

**EFFECTIVENESS OF SCHOOL-BASED ACADEMIC CAMPS IN IMPROVING
LEARNER'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN KARAGWE DISTRICT, KAGERA, TANZANIA**

DEO ALFRED

**A DISERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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2023

CERTIFICATION

The undersigned certify that we have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation titled: “Effectiveness of school-based academic camps in improving learner’s academic performance in public secondary schools in Karagwe district, Kagera, Tanzania” in partial fulfillment of the Degree of Master of Education in Administration, Planning and Policy Studies.

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DECLARATION

I, **Deo Alfred**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Arts in Education Administration, Planning and Policy Studies (MED.APPS).



.....
Signature

.....
Date

DEDICATION

This dissertation is dedicated to my lovely wife, Mrs. Neema Deo Msambi, for her encouragement, moral and material support throughout this Master degree programme. It is also dedicated to my children: Lilian Deo Msambi, Editha Deo Msambi, Alesi Deo Msambi and Yamungu Deo Msambi, for their patience while proceeding with my studies of which I believe, the same will be their source of inspiration during their life time.

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ABSTRACT

The purpose of the study was to assess effectiveness of school-based academic camps in improving learner's academic performance in public secondary schools in Karagwe district, Kagera, Tanzania. The study used a mixed methods research approach supported with convergent parallel research design. The study used convenience, stratified random and purposive sampling techniques to select the sample size of 201 (1 DSEO, 10 WEOs, 10 HoSs, 10 parents, 100 students and 80 teachers). Data collection methods were questionnaires and interviews. Quantitative data were coded, analyzed and interpreted in tabular forms while qualitative data were thematically analysed. Findings show that, the ways used in school-based academic camps to promote student's performance include, provision of meals and accommodation to students, and provision of mentorship about examinations. In regard to the effectiveness of the ways used in school-based academic camps to promote student's performance, findings have shown that, they promote students' attendance and learning, provide self-motivation to students. On stakeholders' perceptions on the ways used in school-based academic camps in improving students' performance, findings have indicated that, stakeholders perceive that, school-based camps facilitate the completion of subjects' topics and improve communication skills among students. Based on the findings, it is recommended that, the government and schools should not be left alone to facilitate these school-based academic camps.

Key word: *Effectiveness, school-based academic camps, learner, academic performance, public secondary schools*

TABLE OF CONTENTS

CERTIFICATION	i
COPYRIGHT	ii
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Problem.....	1
1.2 Statement of the Problem	4
1.3 Purpose and Objectives of the Study.....	5
1.4 General Objective.....	5
1.4.1 Specific Objectives.....	5
1.5 Research Questions	6
1.5.1 Main Research Question	6
1.5.2 Sub-Research Questions.....	6
1.6 Significance of the Study	6
1.7 Scope of the Study.....	7
1.8 Limitations of the Study	7
1.9 Operational Definitions of the Key Concepts and Terms	7
1.10 Organisation of the Study.....	8

CHAPTER TWO: LITERATURE	10
2.1 Review of Theories	10
2.2 Review of Empirical Literature	11
2.2.1 Ways Used in School-Based Academic Camps in Promoting Students' Performance	11
2.2.2 Effectiveness of the WaysUsed in School-Based Academic Camps in Promoting Student's Performance	12
2.2.3 Stakeholders' Perceptions about School-Based Academic Camps in Improving Students' Performance	14
2.3 Research Gap.....	16
2.4 Conceptual Framework	17
CHAPTER THREE: RESEARCH METHODOLOGY	19
3.1 Research Approach.....	19
3.2 Research Design	19
3.3 Research Site	20
3.4 Targeted Population of the Study	20
3.5 Sample and Sampling Procedure.....	20
3.5.1 Sample Size	20
3.5.2 Sampling Procedure	22
3.5.2.1 Convenience Sampling Technique	22
3.5.2.2 Purposive Sampling Technique	22
3.5.2.3 Stratified Random Sampling Technique	23
3.6 Sources of Data	23
3.6.1 Primary Source of Data	23

3.6.2 Secondary Source of Data	23
3.7 Data Collection Methods and Techniques.....	24
3.7.1 Questionnaire Survey	24
3.7.2 Interview.....	24
3.8 Data Analysis Procedure	25
3.8.1 Quantitative Data Analysis.....	25
3.8.2 Qualitative Data Analysis	25
3.9 Rigour of Research Findings	25
3.9.1 Trustworthiness of the Study.....	25
3.9.2 Validity and Reliability of the Study.....	26
3.9.2.1 Validity of Research Instruments	26
3.9.3.2 Reliability of Research Instruments.....	27
3.10 Ethical Issues and Considerations	29
3.10.2 Informed Consent	29
3.10.3 Anonymity and Confidentiality	29
3.10.4 Honest Reporting of Data, Methods and Procedure	29
CHAPTER FOUR: PRESENTATION OF FINDINGS.....	30
4.1 Ways Used in School-Based Academic Camps to Promote Academic Performance	30
4.2 Effectiveness of the Ways Used in School-Based Academic Camps to Promote Academic Performance.....	32
4.3 Stakeholders' Perceptions on the Ways Used in School-Based Academic Camps in Improving Students' Performance	36
4.4 Summary of Chapter Four	38

CHAPTER FIVE: DISCUSSION OF THE FINDINGS	39
5.1 Discussion	39
5.1.1 Ways Used in School-Based Academic Camps to Promote Student's Performance	39
5.1.2 Effectiveness of the Ways Used in School-Based Academic Camps to Promote Student's Performance	40
5.1.3 Stakeholders' Perceptions on the Ways Used in School-Based Academic Camps in Improving Students' Performance	41
CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS..	42
6.1 Summary of the Study	42
6.2 Summary of the Findings	43
6.2.1 Ways Used in School-Based Academic Camps to Promote Student's Performance	43
6.2.2 Effectiveness of the Ways Used in School-Based Academic Camps to Promote Student's Performance	43
6.2.3 Stakeholders' Perceptions on the Ways Used in School-Based Academic Camps in Improving Students' Performance	43
6.3 Conclusions	44
6.4 Recommendations	44
6.4.1 Recommendations for Practice.....	44
6.4.2 Recommendations for Further Studies	45
REFERENCES.....	46
APPENDICES.....	54

LIST OF TABLES

Table 3.1: Distribution of Respondents (n=211)	22
Table 3.2: Individual Item Reliability Scale Results	28
Table 4.1: Specific Support in Academic Camps (n=80)	30
Table 4.2: Specific Support in Academic Camps (n=100)	31
Table 4.3: Effectiveness of the Ways Used in School-Based Academic Camps (n=80)	32
Table 4.4: Effectiveness of the Ways Used in School-Based Academic Camps (n=100)	34
Table 4.5: Effectiveness of the Ways Used in School-Based Academic Camps in Enhancing Student's Skills and Knowledge (n=80)	35
Table 4.6: Teachers' Perceptions about School-Based Academic Camps (n=80)	36
Table 4.7: Students' Perceptions about School-Based Academic Camps (n=100)	37

LIST OF FIGURES

Figure 2.1: A detailed summary of the relationship among the variables of the study .. 17

LIST OF ABBREVIATIONS

AASK:	Application of Acquired Skills and Knowledge
CSEE:	Certificate of Secondary Education Examination
DED:	District Executive Director
DPGS:	Directorate of Post graduate Studies of the Open University of Tanzania
DSAO:	District Secondary Academic Officer
DSEO:	District Secondary Education Officer
DVs:	Dependent Variable (s)
EWSBAC:	Effectiveness on the Ways Used in School-Based Academic Camps
IVs:	Independent Variables
MoEST:	Ministry of Education, Science and Technology of Tanzania
PoRALGA	President's Office Regional Administration and Local Government Authorities
RAS:	Regional Administrative Secretary
SPSS:	Statistical Package for Social Sciences program
SPWSBAC:	Stakeholders' Perceptions on the Ways Used in School-Based Academic Camps
STEM:	Science, Technology, Engineering and Mathematics
TARE:	Tool for Assessing Responsibility-based Education
UK:	United Kingdom
UNICEF:	United Nations Children's Education Fund
URT:	United Republic of Tanzania

USE: Universal Secondary Education

WEOs: Ward Education Officers

WSBAC: Ways Used in School-Based Academic Camps

CHAPTER ONE

INTRODUCTION

This chapter introduced the study that assessed effectiveness of school-based academic camps improving learner's academic performance in public secondary schools in Karagwe district, Kagera, Tanzania. The chapter has been organised into the following sub-sections background of the problem, statement of the problem, research objectives and research questions; furthermore, it dealt with scope, significance of the study, limitation of the study, definitions of key concepts and terms and organization of the study.

1.1 Background to the Problem

School-based academic camps are the reserved classes used for learners with studying common and learn from each other under the support of their teachers for better academic purposes; and are regarded as opportunities to discover values, expand competencies and skills, and build knowledge in fulfillment of learners' academic lives (Wilson & Sibthorp, 2018). They also help teachers to enrich confidence and creativity among learners, generate in them positive connections with their fellow and other community members (Papprill, 2018).

Globally, there exists various types of school-based academic camps. These include: (subject camps, summer camps, refugees' camps and cancer camps). Soto (2022) describes academic camps as educational enrichment camps for student's achievement in various activities. According to Rachmawati et al., (2020), these educational enrichment camps can be English camps or language camps (Shestakova et al., 2017);

Geography camps or Mathematics camps (Franks & McGlamery, 2021) or special needs and/or refugee camps (Alharbi, 2017).

Klee (2022) argue that, there are so many benefits of school-based academic camps in the society because they increase social connections and help learners to acquire social life skills on how resolve conflicts in a positive way; students learn to respect and appreciate the world apart from their home experiences, learn to protect the environment and friendly attitudes. The author continued to argue that, school-based academic camps give relief and rest from the pressures, demands, schedules and stresses; they improve communication skills among teachers and students as well as community members; academic camps build character and self-esteem and emulate leadership skills, co-operation, caring to others. According to Silo and Loisulie (2023), school-based academic camps strengthen students' confidence and life skills through guidance of their teachers; while Tablatin et al., (2023) have found that, students in the academic camps perform better in the out-of-game assessments, interested in learning and have good assessment scores. The study also has shown that open-ended learning environments help learners to explore more, observe and acquire higher-ordered thinking skills.

Despite the importance and benefits of school-based academic camps to the whole community, empirical studies have shown that, some countries in the world have failed to effectively implement the same. For example, in Vietnam, Freeman, Marginson, and Tytler (2019), and Roehrig et al., (2021) found that, the integrated STEM education was well established through national and international policy documents but its implementation model for student's learning continued to be

problematic. In Switzerland, Smit et al., (2021), indicated that, school-based academic camps did not help students to increase their learning and career academic interests. Likewise in Indonesia, Diem (2016) noted that, 62% of teachers confessed that, they did not optimally implemented academic camps despite of their being involved simply because they perceived that, there was no correlation between their teaching experience and learning of students in those camps.

In Tanzania, evidence shows that, school-based academic camps are practiced though not being guided by any education policy and do not have any legal framework that guide the same in the education sector (URT, 2021). However, the term ‘academic camp’ was influenced by the national objective outlined in the Tanzania's Development Vision for 2025 which hold that, there should be a well-educated and learning community (URT, 2021). Moreover, the regional and local authorities have defended and accepted the initiatives of school-based academic camps because they seem to help schools and individual students in improving their academic performances (Kamagi, 2020; Secretary, 2021). Surprisingly enough, in 2021 to 2022, the then two ministers from the President's Office Regional Administration and Local Government Authorities (PoRALGA) and the Minister of Education, Science, and Technology (MoEST), opposed the initiative of academic camps. The MoEST prohibited schools to offer extracurricular activities including academic camps because she perceived as a way to charge parents more money while education is given freely (Mwananchi, 2021). In the same vein, PoRALGA prohibited all regular lessons, remedial classes, and school gatherings during holidays believing that, outside the regular class hours, extra classes did not contribute to good performance

(Tamisemi, 2021). Based on the facts above, this study assessed effectiveness of school-based academic camps improving learner's academic performance in public secondary schools in Karagwe district, Kagera, Tanzania.

1.2 Statement of the Problem

Empirical studies have shown that, some countries prohibit school-based academic camps and the same have shown failure Diem, 2016; Freeman et al., 2021; Smit et al., 2021), it is undisputed fact that, school-based academic camps are advantageous not only to students but also to the whole community (Klee, 2021; Papprell, 2018; Tablatin et al., 2023; Wilson & Sibthorp, 2018).

Empirical evidence in Tanzania indicate contradicting observations on the effectiveness of school-based academic camps in public secondary schools. For example, in Korogwe district, Tanga, Ito, Madeni, and Shimpuku (2022) observed that, school-based academic camps were implemented and peer educators perceived that, the same elicited behavioural changes among students while students themselves shared sex-related knowledge with other peers as well. Contrary to the findings above, in Bariadi district, Silo and Loisulie (2023) have posited that, school-based academic camps seem to be ineffective because they do not contribute to student's academic performance and have been outbreak of diseases to students due to lack of sanitation and other necessary infrastructures.

It is also evident that, the government of Tanzania does not support the implementation of these school-based academic camps in her schools for various reasons such as perception of one of the ways of increasing charges parents more (Mwananchi, 2021) and believe that, outside the regular class hours and extra classes

students cannot improve their academic performance (Tamisemi, 2021). It is on this basis that, the government has failed to make a policy and laws that would govern these school-based academic camps (URT, 2021).

These observations has been used as a yardstick to delve on stakeholders' perceptions about school-based academic camps, effectiveness of school-based academic camps in promoting students' attendance and learning, effectiveness of the school-based academic camps in enhancing students' skills and knowledge, and lastly, support for promoting students' attendance and effective learning in public secondary schools in Karagwe district, Kagera, Tanzania.

1.3 Purpose and Objectives of the Study

This section addressed the general and specific objectives of the study.

1.4 General Objective

The general objective of the study was to assess effectiveness of school-based academic camps in improving learner's academic performance in public secondary schools in Tanzania.

1.4.1 Specific Objectives

In order to address the general objectives, the following specific objectives have been proposed:

- i. To identify ways used in school-based academic camps to promote academic performance in public secondary schools in Karagwe district.

- ii. To examine the effectiveness of the ways used in school-based academic camps to promote academic performance in public secondary schools in Karagwe district.
- iii. To explore stakeholders' perceptions on the ways used in school-based academic camps in improving students' performance in public secondary schools in Karagwe district.

1.5 Research Questions

1.5.1 Main Research Question

The main research question of the study has been: In which ways are school-based academic camps effective in improving learner's academic performance in public secondary schools in Karagwe district?

1.5.2 Sub-Research Questions

In which ways do school-based academic camps promote student's performance in public secondary schools in Karagwe district?

What are the effectiveness of the ways used in school-based academic camps in promoting student's performance in public secondary schools in Karagwe district?

How do the stakeholders perceive the ways used in school-based academic camps in improving student's performance in public secondary schools in Karagwe district?

1.6 Significance of the Study

The findings which will be obtained from the study may be of great importance to the government of Tanzania in informing policy reviewers and development of the effectiveness of school-based academic camps in secondary schools. This will help

them to direct all public schools to conduct these academic camps several times because they contribute to the improvement of academic performance of learners. The study will also contribute knowledge to the existing literatures by closing the identified gap by forming the basis of other future related studies.

1.7 Scope of the Study

The study was conducted in Karagwe district focusing on the heads of public secondary schools, teachers, students, parents and other education stakeholders.

1.8 Limitations of the Study

The researcher faced several limitations in gathering information. Some teachers failed to return the questionnaires according to the scheduled time-table. This problem was cured by making several visits to their schools to have those questionnaires collected back. This situation delayed the researcher to analyze data on time.

Some heads of schools were not ready to be recorded by the use of smartphone during interview session because of fear. The researcher educated and convinced them to participate in the study by assuring them confidentiality that, sound recording was not for other purposes but for researcher's reminder only.

The last limitation was time limit to the researcher himself and other participants. Some ward education officers and heads of schools were occupied with other tasks which interfered with the researcher's data collection time-table especially during the interview sessions. This situation was mitigated by conducting interview sessions on Saturdays or Sundays.

1.9 Operational Definitions of the Key Concepts and Terms

The following key concepts and terms have been operationally used in this study.

School-Based Academic Camps: In study, school-based academic camps has the meaning of all academic activities conducted by teachers in collaboration with students outside the normal school yearly academic calendar and which are done outside school environment.

Learner: In study, a learner has a meaning of a students who studies at a public secondary level and who participates in school-based academic camps.

Academic Performance: Academic performance, has the meaning of all scores acquired by a learner in various subjects taught at school and show any subject's progress.

Public Secondary Schools: Public secondary schools will be those schools owned by the government and which accommodate students who have completed Primary School Leaving Examinations.

1.10 Organisation of the Study

This dissertation titled effectiveness of school-based academic camps in improving learner's academic performance in public secondary schools in Karagwe district, Kagera, Tanzania, comprises with six chapters. Chapter one is introduction and background to the problem, statement of the problem, research objectives, and research questions; scope and significance of the study, limitations of the study and operational definitions of key concepts and terms are addressed. The second chapter is all about related literature review where theoretical and empirical literatures reviews are analyzed, research gap, and lastly, conceptual framework are identified. The third chapter is concerned with research methodology in which research approach, design, area of the study, population and sampling procedure, data collection methods, data

analysis strategies and ethical considerations are discussed. Chapter four is all about findings. Chapter five is concerned with discussions of the findings, whereas chapter six is about summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

This chapter has reviewed literatures related to the study that investigated effectiveness of school-based academic camps in improving learner's academic performance in public secondary schools. The reviewed literature has been organised into the following sections: review of theories, review of empirical literatures, research gap, and lastly, conceptual framework.

2.1 Review of Theories

This study was guided by the Constructivism Learning Theory as it was formulated by Jean Piaget in 1896 (Funa & Talaue, 2021). According this theory, students should construct their own knowledge and teachers should only be working as supporters and advisers but not supervisors while students are learning (Assey, 2023). Constructivists believe that, students should be in a position to integrate information, connect it to personal prior knowledge and cognitively process for the purpose of achieving the whole meaning or understanding (Assey, 2023). They also believe that, social engagement and conversation are the best ways for students to learn since the same provide with students the chance to compare and contrast their own understandings with those of others (John, 2016). Constructivists also believe that, teaching and learning are social processes that required close connection between the student, teacher and instructional resources.

This theory had a link to this study because it enabled the researcher to assess effectiveness of school-based academic camps in promoting students' attendance and learning, effectiveness of the school-based academic camps in enhancing students'

skills and knowledge, and lastly, support for promoting students' attendance and effective learning.

2.2 Review of Empirical Literature

This part will deal with ways used in school-based academic camps in promoting academic performance, effectiveness of the ways used in school-based academic camps in promoting student's performance and stakeholders' perceptions about school-based academic camps in improving students' performance.

2.2.1 Ways Used in School-Based Academic Camps in Promoting Students'

Performance

In USA, Jefferson (2022) conducted a study on the “impact and effect of a school-based mentoring program on students at-risk in the virtual learning environment.” The study used a casual approach design alongside with a mixed methods research approach. Data were collected through focus group discussions. Findings showed that, students were mentored on how to improve their academic success and attendance, self-efficacy. Furthermore, they decreased risky and truant behaviours. They also improved student's confidence, increased student's civic awareness, and interaction between the students and teachers and among students themselves.

A similar observation was made by the Education development Centre (2022) when the same conducted a study on “supporting quality in summer learning: how districts plan, develop, and implement programs in elementary schools.” The study used a qualitative method research approach. Data were collected through interviews guides. Findings established that, many districts offered supports and services such as transportation, food, and afternoon care.

Halim, Soh and Arsad (2023) have recently conducted a study on the “suitable framework in implementing STEM mentoring programs in Malaysia.” The study has used a post-test control group design supported with a quantitative method research approach. Data have been collected through questionnaires. Findings have established that, these programmes have provided age-appropriate lifestyle education and skill building, enhanced peer-to-peer mentoring skills and strengthened sustainable behavioural change.

In Appalachia, Smith, Petosa, and Shoben (2018) conducted a study on “peer mentor versus teacher delivery of a physical activity program on the effects of BMI and daily activity: Protocol of a school-based group randomized controlled trial.” The study used a case study design supported with a qualitative method research approach. Data collection instruments were focus group discussions. The study established that, peer-to-peer mentoring strengthened sustainable behavioural changes among students.

2.2.2 Effectiveness of the Ways Used in School-Based Academic Camps in

Promoting Student’s Performance

Moreira et al., (2023) have recently conducted a study in Portugal on “building partnerships in education through a story-tool based intervention: Parental involvement experiences among families with Roma backgrounds.” The study has used a qualitative method research approach. Data have been collected through semi-structured interview guides. Findings have shown that, parents perceived that, academic camps instilled the value of education for children’s future and career plans. Recently in Sweden, Humble (2023) has conducted a study on the “conceptual model of what programming affords secondary school courses in mathematics

and technology in primary and secondary schools.” The study has used a qualitative method research approach. Data collection instruments have been semi-structured interview guides. Findings have established that, teachers perceived that, academic camps support course content and learning, facilitate engagement and motivation among students, and foster developmental skills.

Ho, Chen and Li (2023) have recently conducted a study on “thinking more wisely: Using the Socratic Method to develop critical thinking skills amongst healthcare students in Taiwan.” The study employed a quantitative method research approach. Data have been collected through questionnaires. The results have established that, metacognitive monitoring via Socratic questioning learning sheets have encouraged students to develop critical thinking skills in all dimensions and students have been guided by their teachers how to use those sheets.

In China, Chiang et al., (2022) conducted a study on the “influence of online STEM education camps on students’ self-efficacy, computational thinking, and task value.” The study used a mixed methods research approach. Data collection instruments were questionnaires and interview guides. The study revealed that, online STEM camps improved students’ self-efficacy ($p=0.000$), computational thinking, and task value ($p=0.001$) dimensions.

In Switzerland, Smit, Robin, De-Tofol, and Atanasova (2021) conducted a study on the “industry-school projects as an aim to foster secondary school students’ interest in technology and engineering careers.” The study used a longitudinal research design alongside with mixed-methods research approach. Data collection instruments were questionnaires and interview guides. Results showed that, factory visits helped

students to ease complex learning concepts and allowed them to reconsider a career in the technology and engineering industry after school.

Rahayu, Damayanti, and Ruhayati (2019) conducted a study on “sports-based integrated camps: The effect on responsibility and student’s knowledge of drug dangers in Indonesia.” The study adopted a pre-experimental with pre-test post-test group design. Data were collected through TARE (Tool for Assessing Responsibility-based Education). Results showed that, sports camp had a significant effect in improving student's personal and social responsibility and the knowledge on dangers of drug abuse. These camps increased respect among students, listening skills, cooperation and self-direction in working groups. They also enhanced self-control, efforts in helping others and communication skills.

In Tanzania, Ito, Madeni, and Shimpuku (2022) conducted a study in Korogwe rural district, on “secondary school students’ and peer educators’ perceptions of adolescent education.” The study used a qualitative method research approach. Data collection instruments were focus group discussions (FGDs). Findings revealed that, peer educators and the other students felt that, they gained more confidence through the process, improved behavioural changes and students shared their sex-related knowledge with other peers as well.

2.2.3 Stakeholders’ Perceptions about School-Based Academic Camps in

Improving Students’ Performance

In Australia, Australian Education Research Organisation Ltd-AERO (2023) has recently conducted a study on “encouraging a sense of belonging and connectedness in secondary schools.” The study has used a qualitative method research approach. Data

collection method has been only focus group discussion. Findings have shown that, students perceive that, academic camps help them in succeeding at school and lower absenteeism. Furthermore, they arouse interest and motivation, create positive homework behaviour, enjoy challenging learning activities and become concerned about and helping others.

Recently in Vietnam, Le, Nguyen, and Nguyen (2023) have conducted a study on the “integrated STEM approaches and associated outcomes of K-12 students’ learning.” The study used a qualitative method research approach. Data collection tools have been only documentary reviews. Findings have revealed educators and researchers perceive that, improved students’ learning achievement and higher-order thinking skills. Furthermore, STEM project-based learning activities aroused students’ career interests, interest and learning motivation.

Sekiwu, Ssempala, and Frances (2020) investigated on the “relationship between school attendance and academic performance in universal primary education in Uganda.” The study used a qualitative method research approach. Instruments for data collection were observation and interviews. The study established that, school-based academic camps encouraged student’s attendance at school and helped students excel in their national examinations.

In Bariadi district, Tanzania, Silo and Loisulie (2023) have recently explored “students and teachers’ teaching and learning experiences from academic camps in public secondary schools.” The study has used mixed method research approach alongside with convergent design. The study has involved teachers, heads of schools and students. Data have been collected through questionnaires and interviews. Findings

have shown that, academic camps have improved students' academic performance and social life and developmental skills.

2.3 Research Gap

Empirical literatures have been reviewed on effectiveness of school-based academic camps in improving learner's academic performance in public secondary schools. Most of the reviewed literatures used a single approach, either qualitative (AERO, 2023; Le et al., 2023; Sekiwu et al., 2020) or quantitative (Ho et al., 2023; Rahayu, Damayanti, & Ruhayati, 2019). In employing a single approach, the study might lack some of the important and in-depth information than using a mixed methods research approach which complement each other in building knowledge and strengths of the data collected or being affected by biasness and errors. Again, most of the reviewed literatures were internationally (for example, Indonesia, Vietnam and USA) and regionally (for example, Uganda) conducted in secondary schools to mention but a few.

However, the one which was conducted in Tanzania (Silo & Loisulie, 2023) did not directly investigate effectiveness of school-based academic camps in improving learner's academic performance in public secondary schools. Based on the facts above, the current study filled in both geographical and knowledge gaps on ways used in school-based academic camps in promoting student's performance, effectiveness of the ways used in school-based academic camps in promoting student's performance and stakeholders' perceptions about school-based academic camps in improving student's performance in Karagwe district, Kagera.

2.4 Conceptual Framework

The conceptual framework of this shows the relationship between independent variables (IVs) and dependent ones (DV).

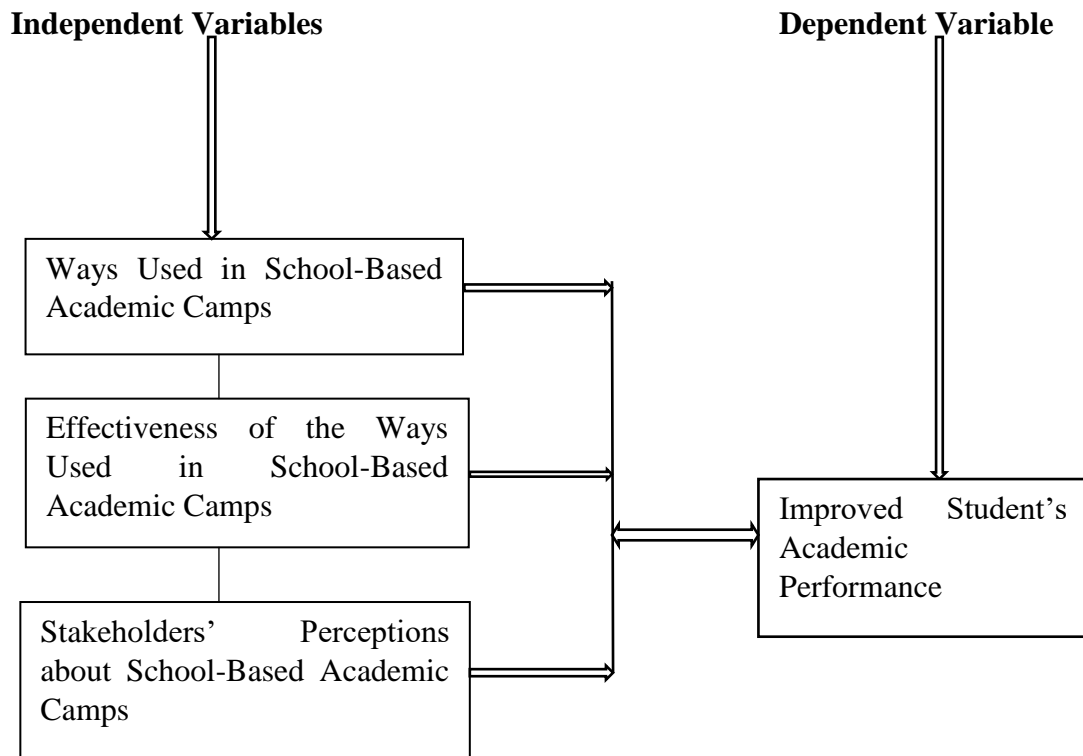


Figure 2.1: A detailed summary of the relationship among the variables of the study

Source: Researcher's own conceptualization following a more comprehensive review of the literature

Figure 2.1 above elaborates illustrates effectiveness of school-based academic camps in improving learner's academic performance in public secondary schools in Karagwe district, Kagera, Tanzania. The framework elaborates the relationship between independent variable (IV) which have been ways used in school-based academic camps, effectiveness of the ways used in school-based academic camps and

stakeholders' perceptions about school-based academic camps. The dependent variable is student's academic performance in public secondary schools. The researcher believes that, there is a relationship between independent and dependent variables. The assumption is that, in order to improve student's academic performance in public secondary schools, school-based academic camps should be effective in promoting student's attendance at school, reduce absenteeism, and enhance effective learning and knowledge.

Furthermore, they should provide with adequate learning opportunities, social life studies' and communication skills which can later be applied in schools on how to do night studies and proper answering of examinations, interaction in group works and how to solve some problems in their future academic careers. Moreover, these school-based academic camps cannot effectively be run if support such as meals and accommodation are not provided for to students. Based on the relationship of the variables above, it is presumed that, if school-based academic camps are effectively conducted, the researcher believes that, student's academic performance would improve too.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter described how the proposed study was conducted. It presented research approach, research design and research site; it also presented targeted population of the study, sample and sampling procedure, sources of data, data analysis procedure, rigour of research, data collection methods and techniques, ethical issues and considerations.

3.1 Research Approach

The study employed a mixed methods (qualitative and quantitative) research approach. With this approach, the weaknesses of one method was presumed to be outweighed by the strengths of another; respondents were exposed in a situation of describing their everyday experiences (Hafsa, 2019) related to effectiveness of school-based academic camps in improving learner's academic performance in secondary schools in Karagwe district, Kagera, Tanzania. The researcher employed this research approach because it was flexible in correcting errors, and avoided biasness.

3.2 Research Design

This study employed a convergent parallel research design. A convergent parallel research design, is the one in which both quantitative and qualitative data in the study are collected simultaneously/concurrently, analyzed differently/separately and then merged together during interpretation and discussion for better understanding of the research problem (Demir & Pismek, 2018). The researcher used this design because it helped in collecting extensive data in order to answer the intended research questions.

3.3 Research Site

This study was carried out in Karagwe district. This area was selected because this kind of a study because school-based academic camps were rarely conducted in public secondary schools. This situation necessitated and interested the researcher to conduct this study.

3.4 Targeted Population of the Study

The targeted population for this study included District Secondary School Officer (DSEO), all Ward Education Officers (WEOs), all teachers, all parents and students. According to the District Secondary Education Officer of Karagwe (2023), the district is comprised of 23 WEOs in 23 wards, 534 teachers (325 male teachers and 209 female teachers) including heads of secondary schools (HoSs). It also have 17,638 students (8,750 boys and 8,888 girls). All participants in this study were placed in a position to provide information regarding the ways used in school-based academic camps in promoting student's performance, effectiveness of the ways used in school-based academic camps in promoting student's performance and stakeholders' perceptions about school-based academic camps in improving student's performance.

3.5 Sample and Sampling Procedure

3.5.1 Sample Size

A sample size of 211 participants participated in the study. These were: 1 DSEO, 10 WEOs, 10 HoSs, 10 parents, 80 teachers and 100 students. Since, the DSEO was purposively selected, the selection of 100 students were determined by the Taro Yamane sample size formula of 1967:

$$N$$

$$n = \frac{17,638}{1 + 17,638 * (0.1)^2}$$

where n=corrected sample size, N=total population of the area of the study, 1=constant and e=Margin of error or error limit or level of precision (MoE)=0.05 which is (5%). In this study, N was 17,638 students; e in this study, was 0.1 (10%) accuracy in the sense that, it was expected 90% of questionnaires to be collected back. Therefore, the sample for teachers was:

$$n = \frac{17,638}{1 + 17,638 * (0.1)^2}$$

$$n = \frac{17,638}{177.38}$$

$$n = 99.5$$

Table 3.1 below, summarises the total respondents who were involved in the study.

Table 3.1: Distribution of Respondents (n=211)

Respondents' Category				Sample Size	Percentage (%)	Sampling Technique	
District Secondary Education Officer (DSEO)				01	0.3	Purposive Sampling	
Parents				10	4.7	Purposive Sampling	
Heads of schools (HoSs)				10	4.7	Convenience Sampling	
Ward Education Officers (WEOs)				10	4.7	Convenience Sampling	
Teachers							
Males				40	19.1	Stratified Sampling	Random
females				40	19.1	Stratified Sampling	Random
Students	Boys			50	23.7	Stratified Sampling	Random
	Girls			50	23.7	Stratified Sampling	Random
Total				211	100.0		

Source: Developed by the Researcher (2023)

3.5.2 Sampling Procedure

Convenience, purposive, stratified random sampling techniques were used to select the sample size of the study as follows:

3.5.2.1 Convenience Sampling Technique

This technique was used to select 10 public secondary schools from the area of the study. The criterion which was used to select these schools was all nearby schools in the nearby wards from the station the researcher is working in as a civil servant and/or living, and those which were easily accessible in terms of transport and accommodation (Etikan, Musa, & Alkassim, 2016). This technique helped to select 10 HoSs and 10 WEOs.

3.5.2.2 Purposive Sampling Technique

This technique was used to select 1 DSEO and 10 parents. The DSEO was purposively selected because he is the one supervising all curriculum activities in public secondary

schools in the district. Parents were selected in order to share with the researcher ways used in school-based academic camps in promoting student's performance and stakeholders' perceptions about school-based academic camps in improving student's performance.

3.5.2.3 Stratified Random Sampling Technique

Stratified random sampling was used to get a sample of boys and girls students in all the selected public secondary schools. The number of boys and that of girls was proportional. During stratified sampling, students were divided into two groups (strata) by gender. The first stratum comprised of girls and another one was that of boys. In a group of girls, 50 respondents were randomly selected in which each school provided 5 girls. Papers with numbers and blank ones were put in a bucket where each girl student in a particular school was allowed to pick one of the papers. The same procedure was used in selecting 50 boys in a stratum. This technique was also used to select 80 teachers. Those who picked papers with a number were engaged in the study. This technique was useful because it gave a chance for each and every respondent to be included in the study without any discrimination (Bhardwaj, 2022).

3.6 Sources of Data

In this section, sources of data were grouped into two categories. These were:

3.6.1 Primary Source of Data

Primary source of data were questionnaires and interviews.

3.6.2 Secondary Source of Data

Secondary source of data were various literatures by various authors.

3.7 Data Collection Methods and Techniques

In this section, questionnaires and interviews were used to collect data from different respondents.

3.7.1 Questionnaire Survey

This method was used to collect quantitative data from teachers and students. Teachers were selected because they are the ones who implement curriculum at schools while students get knowledge from teachers. A list of well-structured and close-ended questions prepared by the researcher were distributed to the respondents. The respondents were asked to select alternative responses of a 5-Likert Rating Scale which covered all aspects of the study. This instrument was employed because helped to collect information in a very short time within a large group of people.

3.7.2 Interview

Semi-structured interviews were used to gather qualitative data from DSEO, WEOs, HoSs and parents. Interviewees' opinions were captured by using note books and sound recorders during the discussions and the session lasted for only 50 minutes. The researcher formed several groups during the collection of data. DSEO, WEOs, HoSs and parents were interrogated separately in order to keep their freedoms and confidentiality. Kiswahili was also used to collect data from parents. This instrument was opted for because it enabled the researcher to probe more information which would not have been collected from questionnaires and it allowed the participants to express their own experience and perceptions about the effectiveness of the ways used in school-based academic camps in improving student's performance.

3.8 Data Analysis Procedure

In this study, this section showed the way both quantitative and qualitative data were analysed.

3.8.1 Quantitative Data Analysis

Quantitative data were coded and analyzed by the use of the Statistical Package for Social Sciences (SPSS) computer program version 28.0, described statistically by the use of Means and standard deviations and presented in a tabular form. The Means were preferred because they took into account an individual's observations or responses while standard deviations indicated how far each individual's responses varied or deviated from the Means.

3.8.2 Qualitative Data Analysis

Qualitative data from interviews were transcribed manually, sorted and put together under specific themes, analyzed and presented in excerpts, direct quotes, and narrations. The participants' responses which were answered in Kiswahili were translated, analyzed and presented in English.

3.9 Rigour of Research Findings

In this section, trustworthiness of both quantitative and qualitative data were discussed.

3.9.1 Trustworthiness of the Study

Trustworthiness of the quantitative collection instruments was established by the use of content validity through which expert's glance and recommendations were used to assess the construct of the content. In this case, the research instruments were

reviewed for trustworthiness by various independent groups of people including the supervisor, researcher's fellow students and piloting. Their ascertained opinions and ideas for the modifications solicited the right information or covered the whole context to be asked or possessed the appropriate format used to the information to be obtained, or covered the relevant scope to the objectives of the intended study. All the suggestions by the experts and data from pilot study were incorporated for improvement before they were administered in a real situation. A pilot study enabled the researcher to test the trustworthiness of the instruments for data collection by deterring reliability value (Cronbach's Alpha value).

Credibility of the findings were determined from the pilot study were required to answer the questionnaires and be allowed to provide any pertinent comments or feedback, marking spelling errors, grammatical clarity, vague sentences, and any related suggestions to improving and enhancing the quality of an instruments.

Trustworthiness of qualitative data was ensured through replicability of audio recordings and full transcriptions recorded in the note book.

3.9.2 Validity and Reliability of the Study

3.9.2.1 Validity of Research Instruments

The validity of the instruments, in this study, was established by the use of content validity in which experts were consulted. These were the supervisor, researcher's fellow students, academicians and piloting. The opinions and ideas from the supervisor, fellow students and some academicians assisted the researcher to improve the instruments before they were used in a real data collection session.

For this reason, a pilot study of 39 participants (1 DSAO, 2 HoSs, 2 WEOs, 10 teachers, 4 parents and 20 students) was conducted. The schools which were involved in the pilot study were Igurwa (Kanoni ward) and Nyakasimbi (Nyakasimbi ward) and each school provided 5 teachers and 10 students. Each ward provided 2 parents. Data collected from pilot study were examined and assessed by the items in the questionnaires and interviews to find out their relevancy and be subjected to modifications and/or improvements. The generated information was used to refine the instruments appropriately so as improve their validity.

3.9.3.2 Reliability of Research Instruments

After the pilot study, the researcher tested the instruments for data collection by deterring reliability value (Cronbach's Alpha value) by the use of SPSS computer software version 28.0. According to Schrepp (2020), the scale with Cronbach's Alpha between .40 and .70 is considered moderate and acceptable if it contains four items to ten items while the scale with Cronbach's Alpha .70 and above is considered acceptable if it contains more than ten items.

This study had four variables. The first variable had 5 items and the second had 6 items; the third had 8 items while the last had 7 items. They were all tested for internal consistencies using Cronbach's Alpha before they were administered to the participants. The results were as indicated in Table 3.2 below:

Table 3.2: Individual Item Reliability Scale Results

S/N	Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items	Strength of Association
1.	WSBAC	.90	.91	7	Very good and acceptable
2.	EWSBAC	.99	.96	6	Very good and acceptable
3.	SPWSBAC	.79	.761	5	Good and acceptable

WSBAC=Ways Used in School-Based Academic Camps, EWSBAC=Effectiveness on the Ways Used in School-Based Academic Camps, SPWSBAC= Stakeholders' Perceptions on the Ways Used in School-Based Academic Camps

Source: Data Analysis (2023).

Table 3.2 shows the results of the scale test aimed at assessing reliability of the multi-item scales for internal consistencies using Cronbach's Alpha. The Cronbach's Alpha for ways used in school-based academic camps to promote academic performance of 8 items had an internal consistence of .86 which meant that, its internal consistence was very good and acceptable. For the effectiveness of the ways used in school-based academic camps to promote academic performance with 6 items, its internal consistence was .99 signifying that, it was very good and acceptable. The Cronbach's Alpha for stakeholders' perceptions the ways used in school-based academic camps in improving students' performance in public secondary schools with 5 items was .79 indicated that, the variable had a good and acceptable internal consistence.

Reliability for qualitative data from semi-structured interviews were ensured through replicability; audio recordings and full transcriptions recorded in the note book were confidential and only kept for further arguments for the intended study alone (Coleman, 2021).

3.10 Ethical Issues and Considerations

In this study, ethical issues and considerations were observed. These included:

3.10.1 Research Clearance

Permission letters for collecting data from, the Directorate of Post-Graduate Studies of the Open University of Tanzania (DPGS) and the District Executive Director for Karagwe (DED) were obtained. After the collection of data and the compilation of the same, research clearance letters were also filled and submitted to the Directorate of Post-Graduate Studies of the Open University of Tanzania.

3.10.2 Informed Consent

Before collecting data for the study, the researcher first visited all the selected schools and explained the purpose of the study. Then, the same asked for the consent of all participants which were voluntarily given.

3.10.3 Anonymity and Confidentiality

The participants' confidentialities were maintained. No any participant was allowed to disclose his/her details including his/her names or school. The participants were also explained to be at liberty to drop out of the study if they thought uncomfortable in being a part of the study.

3.10.4 Honest Reporting of Data, Methods and Procedure

All the collected quantitative data were reported. For qualitative data, the reported ones were those of the majority.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

This chapter presents the findings from the study that investigated about effectiveness of school-based academic camps in improving learner's academic performance in secondary schools in Karagwe district, Kagera, Tanzania. The findings are organised into the following sub-sections: ways used in school-based academic camps to promote academic performance, effectiveness of the ways used in school-based academic camps to promote academic performance and stakeholders' perceptions on the ways used in school-based academic camps in improving students' performance.

4.1 Ways Used in School-Based Academic Camps to Promote Academic Performance

The first specific objective of the study was to identify ways used in school-based academic camps to promote academic performance in public secondary schools in Karagwe district. Findings based on teachers' responses are presented in Table 4.1.

Table 4.1: Specific Support in Academic Camps (n=80)

Activities	Responses		Interpretation
	M	SD	
Students are provided adequate learning opportunities	3.56	1.36	Agree
Provision of counseling to students	3.25	1.45	Undecided
Provision of meals to students	3.60	1.37	Agree
Provision of accommodation to students	3.80	1.26	Agree
Provision of mentorship about examinations	3.44	1.43	Agree

Source: Field Data Analysis (2023)

Findings in Table 4.1 show that, teachers perceive that, students in academic camps are provided with adequate learning opportunities (M=3.56, SD=1.36) that promote

students' attendance and effective learning. Also, teachers perceive that, students in academic camps are provided with meals ($M=3.60$, $SD=1.37$), accommodation ($M=3.80$, $SD=1.26$) and mentorship about examinations ($M=3.44$, $SD=1.43$). These findings are supported by the interview responses from the majority of WEOs who indicate that:

“As my colleague has said on the provision of food to students, these academic camps cannot be effective and successful without providing accommodation to both teachers and students because we should make sure that all participants should be mentally and physically fit.” (WEO-A, 26 April, 2023, 01:20 P.M).

On the part of students, findings in Table 4.2 reveal that, students in academic camps agree that they are provided with meals ($M=4.02$, $SD=1.06$) as one of the specific support that promote their attendance and effective learning.

Table 3.2: Specific Support in Academic Camps (n=100)

Activities	Responses		Interpretation
	M	SD	
Provision of adequate learning opportunities	3.31	1.40	Undecided
Provision of counseling	3.37	1.36	Undecided
Provision of meals	4.02	1.06	Agree
Provision of accommodation	3.90	1.14	Agree
Provision of mentorship about examinations	3.08	1.38	Undecided

Source: Field Data Analysis (2023)

Furthermore, students in academic camps agree that, they are provided with accommodation ($M=3.90$, $SD=1.14$) as another specific support for promoting their attendance and effective learning. These findings are supported by the interview responses from majority of parents who reported that:

“In the ward I am living, when such camps are conducted, we parents discuss with the school administration in order to contribute food for our children when they are in the camps.” (Parent-C, 27 April, 2023, 10:15 A.M).

The findings above are also supported by the assertion by the majority of the WEOs who perceive that, school administrations also cooperates with parents in topping-up some amount of money to facilitate accommodation and meals for students as indicated in the following quotation:

“This goes in line with the school administration which also contributes money from its capitation grants to make a top-up because these camps take a long time and students need to eat also.” (WEO-C, 26 April, 2023, 01:15 P.M)

4.2 Effectiveness of the Ways Used in School-Based Academic Camps to

Promote Academic Performance

The second specific objectives of the study was to examine the effectiveness of the ways used in school-based academic camps to promote academic performance in public secondary schools in Karagwe district. Findings regarding teachers’ responses about the effectiveness of the ways used in school-based academic camps to promote academic performance are presented in Table 4.3.

Table 4.3: Effectiveness of the Ways Used in School-Based Academic Camps (n=80)

Activities	Responses		Interpretation
	M	SD	
Provision of self-motivation	3.60	1.35	Agree
Provision of guidance to students	3.49	1.31	Agree
Provision of counseling to students	3.01	1.39	Undecided
Enhance social skills	3.59	1.29	Agree
Provide life skills’ studies	3.33	1.35	Undecided
Preparing students for future academic careers	3.61	1.39	Agree

Source: Field Data Analysis (2023)

Findings in Table 4.3 show that, teachers agree that, several ways in school-based academic camps are effective in promoting students’ attendance and learning because they provide self-motivation (M=3.60, SD=1.35) and guidance to students (M=3.49,

SD=1.31). They also find that, the school-based academic camps are effective in enhancing social skills ($M=3.59$, $SD=1.29$) and prepare students for future academic careers ($M=3.61$, $SD=1.39$).

Findings from interviews with DSEO regarding effectiveness of ways used in school-based academic camps to promote student's performance, indicate that, during the school-based academic camps, students are provided guidance and counselling services on risky behaviours and on academic careers as evidenced in the following quotation:

“As I have already said before, these camps are very advantageous to students. During these camps students are guided and counseled on many things such as on risky behaviours and academic career plans.” (DSEO, 28 April, 2023, 08:35 A.M).

In supporting the above findings, HoSs perceive school-based academic camps as effective in promoting students' attendance and learning because teachers use their ample time to tackle and answer various questions as indicated in the following quotation:

“At the school I am supervising, during those camps we also give several approaches on how to tackle and answer various questions. In so doing, students become confident when answering their national examinations.” (HoS-3, 13 April, 2023, 09:20 A.M).

On the part of students, findings presented in Table 4.4 indicate that, majority of students show that, the ways used in school-based academic camps are effective in promoting students' attendance and effective learning in schools because the same provide self-motivation ($M=3.52$, $SD=1.33$).

Table 4.4: Effectiveness of the Ways Used in School-Based Academic Camps (n=100)

Activities	Responses		Interpretation
	M	SD	
Provision of self-motivation	3.52	1.33	Agree
Provision of guidance	3.66	1.39	Agree
Provision of counseling	2.14	1.23	Disagree
Enhance social skills	2.47	1.33	Disagree
Provide life skills' studies	3.92	1.32	Agree
Preparing students for future academic careers	3.55	1.30	Agree

Source: Field Data Analysis (2023)

Also, students perceive the ways used in school-based academic camps as effective in providing them with an opportunity for guidance services ($M=3.66$, $SD=1.39$). This finding is supported by the majority of the HoSs who perceive that, school-based academic camps are effective because students are guided on how to avoid risky behaviours such as bad peer influences and how to improve their academic performance as evidenced in the following quotation:

“During these camps, we perform various activities including guidance and counseling to students how to avoid risky behaviours, bad peer influences and how to excel in their studies.” (HoS-2, 13 April, 2023, 09:15 A.M).

Further, students perceive that, the ways used in school-based camps are effective in providing life skills' studies ($M=3.92$, $SD=1.32$) and also prepare their future academic careers ($M=3.55$, $SD=1.30$). These findings concur with those of the majority of the parents who perceive that, the ways used in school-based academic camps as effective because they help students to concentrate on academic matters and also acquire life skills as indicated in the following quotation:

“As I believe, these school-based academic camps, not only concentrates on academic matters alone, but also students learn life skills too.” (Parent-A, 27 April, 2023, 10:10 A.M).

Findings continue to show that, the ways used in school-based academic camps are effective in enhancing student’s skills and knowledge and effective learning in school as the same are presented in Table 4.5.

Table 4.5: Effectiveness of the Ways Used in School-Based Academic Camps in Enhancing Student’s Skills and Knowledge (n=80)

Activities	Responses		Interpretation
	M	SD	
Communication with fellow students	3.66	1.38	Agree
Proper answering of examinations	3.71	1.31	Agree
Interaction in group works	3.84	1.26	Agree
Problem solving skills	3.59	1.37	Agree

Source: Field Data Analysis (2023)

Findings in Table 4.5 indicate that, teachers agree that, ways used in school-based academic camps are effective in enhancing students’ skills and knowledge in learning because the same improve their communication skills with their fellow students (M=3.66, SD=1.38) and proper answering of examinations (M=3.71, SD=1.31). They also indicate that, the ways used are effective in enabling students to interact in group works (M=3.84, SD=1.26) and acquire problem-solving skills too (M=3.59, SD=1.37). These findings are supported by interview responses from the majority of HoSs which demonstrate that:

“When we are in the camps, we teach students many things including problem solving skills such as avoiding strategy during the time of interpersonal conflicts or corrective discipline resolving strategy among students themselves or preventive discipline resolving one. These strategies and others help students to live in a calm environment which allows them to concentrate more on their studies.” (HoS-4, 13 April, 2023, 09:25 A.M).

4.3 Stakeholders' Perceptions on the Ways Used in School-Based Academic Camps in Improving Students' Performance

The last specific objective of the study was to explore stakeholders' perceptions on the ways used in school-based academic camps in improving students' performance. Findings regarding teachers' perceptions about school-based academic camps are presented in Table 4.6.

Table 4.6: Teachers' Perceptions about School-Based Academic Camps (n=80)

Activities	Responses		Interpretation
	M	SD	
Improve students' attendance to school	3.54	1.43	Agree
Improve students' academic performance	3.50	1.21	Agree
Promote skills on how to do night studies	2.49	1.34	Undecided
Improve communication skills among students	2.38	1.33	Undecided
Facilitating the completion of topics	3.64	1.37	Agree

Source: Field Data Analysis (2023)

Findings in Table 4.6 show that, teachers have positive perceptions about school-based camps because they improve students' attendance to school ($M=3.54$, $SD=1.43$). Teachers also perceive that, school-based camps improve students' academic performance ($M=3.50$, $SD=1.21$). Findings from interviews with HoSs regarding their perceptions about school-based academic camps on improving the whole school's academic performance indicate that, HoSs are quite positive about the initiative and they find it as useful for students as evidenced in the following quotation from the majority of HoSs:

“In my school, school-based academic camps are very important because they help teachers to complete syllabi on time. This, in turn, help the student and the teacher to make corrections and revisions in order to improve students' academic performance and that of the whole school.” (HoS-1, 13 April, 2023, 09:10 A.M).

Finally, teachers also perceive that, school-based camps facilitate the completion of subjects' topics ($M=3.64$, $SD=1.37$). Also WEOs perceive school-based academic camps as beneficial to students as evidenced in the following quotations reported by majority of WEOs:

“These camps, I think, have more benefits because they enable teachers to use their ample time to complete their syllabi on time. This also helps students to improve their academic achievements.” (WEO-B, 26 April, 2023, 01:10 P.M).

On the part of students, findings presented in Table 4.7 indicate that, majority of students are positive about school-based academic camps and find the initiative as effective because the school-based camps improve students' academic performance ($M=3.61$, $SD=1.40$).

Table 4.7: Students' Perceptions about School-Based Academic Camps (n=100)

Activities	Responses		Interpretation
	M	SD	
Improve students' attendance to school	3.37	1.29	Undecided
Improve students' academic performance	3.61	1.40	Agree
Promote skills on how to do night studies	3.40	1.36	Agree
Improve communication skills among students	3.59	1.29	Agree
Facilitating the completion of topics	2.94	1.29	Disagree

Source: Field Data Analysis (2023)

On the part of parents, findings from interviews indicate that, parents perceive school-based academic camps as beneficial because they provide students with opportunities to learn effectively and solve their learning challenges as evidenced in the following quotation that was reported by majority of the parents:

“On my side, I think our children in school-based academic camps get ample time to learn effectively and communicate to solve some learning challenges in various subjects. I think, this helps them to excel in their studies.” (Parent-B, 27 April, 2023, 10:00 A.M).

Also, students positively perceive school-based academic camps because they promote skills on how to do night studies ($M=3.40$, $SD=1.36$). They also agree that, the school-based academic camps improve communication skills among students ($M=3.59$, $SD=1.29$). This findings are supported by interview responses from DSEO which indicate that:

“School-based academic camps have more benefits to students than disadvantages. When these students meet in such camps, they create friendships and learn how to communicate each other.” (DSEO, 28 April, 2023, 08:30 A.M).

4.4 Summary of Chapter Four

In regard to the ways used in school-based academic camps to promote academic performance, findings have shown that, accommodation and meals have been provided.

On the aspect of the effectiveness of the ways used in school-based academic camps to promote academic performance, findings have indicated several effectiveness that students are provided with guidance and counselling services on risky behaviours, prepare the same for future academic careers and enhance students’ social skills.

In regard to stakeholders’ perceptions on the ways used in school-based academic camps in improving students’ performance, findings have demonstrated that, stakeholders have positive perception about the ways used in school-based academic camps because those ways improve students’ attendance to school and their academic performance. They also improve communication skills among students and facilitate the completion of subjects’ topics.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

This chapter discusses the findings of the study that investigated about effectiveness of school-based academic camps in improving learner's academic performance in secondary schools in Kagera region, Tanzania. The discussed findings involve consideration of the literature review as related to the study and field experience.

5.1 Discussion

The general objective of the study was to assess the effectiveness of school-based academic camps in improving learner's academic performance in secondary schools in Tanzania. Descriptive statistics (means and standard deviations) have been computed. Focusing on the study objectives, the discussion elaborates the findings' information as generated from data analysis and compares or contrasts the current findings with what has been found out in previous related studies. Contributions of each finding are shown. By doing so, it helps to clear an in-depth understanding of the effectiveness of school-based academic camps in improving learner's academic performance in public secondary schools in Karagwe district.

5.1.1 Ways Used in School-Based Academic Camps to Promote Student's Performance

Findings have shown that, some ways have been used in school-based academic camps including providing with meals, accommodation and mentorship about examinations. These views are in line with those of Halim et al.,(2023) who reported that, mentoring services were available in the school-based academic camps which

fostered a change in student's behavioural change, academic performance, confidence and civic awareness.

5.1.2 Effectiveness of the Ways Used in School-Based Academic Camps to

Promote Student's Performance

Findings in regard to this objective have shown that, ways used in school-based academic camps enhance effective learning and knowledge, and improve student's academic performance. These findings concur with those of Sekiwu et al.,(2020) who revealed that, school-based academic camps improve students' attendance to school and academic performance. Furthermore, ways used in school-based academic camps provide motivation and guidance and facilitate the completion of subjects' topics. This finding is in line with those of Humble (2023) who reported that, school-based academic camps support course content and learning, facilitate engagement and motivation, and foster developmental skills.

However, findings have shown that, students in school-based academic camps are provided with adequate learning opportunities. These views are in line with those of Jefferson (2022) who reported that, when students are in school-based academic camps are given opportunities to interact with each other while learning and also with their teachers. Findings have also shown that, students in the school-based academic camps acquire life skills and communication skills. These findings are similar to those of Le et al., (2023) and Silo and Loisulie (2023) who have indicated that, school-based academic camps improve and higher-order thinking skills and students' life skills developed by socialization.

Furthermore, these acquired skills are later applied in schools on how to do night studies and proper answering of examinations. These views are also supported by Chiang et al., (2022) who reported that, school-based academic camps improve students' self-efficacy, interaction in computational thinking and task value. Students also apply these skills to interact in group works and solve some problems in their future academic careers. These findings are similar to those of Smit et al.,(2021) and Moreira et al., (2023) who reported that, school academic camps instill the value of education for students' future and academic career plans, and foster developmental skills. Similar views are also given by Rahayu et al., (2019) and Ho et al.,(2023) who reported that, school-based academic camps encourage students to develop critical thinking skills, improve their personal and social responsibility in the aspects of self-control and helping others; furthermore, they improve and foster teamwork or cooperation, communication skills and interpersonal relations.

5.1.3 Stakeholders' Perceptions on the Ways Used in School-Based Academic

Camps in Improving Students' Performance

Findings have shown that, ways used in school-based academic camps are effective in improving learner's performance. They promote attendance and effective learning and reduce absenteeism. Also, stakeholders have positive perceptions about these school-based academic camps because they believe that, the same promote student's attendance at school and reduce absenteeism. These findings are in line with that of the AERO (2023) which reported that, school-based academic camps lower students' absenteeism, encourage positive homework behaviour among students and help them to enjoy challenging learning activities.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendations based on the findings of the study that assessed effectiveness of school-based academic camps in improving learner's academic performance in secondary schools in Karagwe district, Kagera, Tanzania.

6.1 Summary of the Study

The main objective of this study was to assess effectiveness of school-based academic camps in improving learner's academic performance in public secondary schools in Tanzania. In order to address the main objective of the study, three specific objectives were to be achieved. These were to :identify ways used in school-based academic camps to promote academic performance, examine the effectiveness of the ways used in school-based academic camps to promote academic performance and explore stakeholders' perceptions on the ways used in school-based academic camps in improving students' performance in public secondary schools in Karagwe district.

In order to achieve these specific objectives, the study used a mixed-methods research approach supported with a convergent parallel research design. Its sample size was of 211 participants (1 DSEO, 10 WEOs, 10 HoSs, 10 parents, 80 teachers and 100 students).Convenience, purposive and stratified random sampling techniques were used for sample selection. Descriptive statistics and content analysis were used to analyse data. Quantitative data were computed with the aid of the SPSS software whereas qualitative data were analysed thematically.

6.2 Summary of the Findings

This section showed the findings as they were analysed in each specific objective of the study.

6.2.1 Ways Used in School-Based Academic Camps to Promote Student's

Performance

Both quantitative and qualitative data have indicated that, several ways have been used in school-based academic camps in order to promote student's performance in public secondary schools. These included provision of student's learning opportunities, provision of meals and accommodation to students, and provision of mentorship about examinations.

6.2.2 Effectiveness of the Ways Used in School-Based Academic Camps to

Promote Student's Performance

In this aspect, findings have indicated that, several ways in school-based academic camps are effective in promoting students' attendance and learning because they provide self-motivation and guidance to students. Findings continue to show that, school-based academic camps are effective in enhancing social skills, prepare students for future academic careers and provide life skills' studies.

6.2.3 Stakeholders' Perceptions on the Ways Used in School-Based Academic

Camps in Improving Students' Performance

Findings indicate that, teachers perceive that, school-based camps facilitate the completion of subjects' topics, improve students' attendance to school students' academic performance. On the part of students, findings show that, the same have

positive perceptions that, school-based academic camps promote skills on how to do night studies and improve communication skills among students.

6.3 Conclusions

This section presents conclusions based on the major findings obtained in the field and discussions made in chapter five. It can be concluded that:

Provision of student's learning opportunities, provision of meals and accommodation to students, and provision of mentorship about examinations are the ways used in school-based academic camps to promote student's performance.

Promoting students' attendance and learning, provision of self-motivation and guidance to students, enhancement of social skills, preparation of students for future academic careers and provision of life skills' studies are stakeholders' perceptions on the ways used in school-based academic camps in improving students' performance.

The completion of subjects' topics, improvement of students' attendance to school and academic performance, promotion of skills on how to do night studies and improved communication skills among students are stakeholders' perceptions on the ways used in school-based academic camps in improving students' performance.

6.4 Recommendations

This section provides recommendations of this study. The recommendations in this section are grouped into practice and recommendations for further studies.

6.4.1 Recommendations for Practice

The government and/or schools should not be left alone to facilitate these school-based academic camps. Parents and other education stakeholders should also be encouraged

to support their students when they are in those camps. This support can be food, accommodation or financial support. This is because findings from the study have shown that, students in the school-based academic camps need support and that support is in terms of meals, accommodation and mentorship about examinations.

6.4.2 Recommendations for Further Studies

The study about effectiveness of school-based academic camps in improving learner's academic performance has been conducted in secondary schools in Karagwe district, one of the eight districts in Kagera region. It is suggested that, such a kind of a study should also be conducted in other remaining districts so as to get a deep understanding of the phenomenon.

It is also recommended that, such kind of a study can also be conducted in private primary schools within this area for comparison purposes.

The current study employed a mixed-methods approach, hence insufficient opinions from participants. A future study can employ a qualitative approach to capture detailed participants' opinions about the phenomenon.

Also, a quantitative study can be conducted to capture larger sample and broad area of investigation.

A similar study can also be conducted in public primary schools.

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APPENDICES

Appendix 1: Teachers' and Students' Questionnaires

A1. Introduction

Dear respondent,

This interview is meant to collect data for a study that investigates the effectiveness of school-based academic camps in reducing learners' absenteeism and improvement of academic performance in secondary schools in Karagwe district in Tanzania. In this questionnaire, you are requested to just tick (✓) items against a specific response that apply to your situation. Please the information you provide will be treated confidentially only for this study.

Question 1

What are the stakeholders' perceptions about school-based academic camps interventions?

KEY: Strongly Agree (SA)=5; Agree (A)=4; Neutral (N)=3; Disagree (D)=2; Strongly Disagree (SD)=1

Item	SA	A	N	D	SD
Improve students' attendance to school					
Improve academic performance to school					
Promote skills on how to do night studies					
Improvement of communication skills					
Enhance completing of topics					

Question 2:

How do school-based academic camps promote student's attendance and effective learning?

KEY: Strongly Agree (SA)=5; Agree (A)=4; Neutral (N)=3; Disagree (D)=2; Strongly Disagree (SD)=1

Item	SA	A	N	D	SD
Provision of self-motivation					
Provision of guidance to students					
Provision of counseling to students					
Enhance social skills					
Provide life skills studies					
Preparing students for future academic carrier					

Question 3

What specific support do students require to promote their attendance and effective learning in camps?

KEY: Strongly Agree (SA)=5; Agree (A)=4; Neutral (N)=3; Disagree (D)=2; Strongly Disagree (SD)=1

Item	SA	A	N	D	SD
Students spend approximately 95% of time at schools					
Students are provided lesson notes					
Students are provided adequate learning opportunities					
Provision of guidance to students					
Provision of counseling to students					
Provision of meals to students					
Provision of accommodation to students					
Provision of mentorship about examinations					

Question 4:

How do students apply their skills and knowledge acquired from camps to improve their attendance to school and effective learning?

KEY: Strongly Agree (SA)=5; Agree (A)=4; Neutral (N)=3; Disagree (D)=2; Strongly Disagree (SD)=1

Item	SA	A	N	D	SD
Communication with fellow students					
Proper answering of examinations					
Confidence in writing examinations					
Innovative thinking					
Interaction in group works					
Critical thinking					
Problem solving					

Thank you for your time

Appendix 2: Interview guide for DSEO

Dear

This questionnaire is meant to explore your experience related to effectiveness of school-based academic camp in reducing learners' absenteeism and improvement of academic performance in secondary schools in Karagwe district in Tanzania. This information will help to improve students' attendance in schools and improvement of academic performance in secondary schools in future. Therefore please provide your personal genuine responses to each of the question that follow. Be assured that the information you provide will be treated strictly confidential and will be used only for this research

Interview questions

1. What do you think about stakeholders' perceptions on school-based academic camps interventions in your district?
2. Can you tell me your experience concerning school-based academic camps in promoting students attendance and effective learning in your district?
3. What is your opinion about the role of parents in school-based academic camps intervention in your district?
4. Tell me list of supports do students receive to promote their attendance and effective learning in school-based academic camps in your district?
5. Can you tell me about the impact of school-based academic camps on students' attendance and effective learning in your district?
6. Tell me about the parental involvement regarding school-based academic camps in your district?

7. What do you do to discourage learners' absenteeism and poor academic performance in your district?
8. Is there anything you would like to share with me regarding skills and knowledge of students acquired from school-based academic in your district?
9. How skills and knowledge obtained from school-based academic camps by students has improved their attendance to school and effective learning?
10. Can you share with me any information regarding effectiveness of school-based academic camps in reducing learners' absenteeism and improvement of academic performance in your district?

Appendix 3: Interview guide for HoSs, WEOs and parents

Dear

This questionnaire is meant to explore your experience related to effectiveness of school-based academic camp in reducing learners' absenteeism and improvement of academic performance in secondary schools in Karagwe district in Tanzania. This information will help to improve students' attendance in schools and improvement of academic performance in secondary schools in future. Therefore please provide your personal genuine responses to each of the question that follow. Be assured that the information you provide will be treated strictly confidential and will be used only for this research

Interview questions

1. What do you think about stakeholders' perceptions on school-based academic camps interventions in your school/ward?
2. Can you tell me your experience concerning school-based academic camps in promoting students attendance and effective learning in your school/ward?
3. What is your opinion about the role of parents in school-based academic camps intervention in your school/ward?
4. Tell me list of supports do students receive to promote their attendance and effective learning in school-based academic camps in your school/ward?
5. Can you tell me about the impact of school-based academic camps on students' attendance and effective learning in your school/ward?
6. Tell me about the parental involvement regarding school-based academic camps in your school/ ward?


7. What do you do to discourage learners' absenteeism and poor academic performance in your school/ ward?
8. Is there anything you would like to share with me regarding skills and knowledge of students acquired from school-based academic camps in your school/ward?
9. How skills and knowledge obtained from school-based academic camps by students has improved their attendance to school and effective learning in your school/ward?
10. Can you share with me any information regarding effectiveness of school-based academic camps in reducing learners' absenteeism and improvement of academic performance in your school/ ward?

Appendix 4: Requisition form for Research Clearance letter

OUT/DPGS/24

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF POSTGRADUATE STUDIES

Kawawa Road, Kinondoni Municipality,
P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext. 100
Fax: 255-22-2668759,
E-mail: dpgs@out.ac.tz

REQUISITION FORM FOR RESEARCH CLEARANCE LETTER

Date: 20.1.2023

- Name of Student: ALFRED DEO
- Gender: MALE
- Reg. Number: PG-202000590 Year of Entry: 2020
- Faculty: EDUCATION
- Programme: EDUCATION (MED-APPS)
- Title of Research:
EFFECTIVENESS OF SCHOOL BASED- ACADEMIC CAMP
IN IMPROVING LEARNERS ACADEMIC PERFORMANCE
IN PUBLIC SECONDARY SCHOOL IN KARAGWE DISTRICT, KAGERA
TANZANIA
- Tentative dates for data collection:
From 21.1.2023 to 4.2.2023
- Student Email: deanrcanb76@gmail.com
- Student Phone Number: 0762151404/0629689527
- Research Location/site:

S/N	Region	District Council/ Municipality	Name of Organization	Postal Address	Place
1	KAGERA	KARAGWE	OUT	337	KARAGWE
2					
3					
4					
5					
6					

11. Date of submission: 20.1.2023 Signature: He

12. Comments by Supervisor:

Recommended for data collection
stage

Name of Supervisor: DR. K. A. NIMKA Signature: [Signature] Date: 22-01-2023

Appendix 5: Research permit letter

