(f) To what extent do you think you could motivate your teachers to work harder if for example they are discouraged by poor. Form II examination results.

1. Very much 2. Much 3. Fairly 4. Not much 5. Not at all

Explain:é é

é ....

(g) To what extent management and administrative problems affect form II examination results?

1. Very much 2. Much 3. Fairly 4. Not much 5. Not at all

Explain:é é

é é

(h) To what extent your school environment has effected the Form II examination results?

1. Very much 2. Much 3. Fairly 4. Not much 5. Not at all.

Explain:é é

é é

(i) To what extent do you think inadequacy of your teaching staff has affected the Form II examination results?

1. Very much 2. Much 3. Fairly 4. Not much 5. Not at all.

Explain:é é

é é

(j) To what extent do you think form II examination is fairly set and administered?

1. Very fair 2. Fair 3. Somehow fair 4. Not fair 5. Not fair at all.

Explain:é é

é é

(k) To what extent do you think students are motivated by better results in form II examination in working hard in Form IV examination?

1. Strongly motivated 2. Motivated 3. Somehow 4. Least motivated 5. Not at all

(l) What should the MOEC do to improve form II examination so as to achieve its objectives effectively?

1. é
2. é
3. é

(m) To what extent are you satisfied with the trend of Form II examination results at your school?

1. Strongly satisfied 2. Satisfied 3. Somehow satisfied 4. Least Satisfied 5. Not at all

Explain:é é

é é

APPENDIX 2: QUESTIONNAIRE FOR FORM II, III AND IV SUBJECT TEACHERS

Introduction

In 1984, the MOEC introduced form two secondary education examination (FTSEE). The purpose was to use the examination as a stimulant for both students and teachers for better studentsô performance at subsequent levels of study. However, there has not been any study conducted since 1984 to ascertain that form II examination serves the objectives set by the MOEC. Therefore, this study is set to seek your opinion about the extent to which (FTSEE) acts as a tool for raising educational standards at secondary school level. The content of the questionnaire is about how you perceive on the introduction of the FTSEE. Your responses will contribute to an important research work, which will help the MOEC to rethink on the fate of the FTSEE.

- Please, you are requested to answer all questions in full as possible as you can
- You do not have to write your name on this script
- Information given will be treated confidentially.

A: BACKGROUND INFORMATION

(i) Respondent:

(a) Teachersô qualificationé é é é é é é é é é é é é é é é é é é

(b) Number of years in this schoolé é é é é ...é é é é é é é é é é

(c) Teaching experience (by years)é é é é é é é é é é é é é é é

(d) Participation in form II examination (No of years)é é é é é é é é

(e) Nature of participation: Setting exams/invigilation/marking................
é ;;;é é

(f) Gender: Male/ Femaleé é é é é é é é é é é é é é é é é é

(g) Teaching subject(s)é .

(h) Levels of teachingé .

Form I, Form II, Form III, Form IV

(ii) School:

(a) Name:é é

(b) Location:

Regioné é

(c) Ownership: Private/

Governmenté é é é é é é é é é é é é é é é é é é ..

(d) Nature of the school: Boys/Girls/Co-el/é é é é é é é é é é é é

(e) Participation of offering II exams (No of years) é é é é é é é é é

B: Awareness of Form II Examination:

Please tick the number, which matches your opinions on the provided statement. For every answer provided, give some explanation to the space provided.

(a) To what extent are you aware of the purposes of form II examination?

1. Very much aware 2. Aware 3. Somehow aware 4. Least aware 5. Very much unaware

Please, state 3 purposes (if your answer fall between 1-3)

1. é
2. é
3. é

(b) To what extent do you perceive that form II examination serves the purposes you have stated above?

Purpose 1: 1. Strongly serves 2. Serves 3. Somehow serves. 4. Least serves 5. Not at all

Explain:é é

é é

Purpose 2: 1. Strongly serves 2. Serves 3. Somehow serves. 4. Least serves 5. Not serving at all

Explain:é é

é é

Purpose 3: 1. Strongly serves 2. Serves 3. Somehow serves. 4. Least serves 5. Not serving at all

Explain:é é

é é

(c) To what extent have you participated in form II examination?

1. Very frequent 2. Frequent 3. Somehow frequent 4. Not frequent 4. Not participated at all.

Explain how you have participated:

é é

é é

(d) If you have participated in form II examination, what position did you serve?

Explain:é é

é é

(e) To what extent do you think that there is a relationship between form II examination results and form IV examination results?

1. Strongly related 2. Related 3. Somehow related 4. Least related 5. Not related at all.

Explain:é é

é é

(f) To what extent do you think that teachers are motivated to work hard by good FTSEE results?

1. Strongly Motivated 2. Motivated 3. Somehow motivated 4. Least motivate 5. Not motivated at all

Explain:é é

é é

(g) Do you think that majoring for certain subjects in form III and form IV may change the CSEE results from that of FTSEE [ ] Yes [ ] No Explain your answer.

é é

é é

(h) To what extend do you think that good performance in form II examination results motivates students to work hard in the subsequent levels of form III and form IV?

1. Strongly motivates 2. Motivates 3. Somehow motivates 4. Least motivates 5. Not motivating at all

Explain:é é

é é

(i) To what do you think form II examination results can be affected by the learning environment?

1. Strongly affected 2. Affected 3.Somehow affected 4. Least affected 5. Not affected at all.

Explain:é é

é é

(j) To what extent do you think that dorm II examination is fairly set?

1. Strongly fair 2. Fair 3. Somehow fair 4. Not fair 5. Not fair at all

Explain:é é

é é

(k) How long have you been teaching form II students

1. 0 ï 5 years 2. 6 ï 10 years 3. 11 ï 15 years 4. More than 15 years 5. Not at all

(l) Explain your observations about form II examination results in your teaching subject(s) during the years you have been teaching?

é é

é é

Explain:é é

é é

(m) What do you think are factors which contributed to the observed performance in form II examination for the subjects you have been teaching?

1. é
2. é
3. é

(n) What do you think should be done to improve form II examination for the betterment of other examinations in the subsequent years?

Explain:é é

(o) To what extent do you think that the prior academic skill/ knowledge of a student in form II is important in his/her future performance in CSEE?

1. Very important 2. Important 3. Somehow important 4. Least important 5. Not important at all

Explain:é é

(p) What do you think could be done to motivate teachers and students to perform better in FTSEE and so to raise the CSEE performance and educational standards as a whole?

i. é

ii. é

iii. é

(q) To what extent do you think studentsô competitive learning environment created by form II examinations enhances the raising of educational standards at subsequent levels that is, form III and for IV?

1. Very much 2. Much 3. Fairly 4. Not much 5. Not at all.

Explain:é é

é é

(r) What do you think are the most important things in secondary school environment that could be done to enhance the change of form II examination to serve the intended purposes you have listed above?

1. é

2. é

3. é

APPENDIX 3: DODOSO KWA WANAFUNZI WA SEKONDARI KIDATO CHA PILI

Utangulizi

Mnamo mwaka 1984, wizara ya elimu na utamaduni ilianzisha mtihani wa kidato cha pili. Malengo yalikuwa ni kutumia mtihani huo kama kichocheo na motisha kwa wanafunzi na walimu ili wanafunzi waweze kufanya vizuri katika ngazi zinazofuata za kidato cha tatu na cha nne. Hata hivyo hakuna utafiti wowote uliofanyika ili kuonyesha kweli kama malengo hayo yamefikiwa au la. Lengo la utafiti huu ni kutaka kupata mawazo yenu kwamba ni kiasi gani mtihani wa kidato cha pili unakuwa kichocheo na zana kuu katika kuboresha elimu ya sekondari.

Yaliyomo katika dodoso hili ni maswali kuhusu mawazo yako kutokana na jinsi mtihani wa kidato cha pili unavyouona. Mawazo yako yatachangia sana katika kuboresha malengo ya utafiti huu. Vile vile mawazo hayo yatasaidia viongozi wa wizara ya elimu na utamaduni kufikiria upya kuhusu suala la mtihani huu.

- Tafadhali unaombwa kujibu maswali yote
- Usiandike jina lako katika karatasi hii
- Taarifa utakazotoa zitakuwa ni siri yetu na hatutakutaja.

A: TAARIFA ZA AWALI

1. Mhusika (a) Mvulana/Msichanaé é é é é é é é é é é é é é é .é
   (b) Umrié .
2. Shule: (a) Jina la shuleé é é é é é é é é é é é é é é é .é

(b) Mahali: mkoaé é é é é é é é é é é é é é é é é é é .

(c) Mchepuo: Sayansi/Sanaa/Biasharaé é é é é é é é é é é ..

(d) Mmiliki wa shule: Serikali/Binafsié é é é é é é é é é é é é é

(e) Aina ya shule: Wasichana/wavulana/mchanganyikoé é é é é é é é é é .

B: UFAHAMU KUHUSU MTIHANI WA KIDATO CHA PILI

Weka vema katika maneno ambayo unakubaliana nayo. Katika kila jibu utakalochagua unaombwa kutoa maelezo katika nafasi iliyowekwa.

(a) Ni kwa kiwango gani unafahamu malengo ya mtihani wa kidato cha pili?

1. Nayafahamu sana 2. Nayafahamu 3. Nayafahamu kiasi 4. Nayafahamukidogosana 5. Siyafahamukabisa

Taja malengo matatu:

1. é
2. é
3. é

(b) Ni kwa kiwango gani unafikiri malengo hayo uliyotaja hapo awali yamefikiwa?

Lengo la 1. 1. Kiwango kikubwa sana 2. Kiwango kikubwa 3. Kiwango kiasi tu 4. Kiwango kidogo sana 5. Hayajafikiwa kabisa.

Eleza:é é

é é

Lengo la 2: 1. Kiwango kikubwa sana 2. Kiwango kikubwa 3. Kiwango Kiasi tu 4. Kiwango kidogo sana 5. Hayajafikiwa kabisa.

Eleza:é é

é é

Lengo la 3: 1. Kiwango kikubwa sana 2. Kiwango kikubwa 3. Kiwango Kiasi tu 4. Kiwango kidogo sana 5. Hayajafikiwa kabisa.

Eleza:é é

é é

(c) Ni kwa kiwango gani ulifaulu mtihani wa kidato cha pili?

1. Vizuri sana 2. Vizuri 3. Wastani 4. Mbaya 5. Mbaya sana

Eleza kwanini unafikiri ulifaulu katika kiwango hicho

é é

é é

(d) Ikiwa ulifaulu vizuri mtihani wako wa kidato cha pili, ni kwa kiwango gani unafikiri utafaulu hivyo katika mtihani wako wa kidato cha nne?

1. Kiwango kikubwa sana 2. Kiwango kikubwa 3. Kiwango kiasi tu 4. Kiwango kidogo sana 5. Sitafaulu kabisa

Toa sababu:

é é

é é

(e) Ikiwa hukufaulu vizuri baadhi ya masomo, ni kwa kiwango gani unafikiri utafanya vizuri zaidi katika mtihani wako wa kidato cha nne ukilinganisha na ule mtihani wa kidato cha pili?

1. Kiwango kikubwa sana 2. Kiwango kikubwa 3. Wastani 4. Kiwango kidogo sana 5. Sitafanya kabisa.

Eleza:é é

é é

é é

(f) Ni kwa kiwango gani unafikiri ulijitahidi wakati ulipokuwa kidato cha pili ili uweze kufanya vizuri katika mtihani wa kidato cha pili?

1. Kiwango kikubwa sana 2. Kiwango kikubwa 3. Wastani 4. Kiwango kidogo sana 5. Nilishindwa kabisa

Eleza:é é

é é

(g) Ni kwa kiwango gani unafikiri mtihani wa kidato cha pili umeleta mazingira ya mashindano katika masomo kati ya wanafunzi kwa lengo la kufanya vizuri na kuboresha elimu hasa katika ngazi zinazofuata za kidato cha tatu na kidato cha nne?

1. Kiwango kikubwa sana 2. Kiwango kikubwa 3. Wastani 4. Kiwango kidogo sana 5. Haukuleta mashindano kabisa

Eleza:é é

é ..,

(h) Ni kwa muda gani darasani mmekuwa hamna mwalimu katika somo Fulani wakati mlipokuwa kidato cha pili?

1. Muda mrefu sana 2. Muda mrefu 3. Muda kiasi 4. Muda mfupi 5. Hakuna muda wowote.

Toa maelezo kuwa ni somo gani na ni muda wa miezi mingapi mlikosa mwalimu wa somo hilo

é é

é é

(i) Ni kwa kiwango gani unafikiri walimu wamepata motisha wakufanya bidii zaidi katika kufundisha baada ya kuona matokeo mazuri ya mtihani wa kidato cha pili?

1. Kiwango kikubwa sana 2. Kiwango kikubwa 3. Wastani 4. Kiwango kidogo sana 5. Hawakumotishwa kabisa

Eleza:é é
é é

(j) Ni kwa kiwango gani unafikiri mtihani wa kidato cha pili unaendeshwa kwa haki kuanzia wakatiwa: utungaji, usimamizi, usahihishaji hadi kutoa matokeo?

1. Kiwango kikubwa sana 2. Kiwango kikubwa 3. Wastani 4. Kiwango kidogo sana 5. Hakuna haki kabisa.

Eleza ni kiwango gani na wakati gani.é é é é é é é é é é é é é é é é ..é é
é ..

Ni mambo gani mengine ambayo yamechangia kupata matokeo mazuri ya mtihani wa kidato cha pili?

1. é
2. é
3. é
4. é

(k) Ni mambo gani unafikiri yafanyike ili kuboresha matokeo ya kidato cha pili na hivyo kuboresha maendeleo ya kitaaluma kwa wanafunzi katika ngazi zinazofuata za kidato cha tatu na kidato cha nne?

1. é
2. é
3. é
4. é

APPENDIX 4: QUESTIONNAIRE FOR FORM III AND IV STUDENTS

Introduction

In 1984, the MOEC introduced form two secondary education examination (FTSEE). The purpose was to use the examination as stimulant for students and teachers for better studentôs performance at subsequent levels of study. However, there has not been any study conducted since 1984 to ascertain that FTSEE serves the objectives set by the MOEC. This study therefore, is set to seek your opinion about the extent to which FTSEE acts as a tool for raising educational standards at secondary school level. The content of the questionnaire is about how you perceive on the introduction of the FTSEE. Your responses will contribute to an important research work, which will help the MOEC to rethink on the fate of the FTSEE.

- Please, you are requested to answer all questions in full as possible as you can
- You do not have to write your name on this script
- Information given will be treated confidentially.

A: BACKGROUND INFORMATION

i. Respondent: (a) Gender: Male/Femaleé é é é é é é

(b) Ageé é é é é é é é é é é .

ii. School: (a) Location:

Regioné é é é é Districté é é é é é é é .

(b) Ageé é é é é é é é é é ..

(c) Ownership: Private/Government: é é é é é é é é é é é é

(d) Nature of the school: Boys/Girls/Co-educationé é é é é é é

B: AWARENESS OF FORM II EXAMINATION

Please, tick the statement which matches to your opinions. For every answer provided, give some explanation to the space provided.

(a) To what extent are you aware of the purposes of FTSEE?

1. Very much aware 2. Aware 3. Somehow aware 4. Not aware 5. Very much unaware

Please, state 3 purposes

1. é
2. é
3. é

(b) To what extent do you perceive that FTSEE serves the purposes you stated above?

1. Strongly serves 2. Serves 3. Somehow 4. Least serves 5. Not at all

Explainé é
é é

(c) To what extent have you performed in your FTSEE?

1. Very good 2. Good 3. Satisfactory 4. Bad 5. Very bad.

Explain why you think you have performed that way

é é
é é é é é é é é é é If your performance was good in your FTSEE, to what extent to you think you will maintain that standard in your form IV examination.

1. Very much 2. Much 3. Somehow 4. Not much 5. Not at all.

Explainé é
é é é é é é é é é If your performance in FTSEE was not good to what extent do you think you will improve it in your form IV examination?

1. Very much 2. Much 3. Somehow 4. Not much 5. Not at all.

Explainé é

é é

(d) To what extent do you think you worked hard while you were at form II I order to pass the FTSEE?

1. Very much 2. Much 3. Somehow 4. Not much 5. Not at all.

Explainé é

é é

(e) To what extent to you think your form II examination results have motivated you to do better in your continues assessment in your form III and Form IV?

1. Strongly motivated 2. Motivated 3. No opinion 4. Not motivated 5. Not at all.

Explainé é

é é

(f) To what extent do you think your FTSEE created studentsô competitive environment in raising educational standards at subsequent level of form III and Form IV?

1. Too long 2. Long 3. Somehow 4. Not long 5. Not at all

Explainé é

é é

(g) To what extent do you think your subject teachers were stimulated and motivated to work harder after receiving your good form II results at your school?

1. Strongly motivated 2. Motivated 3. No opinion 4. Not motivated 5. Not at all

Explainé é

é é

(h) To which extent do you think your school environment has contributed to your better performance in FTSEE.

1. Very much 2. Much 3. Somehow 4. Not much 5. Not at all

Explainé é

é é

(i) To what extent do you think there has been fairness in terms of the content and administration of your form II examination?

1. Very fair 2. Fair 3. Somehow 4. Not fair 5. Not at all

Explainé é

é é

(j) What other factors do you think contributed much to your good results in FTSEE?

Mention them:

1. é
2. é
3. é

(k) What do you think should be done in order to improve FTSEE performance for the improvement of the performance in the subsequent years, i.e in form III and form IV?

1. é

2. é

3. é

4. é