

**ASSESSMENT OF DETERMINANTS CONTRIBUTING TO POOR  
ACADEMIC PERFORMANCE OF STUDENTS IN COMMUNITY  
SECONDARY SCHOOLS IN MUSOMA DISTRICT COUNCIL, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
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OF THE OPEN UNIVERSITY OF TANZANIA**

**2025**

### **CERTIFICATION**

The undersigned certifies that they has read and with this recommends for acceptance by the open University of Tanzania a research report entitled: **“Assessment of Determinants Contributing to Poor Academic Performance of Students in Community Secondary Schools in Musoma District Council, Tanzania”**, in partial fulfilment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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**DECLARATION**

I, **Deogratius Baptista Kalolo**, 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 requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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Signature

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Date

## **DEDICATION**

Special thanks to my Dearest Wife, Mwadawa Ibrahim, for support and endless patience, who have guided me throughout this journey. Her love has sustained me through the long hours and challenging moments. Thank you for standing by me with boundless encouragement and understanding. To my Beloved Children, Feith, Faines, and Fabrice, Their laughter and joy have filled our home with warmth and inspiration. Their understanding during times of absence and your constant reminders of love have motivated me to push forward. This achievement is as much to them as it is to mine, and I dedicate it to them with all my heart.

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## ABSTRACT

The study aimed to determine factors contributing to poor academic performance in community secondary schools in Musoma District Council, Tanzania. It investigated the effects of infrastructure, distances between households and schools, and family backgrounds on student performance. The research employed a positivist paradigm, emphasizing a measurable reality. A quantitative approach with a descriptive research design was used. A probability sampling technique, specifically simple random sampling, selected 384 participants from teachers, students, and community members. Data collected through questionnaires enabled numerical analysis using graphs, tables, and percentages. Findings indicated several factors contributing to poor academic performance. Inadequate infrastructure hindered academic activities, impacting performance. Long distances between households and schools affected attendance and punctuality. Family backgrounds, characterized by conflicts, reduced students' concentration, leading to poor performance. These insights highlight students' challenges, emphasizing the need to address infrastructural deficiencies, improve school accessibility, and support vulnerable students. The study recommends targeted interventions to create a supportive educational environment by improving infrastructure, such as building hostels, to mitigate the effects of long commutes on concentration, motivation, and performance.

**Keywords:** *Poor academic performance, Inadequate infrastructure, Long distances to school, Challenging family backgrounds.*

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## **LIST OF ABBREVIATION AND ACRONYMS**

DEO	District Education Officer
EFA	Exploratory Factor Analysis
DED	District Executive Director
MEDAPPs	Master of Education in Administration, Planning and Policy Studies
OECD	The Organization for Economic Cooperation and Development
OUT	The Open University of Tanzania
SES	Socioeconomic Status
SEQUIP	Secondary Education Quality Improvement Program
SPSS	Statistical Package for the Social Sciences
SSA	Sub-Saharan Africa
TLE	Technology and Livelihood Education
TLE	Technology and Livelihood Education
TSC	Teachers' Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	The United Nations Children's Fund
URT	United Republic Of Tanzania
WEO	Ward Education Office

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter sets the perspectives by presenting the need and background of the research study, a statement of the research problem, and general and specific objectives to be developed to address the research questions. Then, the significance of undertaking this study, the limitations and delimitations of the study, and the definitions of the key terms used in this study.

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

Globally, academic achievement is an essential indicator for the future success of learners because when students perform better, there is a high chance for employment, thus reducing dependence rates among school graduates (Word report, 2019).

In Asia, specifically Nepal, Keshav Dhakal (2020) identified several factors contributing to poor student academic performance. These include a lack of teachers, shortages of instructional materials, and inadequate grading of students' work. Additionally, irregular school attendance, relationships with teachers and peers, insufficient effort, parental economic status, parents' educational background, parents' occupation levels, and attitudes towards education also affect academic outcomes, also, In Pakistan, Mgimba and Prosperity (2022) cite (Suliah & Arafat 2019) the study about teachheadteachers' strategies to maximize using infrastructure and teachers' role in improving the quality of learning in elementary schools in Pakistan.

In most African countries, community schools often face challenges with insufficient funds, outdated textbooks, inadequate facilities, and a lack of educational tools, which can hinder effective teaching and teaching qualified teachers; some community schools struggle to attract and retain qualified teachers due to low salaries or a lack of professional development opportunities (Adeyemi, 2021). This can impact the quality of education provided.; poor infrastructure, such as inadequate classrooms, lack of electricity, and insufficient seating arrangements, can create an environment that is not conducive to effective teaching and learning community Socioeconomic Status, Student success does not only depend on the self-factor or internal factors but also external factors.

In Sub-Saharan Africa, Baghdady and Zaki (2019), as cited by Mgimba (2022), explain that secondary schools in Sub-Saharan Africa (SSA) are underperforming. Governments in this region are struggling to meet their secondary education goals due to various challenges, including insufficient funding and inadequate infrastructure in rural areas. This is because student success depends on individual efforts and the education system, teachers, school facilities, parents and family environment (Keshav, 2020). Socioeconomic status of the community can influence academic performance. Students from economically disadvantaged backgrounds may face challenges related to access to resources, nutrition, and family support and Parental Involvement limited involvement of parents in their children's education can impact academic performance. Supportive home environments and active parental participation are crucial for a child's success in school (Moulton, 2018). In Kenya Chepkonga (2017) states that secondary schools in Kenya face a significant shortage



of infrastructure, with many lacking sufficient learning facilities. This deficiency has negatively impacted the quality of education. Consequently, there is a call for the government to build more facilities to ensure that public schools can provide quality education.

In Tanzania different scholars such as (Moshi, 2015, Mdee, 2019, Makule, 2018, Mushi, 2016 and Makule, 2018) focusing on the factors that contribute to poor performance of students in Community Secondary Schools, they come up with the following factors, lack of Resources, community secondary schools often face resource constraints, including a shortage of textbooks, insufficient classrooms, and a lack of teaching materials. Without access to essential resources, students may struggle to engage with the curriculum effectively (Moshi, 2015). Teacher Quality, the quality of teaching is a critical determinant of student performance. Community schools may have a shortage of qualified and experienced teachers. Inexperienced or unqualified teachers may not have the necessary pedagogical skills to effectively convey complex concepts, leading to poor student understanding (Mdee, 2019).

Low socioeconomic background, many students in community secondary schools come from economically disadvantaged backgrounds. They may face challenges such as inadequate nutrition, lack of access to learning materials at home, and limited exposure to educational opportunities outside of school. These factors can impact students' learning readiness and hinder their academic progress (Makule, 2018). Poor parental involvement significantly impacts a child's academic performance. In many communities, parents are often not actively engaged in their children's education due

to factors like demanding work schedules or their own limited educational backgrounds.

Additionally, inefficiencies within schools, stemming from inadequate teacher management and supervision, contribute to issues such as improper teacher deployment, high dropout rates, and student repetition. The lack of parental support can also result in students lacking motivation and guidance (Mushi, 2016). Moreover Teacher-Student Ratio, large class sizes are common in community schools due to limited resources. A high teacher-student ratio can result in reduced individual attention for students. Teachers may struggle to address the diverse learning needs of their students, leading to disparities in academic performance. Quality of Curriculum, the curriculum in community secondary schools may be outdated or not aligned with students' needs and interests. Irrelevant content can lead to disengagement and reduced motivation among students, as they may not see the real-world relevance of what they are learning (Mdee, 2019). In addition on some of schools lack playing grounds. Teacher motivation is closely linked to their effectiveness in the classroom. Inadequate salaries, lack of professional development opportunities, and challenging working conditions can demotivate teachers. This, in turn, can lead to reduced enthusiasm in teaching, negatively impacting students' learning experiences (Makule, 2018).

Moreover, the problem of poor performance also indicated on the meeting as reflected below. The secondary education system in Musoma District Council, comprises 27 schools, with 25 being government-run and 2 affiliated with religious

institutions (private schools). A meeting was convened by the Member of Parliament of Musoma District Council Prof Sospeter Muhongo, with the heads of all these schools on February 3, 2023, at Busambara Secondary School in Kwikuba village. Attendance was high at 92.6%, with 25 out of 27 secondary schools present, one of the absent schools being private. The assessment report focused on the academic performance of these schools over three consecutive years (2020-2022). The data revealed a concerning trend in the performance of government-run secondary schools, especially in Forms II and IV, with a significant percentage falling below satisfactory levels. The performance trend over the three years from 2020 to 2022 across various academic levels in Musoma District Council reveals disparities between government-run and private secondary schools. In Form II (2020), government schools reported Division I-III grades ranging from 10-41%, while private schools achieved significantly higher at 87%.

Similarly, for Division IV-0 grades, government schools scored 59-90%, contrasting with 13% in private schools. The discrepancy continued into Form IV (2020), with government schools showing Division I-III scores of 6-21% compared to 100% in private schools. For Division IV-0, government schools ranged from 79-94%, whereas private schools attained 0%. While there were fluctuations over the following years, the overall trend underscored the persistent challenge in government-run schools, with lower performance compared to their private counterparts. Recommendations for improving teaching and learning methodologies were proposed to address this decline (Musoma Education District Council, 2024).

The details of the report and discussions can be found on the Musoma District Council constituency's official website ([www.musomavijijini.or.tz](http://www.musomavijijini.or.tz)).

## **1.2 Statement of the Problem**

Good academic performance is crucial for unlocking opportunities and fostering individual and societal development (UNESCO, 2020). However, in Musoma District Council, Tanzania, there is a concerning trend of poor academic performance among students in community secondary schools. Data from the Tanzania National Examination Council (NECTA, 2020) shows that over the past three years, pass rates have consistently declined, with only 40% of students achieving satisfactory grades in core subjects such as Mathematics and English.

Despite initiatives like the Secondary Education Quality Improvement Program (SEQUIP), launched in 2016 to enhance teaching quality, infrastructure, and learning materials, academic outcomes in Musoma District remain suboptimal (Ministry of Education, Science and Technology, 2020). This points to potential gaps in the implementation or effectiveness of such programs. The need to address these gaps underscores the importance of this research.

Previous studies, such as those by Otekunrin et al. (2019) and Darling (2017), have identified factors affecting academic performance, including school-related variables (infrastructure, teaching quality, and distance to school), home-related variables (parental income and education levels), and individual student factors (motivation and interest). However, there is limited research specifically focusing on how these

factors manifest in Musoma District. This study seeks to fill this gap by comprehensively analyzing the determinants of poor academic performance in community secondary schools in Musoma District. Understanding these factors is essential for informing Government, policy and other education stakeholders on factors Contributing to Poor Academic Performance of Students in Community Secondary Schools in Musoma District Council and interventions aimed at improving academic outcomes, thereby contributing to equitable education and sustainable development in the District.

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

#### **1.3.1 General Objective**

The study's general objective was to to Analyze Factors Contributing to Poor Academic Performance of Students in Community Secondary Schools in Musoma District Council, Tanzania.

#### **1.3.2 Specific Objectives**

The specific objectives of the study are:

- i. To investigate the effect of infrastructure on students' academic performance in community secondary schools at Musoma district.
- ii. To assess the effect of long distance of student household and school on students' academic performance in community secondary schools at Musoma district.
- iii. To explore the way students' family background influences academic performance of students in community secondary at Musoma district.

#### **1.4 Research Questions**

- i. What are the effects of infrastructure on students' academic performance in community secondary schools at Musoma district?
- ii. What is the effect of long distance of student household and school leads to students' academic performance in community secondary schools at Musoma district?
- iii. How does students' family background lead to students' academic performance in community secondary at Musoma district?

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

The significance of the study lies in its potential to provide critical insights into the factors affecting academic performance in community secondary schools within Musoma District Council, Tanzania. By identifying and analyzing key determinants such as infrastructure deficiencies, transportation challenges, and family background issues, the study contributes to understanding the root causes of poor academic outcomes. Its findings can inform policymakers, educators, and community stakeholders in designing targeted interventions to address these challenges.

Furthermore, the study emphasizes the importance of creating equitable and conducive learning environments, supporting disadvantaged students, and promoting educational equity. Ultimately, it serves as a valuable resource for improving the quality of education in similar socio-economic and geographical contexts, fostering better academic performance, and enhancing students' future opportunities.

### **1.6 Limitations of the Study**

This study was affected by shortage of money to complete the whole process, to solve this challenges the researcher use personal budget for the sake of reducing the limitation of money. Also the whole process to complete the full report is taking too long, which is another challenge. I applied clear communication channels, provide regular progress updates, and remain flexible to adapt to changing circumstances. This holistic approach ensures timely completion while maintaining quality of work.

### **1.7 Delimitation of the Study**

It is important to outline the delimitation of this study. The study was to determine factors leading to poor academic performance of students in community secondary school in Musoma District Council, Tanzania. Due to limited time, the study did not address the question of the determinants of poor academic performance in private secondary schools. Questionnaire method used to collect data from community members, teachers and students from Musoma rural District. The reason of using three methods of data collection is due to the nature of the study.

### **1.8 Scope of the Study**

The study was focus on the assessment of poor performance of students in community secondary Schools at Musoma District council. The study was focus to look about, the effect of infrastructure, distance between student household, and the student family background on academic performance of the student in community secondary schools in Musoma District Council.

### 1.9 Definition of Terms

**Community Secondary Schools** is a type of educational institution typically established and managed through the collaboration of local communities, often with support from the government or non-governmental organizations (NGOs). These schools primarily serve students from the surrounding area, aiming to provide accessible and affordable secondary education, especially in underserved or rural regions. are the majority of secondary schools in Tanzania owned by public societies. (Ministry of Education and Vocational Training, 2020). In this study refer to the school located at Musoma District council and these schools face several challenges. One such challenge has to do with academic performance.

**Poor academic performance** refers to a student's inability to achieve the expected or satisfactory level of academic achievement based on predefined standards, such as grades, test scores, or other educational benchmarks. It may manifest as consistently low grades, failure to meet curriculum requirements, or a significant gap between a student's actual performance and their potential or capacity.

**Determination of Poor academic performance** refers to the various factors that negatively influence a student's ability to achieve satisfactory academic outcomes. is factors such as student effort, previous schooling, parents' educational background, family income, self-motivation, age, learning preferences, and entry qualifications Otekunrin, O. A., et al. (2019). In this study means the process of identify factors leading to poor performance of the students. Poor academic performance of students is one problem that impedes the smooth actualization of the purpose of education,



which is to mentally prepare an individual for service to himself and the society (Williams, 2017). A student with a poor academic record would find it difficult to cope in a competitive society.

### **1.10 Organization of the Study**

This research report is divided into five chapters. The first chapter presents an introduction, background to the problem, statement of the problem, objectives of the study, research questions, significance of the research, scope of the study, delimitations of the study, and limitation definition of key terms; Chapter two expresses the different literature review, empirical studies and research gap. Chapter Three provides the methodology, the chapter elaborate the research design, target population, sampling techniques and size, data in terms of type and sources, data collection method, model specification, variables and their measurements, the hypothesis of the study and diagnostic tests and estimation technique. Chapter four present the finding and discussion obtained from the field, and lastly chapter five present the conclusion and recommendation made from the findings about factors contributing to poor academic performance of students in community secondary school in Musoma District Council, Tanzania.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter presents different key terms needed in this part; these include, the theoretical knowledge, theoretical framework, and empirical studies about different factors that contribute to poor performance of students in community secondary schools at the end the chapter present research gap.

#### **2.2 Theoretical Framework**

In this study the theory namely sociocultural theory was applied. The founder of sociocultural theory is Lev Vygotsky, a Russian psychologist. Vygotsky developed this theory during the early to mid-20th century, with his key works being published between the 1920s and 1930s. It illustrates how friends, parents, and other members of society develop people's cognitive, learning, and social functions. The foundation of the sociocultural learning theory is that a learner's environment is crucial to their learning development. The sociocultural perspective views learning through interaction, negotiation, and collaboration in solving authentic problems while emphasizing learning from experience and discourse, which is more than cooperative learning (Vygotsky, 1978).

Sociocultural theory emphasizes several fundamental tenets:

Scaffolding. Scaffolding can take various forms, including modelling, questioning, and feedback (Wood, Bruner, & Ross, 1976). This support may include modelling effective study strategies, providing constructive feedback on assignments, and

engaging students in meaningful discussions to deepen their understanding of academic concepts,

**Cultural Tools:** Vygotsky emphasized the role of cultural tools, such as language, symbols, and artifacts, in mediating cognitive development and shaping individuals' thinking and behavior (Vygotsky, 1978).

**Social Interaction:** Sociocultural theory underscores the importance of social interaction in learning. Vygotsky argued that learning takes place through collaboration, discussion, and negotiation with others (Vygotsky, 1978).

**Cultural Context:** The theory emphasizes the significance of cultural context in shaping individuals' development and learning experiences (Rogoff, 1990). Considering the cultural context of the community secondary schools in Musoma District Council is crucial for understanding students' learning experiences and academic challenges. Cultural norms, values, and practices shape students' educational aspirations, attitudes towards learning, and access to educational resources.

This foundational notion of developmental psychology also highlights how crucial sociocultural values and beliefs are to carrying out these tasks. This idea examines how society influences how people develop as individuals. According to Soviet psychologist Lev Vygotsky, the development of the brain's higher-order functions is influenced by peers, parents, caregivers, and culture (McWhirter, 2018).

The distance that students travel from home to school has been an issue of interest to numerous studies over the years. Active and passive ways of getting from home to school are the two categories into which student commutes around the globe are divided. Easton and Ferrari (2015) define an active mode of transportation as riding a bicycle, skating, or just walking, whereas a passive or non-active mode of transportation includes using motorized forms of transportation such cars, buses, minibuses, taxis, and trains. (Easton, S., & Ferrari, E. 2015).

According to sociocultural theory, school infrastructure is crucial for the teaching and learning process. Yusuph (2019) states that adequate infrastructure allows students to study comfortably, enhancing their academic performance and engagement in the educational process. Therefore, investing in school infrastructure is essential for addressing issues related to improving students' academic performance. The advantage of social cultural theory is that it provides a framework for understanding the way environment work and how it shape student learning ability. The theory is familiar with the factors that contribute to poor student performance in community secondary schools simply because it also helps to identify areas of improvement and provides a basis for developing strategies to improve student performance.

### **2.2.1 The Effect of Infrastructure on Academic Performance**

Baghdady and Zaki (2019) explain that secondary schools in Sub-Saharan Africa (SSA) perform poorly, and the governments are facing several challenges in achieving their objectives for secondary education. Among these challenges is

lack of funding and necessary infrastructure in rural areas. Lack of well-maintained classrooms with proper seating, lighting, and ventilation can affect the learning environment. Overcrowded or poorly designed classrooms can lead to distractions and discomfort for students (World Bank, 2018). Impact on Teacher Morale, inadequate infrastructure can also affect teacher morale and job satisfaction. Teachers working in challenging conditions may struggle to deliver quality education, impacting student learn incomes (Makule, 2018).

Insufficient Learning Materials, inadequate access to textbooks, educational materials, and technology can hinder students' ability to engage with the curriculum. A shortage of learning materials can limit students' opportunities for independent study (Makule, 2018).Sanitation and Hygiene Issues poor sanitation facilities, such as insufficient toilets and clean drinking water, can lead to health problems and absenteeism among students. Unhygienic conditions can impact overall well-being (Makule, 2018).

### **2.2.2 The Effect of Distance between Student Household and School on Academic Performance**

Distance travelled to school every day by both primary and secondary school students has substantial adverse effects on attendance at school. Younger children at the crucial early stages of education are often the most vulnerable to dropping out of school due to the distance from school (World Bank, 2019).. Female pupils traveling long distances to school face additional parental concerns about safety. Children may be discouraged from attending school if they are punished or chastised for arriving

late after a lengthy walk to school. The issue of long distances to and from school has garnered attention from scholars in regions including America, Europe, Africa, and Tanzania, as it can impact students' academic performance and progress (World Bank, 2019). This problem is particularly prevalent in developing countries like Tanzania, where many students must travel considerable distances, often on foot or by bicycle, to attend school (Human Rights Watch, 2017). UNICEF (2017) highlighted in its study on out-of-school children in Guyana that the distance between home and school can hinder children's school attendance due to physical obstacles and the surrounding community environment. The government has raised concerns about the quality of secondary education in Tanzania, pointing out that there has been only a marginal improvement in the percentage of students passing the Form IV examination. The percentage increased slightly from 33.5 percent in 2006 to 35.7 percent in 2007 (URT, 2007).

### **2.2.3 The Family Background and Performance of Students**

Teachers who provide a caring and engaging learning environment can positively influence students' motivation and achievement (Roorda et al., 2011). Conversely, students who struggle academically may experience psychological issues that could potentially push them towards engaging in criminal activities, joining cults, involvement in prostitution, and various other forms of social misconduct. The extent of the parent's care and involvement contribute greatly to the academic progress of the learner. According to UNICEF (2004), children of educated parents are much likely to go to school and the more schooling the parents have received the more probable it is that they would benefit their children. Additionally, a student with a

poor academic record would find it difficult to cope in a competitive society. Students from higher SES backgrounds tend to have better access to educational resources, which can positively impact their academic achievement. This could give rise to him or her not being able to deliver when given tasks that were not supposed to pose any challenge to them if they were well developed. Parental Involvement and Academic Performance, there is substantial evidence supporting the positive relationship between parental involvement and student academic performance.

### **2.3 Empirical Studies**

Limon (2017) researched the impact of school facility adequacy on students' performance and achievement in technology and livelihood education in the Philippines. Employing a mixed-method design, the researcher utilized questionnaires as data collection instruments. The study revealed that inadequate school facilities harmed students' academic achievement, and the school administration did not take significant steps to address these pressing educational issues. As a result, the study concluded that school stakeholders should prioritize support and management of facilities, particularly in the field of Technology and Livelihood Education. To address the challenges faced by school administrators, the government and other stakeholders must provide strong support in the form of school infrastructure to facilitate effective teaching and learning programs in schools.

Chepkonga (2017) did a study on the scarcity of school infrastructure in secondary schools in Kenya unveiled a significant shortage of such facilities. It highlighted that most secondary schools lack adequate learning facilities, which negatively impacts

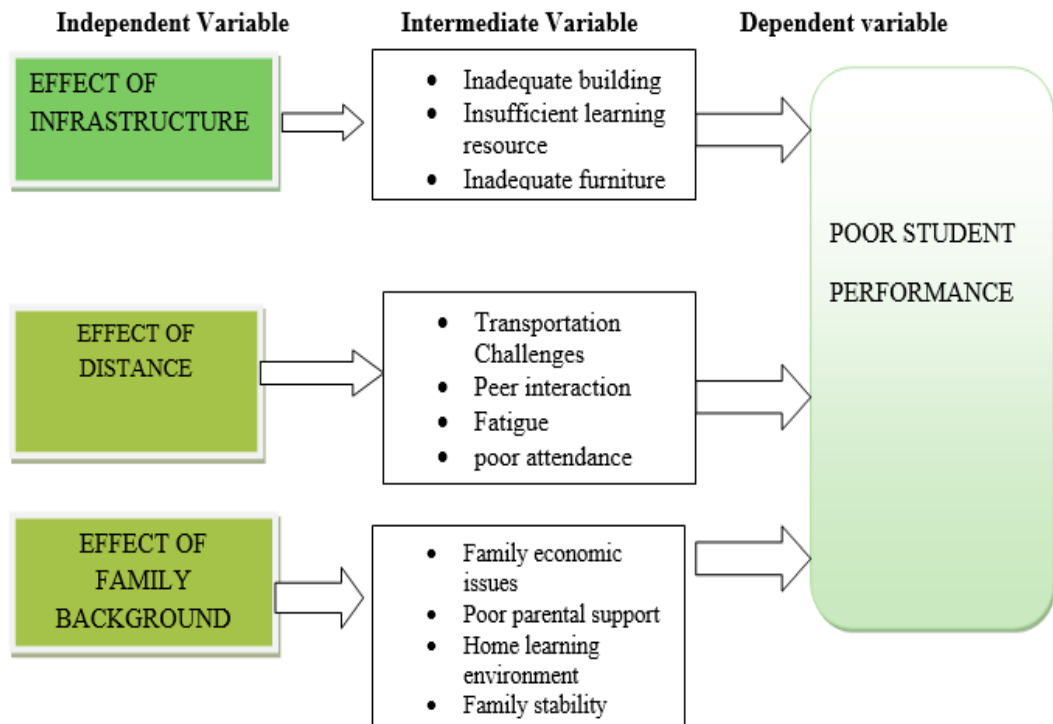
the quality of education provided. Consequently, there is a strong call for the government to prioritize constructing more facilities to guarantee quality education in public schools.

A study conducted by Mhiliwa (2015) on the effect of school distance on student performance found that the school location determines the distance in which students have to get to school. Also students have to travel for many hours to get to school due to long distances, which influences irregular attendance. The thirteen students interviewed admitted to be traveling to school for more than one hour and a half; others walked or used a bicycle to cover up to 20 or 25 km. as a result, the students claimed that they spent their days at school tired because they had traveled long distances.

In Rorya District, the study by Muhia, (2015) on school distance and academic performance found that there are 26 Wards with 25 public secondary schools. Despite a large number of schools in the District, students still experience travelling longer distances. In view of this, the issue of long-distance to school with its associated challenges should be addressed for equitable academic outcomes. It is also important to note that distance-related variables result in various school problems including poor attendance, increased dropout rates, low achievement and other social issues.



## 2.4 Conceptual Framework



**Figure 2.1: The Conceptual Framework showing the Factors Contributing to Poor Performance in Community Secondary Schools in Musoma District Council**

**Source:** Researcher, (2024)

Figure 1 indicates the relationship between dependent and independent variables and factors contributing to poor performance in community secondary school in Musoma District Council. From the figure above, the dependent variable is poor student performance and independent variable is the effect of family, the effect of distance and the effect of infrastructure. The relationship between distance, family background, infrastructure, and students' academic performance is multifaceted. Distance to school can impact attendance and access to educational resources, potentially affecting students' academic performance. Family background, including

socio-economic status, parental involvement, and home environment, can influence students' motivation, support systems, and access to learning opportunities. Infrastructure, such as school facilities, technology, and resources, is crucial in providing conducive learning environments. Students in well-equipped schools may have better access to quality education and resources, positively affecting their academic performance. Understanding the interplay between these variables is essential for developing targeted interventions to address disparities and promote equitable educational outcomes for all students.

## **2.5 Research Gap**

In general, various studies have been conducted in many parts of the world and especially developed countries and developing countries to indicated the way distance, family background and teaching and learning infrastructure affect academic performance positively and negatively as postulated by different scholars such as Limon (2017) investigated the influence of school facility adequacy on students' performance and achievement in technology and livelihood education in the Philippines. Meanwhile, Chepkonga (2017) emphasizes the scarcity of school infrastructure in secondary schools across Kenya.

Mhiliwa (2015) found out that school location determines the distance in which students have to get to school. After looking different studies as postulated above the study found the gap in different ways such as geographical gap. No study have already conducted in Musoma District council to assess the same problem, also another gap found on the area of content, some scholars show distance, family

background and school infrastructure influence academic performance of student, and others shows the way these factors affecting student academic performance due to this context it is bring confusion to student.

Therefore, this study filled the gap by assessing the effect of infrastructure on poor performance of student in community secondary schools in Musoma District Council, basing on the major three issues, which includes the effect of distance between student household and school on poor performance of student, the relationship between student's family background and poor performance of student. The identified gaps were used to enable the school administration to make some improvement regarding the problem of student poor academic performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes where how the study was designed and how it was conducted, also it portrays the sampling produce, data collection methods and data analysis techniques.

#### **3.2 Research Paradigm**

A research paradigm is a research method, model, or pattern. It is a set of ideas, beliefs, or understandings within which theories and practices can function. This study used Positivists paradigm because it believes in a single reality that can be measured and understood. As a result, quantitative approaches are utilized to quantify this reality. Positivism in research is a philosophy related to the concept of real inquiry. A positivism-based research philosophy employs a rigorous approach to systematically studying data sources. The chief strength and advantage of a positivist approach in this study helps to understand well the effect of infrastructure on poor performance of student in community secondary schools.

#### **3.3 Research Approach**

The study employed a quantitative research approach, enabling better generalization of the findings compared to a small sample size (Creswell, 2014). Likewise, this method enabled the researcher to identify the most critical variables and confirm the research model presented in chapter two. Furthermore, the study utilized a cross-sectional research design, as it was conducted at a single point in time

### **3.4 Research Design**

According to Yin (2009), research design is a plan outlining how information is to be gathered for an assessment or evaluation that includes identifying the sample and the instruments to be used or created, how the instruments was administered, and how the information was organized and analyzed. The study used descriptive research design offering several advantages, because allows for the systematic collection and analysis of numerical data, enabling researchers to efficiently examine and predict relationships among variables. Descriptive research provides detailed insights into the characteristics and behaviors of the study population, aiding in identifying patterns and trends. This combination of research design facilitates a comprehensive understanding of the studied phenomena, particularly beneficial when dealing with large samples, as it ensures thorough data collection and analysis aligned with research objectives (Kothari, 2006).

### **3.5 Study Area**

This study was conducted in Mara region, in Musoma District..Where the selected community secondary schools in Musoma district were involved for gathering various information with regard to research data.Musoma Rural District is one of the 09 districts of Mara Region of Tanzania. The Mara Region located between the latitude of 1°45' and 2°45' South of the Equator and between the longitude 33°15' and 30°39' East of Greenwich Meridian. (Musoma Education District Officer, 2024). Musoma rural District Council located mainly on the Majita Peninsula on the West of Musoma Municipal Council. The Council shares boundaries with Bunda and Butiama District on the South. In the East, there is Musoma Municipal Council. On

the west are the Mwanza and Kagera Regions. The North of it is bordered by Kenya. The study area was purposively select chosen because Mara region is along Musoma District is found along the lake Victoria and is seriously affected by various issues such as, deforestation, unstable resource use and most of secondary school students are engaged in social economic activities including illegal fishing which prompt them to lack interest in schooling. Again, the other reason is due to different reasons such the targeted population of the study available at Musoma rural District. It is a council with community secondary schools with poor student performance has been experienced, in some schools, for more than five years and hence there is a serious lack of infrastructure in some schools (Musoma Education District Officer, 2024). The simple random sampling were adopted to select the schools for data collection and the research tried to select the schools which are not close to each other.

### **3.6 Study Population**

Population refers to a group of individuals whom have common characteristics (Kothari, 2004). It is a totality of objects under investigation (Adam and Kamuzora, 2008). The most sought-after advantages of studying and compiling population data include: Studying the population dynamics, such as their age, geographical status, economic well-being, culture, language, and education, helps in knowing the characteristics of the entire population and remaining up to date. Therefore, the targeted population of the study was drawn from community members, teachers and students from Musoma rural District to air their views on the determinants leading to poor performance of students in community secondary school .The community members were involved because of their community managerial and community

roles as the one who are close to the community and students. Teachers were involved as they are the ones that are responsible for overseeing and managing the development and welfare of students within the schools. In addition, they are as they the ones directly experiencing and navigating challenges facing poor performance of schools. Students were involved because they are obvious know about the distance from school, family background and availability of infrastructure in their process of teaching and learning. The chosen population was due to their availability and their accessibility.

### **3.7 Sampling Techniques**

Sampling refers to the techniques that the researcher can use to select the appropriate sample size for the research study (Taherdoost, 2016). Based on the nature of the study, the researcher used Probability sampling. Probability sampling refers to selecting a sample from a population when this selection is based on the principle of randomization, that is, random selection or chance. Probability sampling enables to provide researchers with simple techniques to assemble. It can be time-effective. This technique help researchers organize a random sample group efficiently and conduct their research quickly. The researcher applied simple random sampling method to get adequate sample from teachers, student and community members. Also it offer a chance for every individuals to be selected as a sample.

### **3.8 Sample Size**

Sample size is the number of individuals from whom you obtain the required information and later (Kumar 2011) usually donates it. Thus, as long as the the

population is known, the researcher determined the samples from the table as advised by Krejcie & Morgan (1970). The table assist to came up with a sample size for a given population for easy reference. Therefore; the sample of the study was presented after getting permission to identify the total number of population at Musoma district, the table of Krejcie & Morgan (1970) as in Appendix 1 was used by the researcher so as to get exactly sample needed. The total population of Musoma District is 266,665 (National Bureau of Statistics Tanzania, 2022). Therefore; in this study from the population of 226,665, the table guides a researcher to use a sample size of 384 participants, which includes students, teachers and community members. It was then obtained from 124 community members, 76 teachers and 184 teachers from public secondary schools.. The sample size of the study was obtained using Krejci and Morgan formular as described below:

The formula is

*Formula for determining sample size*

$$s = \frac{X^2 NP(1 - P)}{d^2 (N - 1) + X^2 P(1 - P)}$$

$s$  = required sample size.

$X^2$  = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

$N$  = the population size.

$P$  = the population proportion (assumed to be .50 since this would provide the maximum sample size).

$d$  = the degree of accuracy expressed as a proportion (.05).

*Source: Krejcie & Morgan, 1970*

**Figure 3.1: Krejcie and Morgan Formula for Determining-Sample Size**

**Source:** Krejcie-and-Morgan, 1970)



The distribution of sample size and categories is presented hereunder

**Table 3.1 : Summary of the Sample Size**

S/n	Category of participants	Number of Respondents
01.	Community members	124
02.	Teachers	76
03.	Students	184
	<b>Total</b>	<b>384</b>

**Source:** (Researcher field, 2023).

### **3.9 Data Collection Method**

The data was collected by using primary sources. Whereby under primary sources of data, questionnaire method was used, the researcher decided to use questionnaire method due to high number of population and sample size used in this study,

#### **3.9.1 Questionnaires**

Questionnaire is a written list of questions and the answers are recorded by respondents. In this, a questionnaire respondent reads the questions, and interprets the answers (Kumar, 2011). In this study, a questionnaire as a tool of data collection was used; this was closed-ended questions given to teachers, community members and students. This reduced the time burden on both the researchers and participants, making it easier to collect data from a larger number of individuals. In this study, a set of questionnaires was used to collect data. The questionnaire was prepared in English and explained to respondents in Kiswahili in order to be understandable.

### **3.10 Reliability of the Study**

Reliability refers to the consistency of a method in measuring something. To ensure that the instruments for data collection provided reliable findings, the researcher in

this study adopted Cronbach's Alpha principle. This assessment helped determine if the items were consistent with each other to obtain a single construct (Saunders et al., 2012). Additionally, 's Alpha was used to test the scale's reliability for each variable. This measure of internal consistency ensured that all items and questions were equally reliable concerning the topic under study.

### **3.11 Validity**

Validity in a study refers to how accurately a concept is measured (Kothari, 2006).

Consulting with the supervisor to ascertain the validity of the research instruments was justified as it aligned with established practices in research methodology. The supervisor, being an expert in the field, had extensive knowledge of research standards and the appropriateness of measurement tools (Kothari, 2006). Their guidance provided an authoritative evaluation, ensuring that the instruments effectively captured the intended concepts and met the study's objectives. This approach not only enhanced construct validity but also supported the overall reliability of the findings, as expert validation was a recognized method for reducing measurement errors and ensuring the adequacy of research tools

### **3.12 Data Analysis**

Data analysis can be described as the strategy intended to use for data analysis (Kumar, 2011). The data was analyzed in quantitative forms of analyzing data, whereby tables and percentages were necessary to make a data clearer then SPSS program used in filling in the dat from the field. This is because the study is pure descriptive, some additional document from different books, journals as well as from

different document related to the topic under study was used. In addition, descriptive analysis was used, because it assists researchers in understanding and arranging of the data collected to give meaningful results. Therefore descriptive statistics was used in the form of frequencies and tables to analyze respondent's demographic characteristics such as age, gender, occupation, education level.

### **3.13 Ethical Consideration**

Research ethics refers to the appropriateness of the researcher's behavior to the rights of those who becomes the subject of a research project or who are affected by it (Saunders, 2011). All the rules and regulations for conducting research were followed in this study. The researcher got permission from Open University of Tanzania (OUT) and District Executive Director (DED). It is important to adhere to ethical norms in research for several reasons. The researcher protects all persons involved in the research. The researcher was requested approval from the respondents before he distributed the questionnaires to the intended respondents.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION OF THE FINDINGS**

#### **4.1 Introduction**

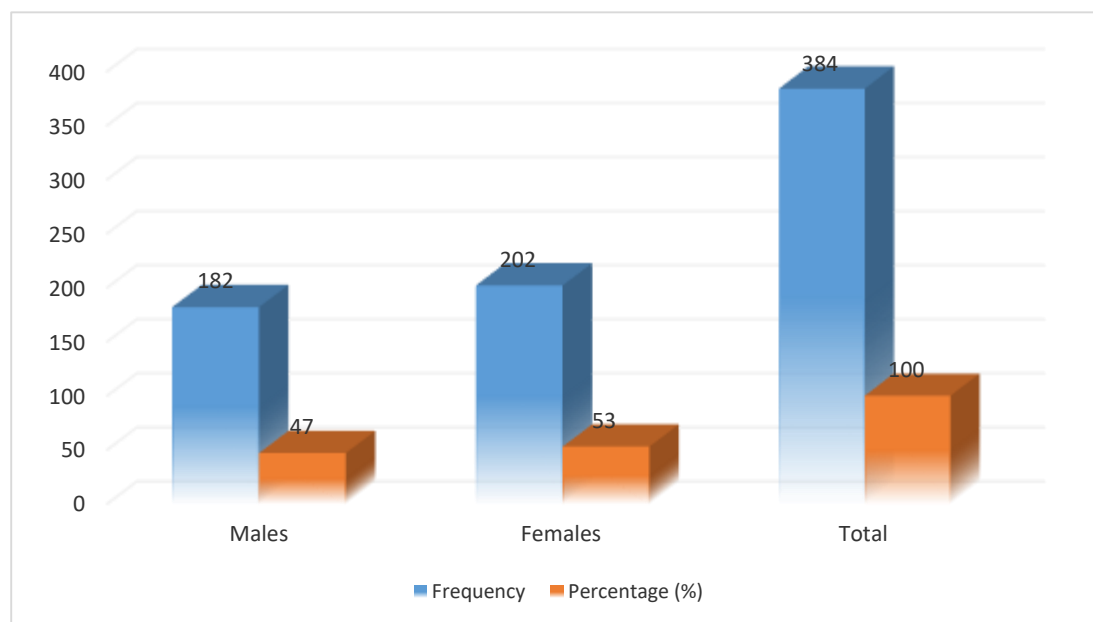
This chapter is concerned with data analysis, presentation and discussion of the findings on the topic to determine factors contributing to poor academic performance of students in community secondary school in Musoma District Council, Tanzania. The data were collected by using the questionnaire method from 384 sample size from students, community members. Therefore, collected data analyzed by using tables, first demographic information analyzed so as to give out the clear picture of the people who participate on this study and then, the findings were analyzed basing on specific research objectives that were three. The first objective was to investigate the effect of infrastructure on poor performance of students in community secondary schools at Musoma district. The second objective was to assess the effect of long distance of student household and school on poor academic performance of students in community secondary schools at Musoma district. The third objective was to explore how students' family background leads to poor academic performance of students in community secondary at Musoma district.

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

The study involved different participant including gender, age, and education level. These features are essential because they suggest the nature of responses or possible reasons for the responses provided by the respondents. Total Participants were 384 from responsibility at Musoma district.

#### 4.2.1 Gender of Respondents

Graph 4.1 indicates gender of respondents, researcher collected data about sex from 384 respondents who were both males and females. The findings show that 182 respondents were males equivalent to (47%) and 202 were females equivalent to (53%) respectively. This implies that the majority of respondents who participating on this study were males from the Musoma district. The researcher decided to find out the gender of respondents in order to know the characters of the respondents who participated in the study.



**Figure 4.1: Showing Gender of Respondents**

**Source:** field study, 2024

#### 4.2.2 Age of Respondents

The Table 4.1.3 below indicates age of respondents. The study expected to be answered by the respondents with variation of age. The age of respondents was categorized into five age groups: the first one is 10-13, second is 14-17, third 18-20,

fourth above 20. The findings show that the majority of respondents were 197 those aged between 14 and 17 which equivalent to (51%) then followed by 102 those aged between above 20 (27%), then followed by 46 those aged between 10 and 13 which is equivalent to (12%), then followed by 39 respondents who aged between 18 and 20 which is equivalent to (10%)

Determining respondents' age ranges expanded researcher understanding of the target audience and allow a researcher to analyze similarities and differences between the different age ranges. The table below illustrate the age of respondents from Musoma district.

**Table 4.1: Showing Age of Respondents**

Age	Frequency	Percentage%
10-13	46	12%
14-17	197	51%
18-20	39	10%
Above 20	102	27%
Total	384	100%

**Source:** field study, 2024

#### **4.2.3 Education Level of Respondents**

The education level of respondents was categorized into four levels: primary level (Standard Seven), secondary level (Form Four and Form Six), certificate level, diploma level, degree level, master's level, and any other. This categorization aimed to understand the educational status of the participants in the study. Among the 384 respondents who indicated their education level, the findings revealed that 14 (4%) respondents had completed primary education, 256 (67%) had completed secondary

education, 9 (2%) had completed Advanced level, 13 (3%) had attained a certificate, 45 (12%) had completed a diploma, 41 (11%) had obtained a degree, and 6 (2%) had achieved a master's level of education. Consequently, the study involved respondents with varying levels of education, with the majority having attained college-level education, followed by university-level education. This trend suggests an opportunity for individuals to further their education. Table 4.1.4 provides a breakdown of the education level of respondents.

**Table 4.2: Showing Education Level of Respondents**

<b>Level</b>	<b>Frequency</b>	<b>Percentages %</b>
Primary level	14	4
Ordinary level	256	67
Advanced level	9	2
Certificate level	13	3
Diploma level	45	12
Degree level	41	11
Master level	6	2
Total	384	100%

**Source:** field study, 2024

#### **4.2.4 Department of Respondents**

The required information was provided from different respondents as shown in Table 4.1.5 shows that Students were 250 which is equivalent to (52 %), then 34 (8 %) of the respondents were teachers, and lastly 100 (45 %) of respondents were community members. The results imply that the majority of respondents involved in this study were students.

**Table 4.3: Showing the Department of Respondents**

<b>Years</b>	<b>Frequency</b>	<b>Percentages%</b>
Students	250	65
Teachers	30	7.8
Community member	100	26
Education Officer	4	1
<b>Total</b>	<b>384</b>	<b>100%</b>

**Source:** field study, 2024

### **4.3 The effect of Infrastructure on Academic Performance**

This was the study's first objectives; the objective's main purpose was to identify the infrastructure effect on student academic performance. Table 4.2 illustrates responses of the questionnaire who were, students, community members and teachers, then Questionnaire was distributed for getting their views as follows:-

#### **Students' Response on Infrastructure and academic Performance**

Under this theme, the respondents were required to place a tick (✓) in the most appropriate box indicating level of agreement or disagreement on a 5-point Likert scale ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). The first statement was that, the condition of infrastructure in your school affects your academic performance, the findings indicates that, strongly disagree was 0(0%) disagree was 0(0%), neutral was 60 (24%) agree was 85 (34 %) and strongly agree was 105 (42 %), so from the findings the majority of respondents agreed and strong agreed with the statement. The statement implies that a significant majority of respondents agreed or strongly agreed that the condition of infrastructure in their school affects their academic performance. Therefore, the findings suggest a strong correlation between the condition of school infrastructure and academic performance, as perceived by the respondents.



The second statement was that, have you ever faced difficulties in learning due to poor infrastructure, the findings indicates that, strongly disagree was 8(3%) disagreed was 17(7%), neutral was 20 (8%) agree was 114 (46 %) and strongly agree was 91(36 %). Combined, this means that 82% of respondents (46% + 36%) acknowledged facing difficulties in learning due to poor infrastructure. Additionally, a small percentage of respondents (10% combined) disagreed or strongly disagreed with the statement. Therefore, the findings indicate a significant proportion of respondents who have experienced learning challenges due to poor infrastructure, suggesting a notable impact of infrastructure conditions on students' educational experience.

The third statement was that, classroom in school not enough compared to student number the findings indicates that, strongly disagree was 13 (5%) disagree was 18(8%), neutral was 23 (9%) agree was 81(32 %) and strongly agree was 115(46%). From the findings provided, it appears that a large majority of respondents agree or strongly agree that there are not enough classrooms in the school compared to the number of students. Therefore, the findings suggest that a significant portion of respondents perceive a lack of classrooms relative to the student population, indicating potential overcrowding or insufficient space for effective teaching and learning.

### **Community Member Response on Infrastructure and academic Performance**

Under this theme the researcher developed four kind of statement to collect data from community members on the issue of infrastructure and poor performance, all

statement were questionnaire. The respondent required to place tick (✓) in the most appropriate box indicating level of agreement or disagreement in a 5 point likert scale ranging from 1(Strongly disagree), 2 (Disagree), 3(Neutral); 4(Agree); to 5(Strongly agree).

The first statement was that, the condition of infrastructure in your child's school affects their academic performance, the findings indicates that, strongly disagree was 5 (5% ) disagree was 9(9%), neutral was 8(8%) agree was 51(51%) and strongly agree was 27(27%). A significant majority of respondents (78% combined) either agree or strongly agree that the condition of infrastructure in their child's school affects their academic performance. Expressly, 51% of respondents agreed and 27% strongly agreed. This indicates a widespread perception among respondents that the quality of infrastructure directly impacts the academic performance of students; the findings suggest a strong consensus among respondents that the infrastructure in schools directly influences the academic performance of students, highlighting the importance of adequate infrastructure for quality education.

The second statement was that, there is enough infrastructure in your child's school that facilitates academic performance, the findings indicates that, strongly disagree was 4(4%) disagree was 6(6%), neutral was 10(10% ) agree was 51(51%) and strongly agree was 29(29 %). The research findings indicate that a significant majority of respondents believe there are enough infrastructure in their child's school to facilitate academic performance. Specifically, 51% of respondents agree, and 29% strongly agree with this statement. While a minority (16%) either disagree or

strongly disagree, the overall perception is positive, suggesting that most respondents believe the school's infrastructure adequately supports academic activities.

The third statement was that, shortage of classrooms on your child's school affects academic performance of the student, the findings indicates that, strongly disagree was 2(2%) disagree was 12(12%), neutral was 19(19%) agree was 25(25 %) and strongly agree was 42(42%). This implies that most respondents believe there is a correlation between the shortage of classrooms and academic performance. The findings suggest that the lack of classrooms may hinder students' academic achievements, as indicated by the substantial percentage of respondents who agree or strongly agree with the statement. The minority who disagree or strongly disagree suggests some variance in opinions, but the overall trend indicates a concern regarding the impact of classroom shortages on students' academic performance.

### **Teacher's Response to Infrastructure and Poor Performance**

Under this theme the researcher developed three kinds of statements to collect data from teachers responses on Infrastructure and Poor Performance; all statements were questionnaire. The respondents were asked to indicate their level of agreement or disagreement by placing a tick (✓) in the most appropriate box on a 5-point Likert scale. The scale ranged from 1 (Strongly disagree) to 5 (Strongly agree), with options for 2 (Disagree), 3 (Neutral), and 4 (Agree) in between. The first statement was that the condition of infrastructure in this school affects student academic performance, the findings indicates that, strongly disagree was 0 (0% ) disagree was 3(10%), neutral was 2(6% ) agree was 9 (30%) and strongly agree was 16 (54 %). So from the

findings indicates that majority agreement, the majority of respondents (84%) either agree or strongly agree that the condition of infrastructure in the school affects student academic performance. Specifically, 30% agree and 54% strongly agree, indicating a consensus among respondents that infrastructure quality has an impact on academic performance.

The second statement was that, there is enough infrastructure in your school that facilitates academic performance, the findings indicates that, strongly disagree was 0 (0% ) disagree was 2(6%), neutral was 3(10% ) agree was 14 (47%) and strongly agree was 11(37 %). This implies that while a plurality of respondents (84%) agree or strongly agree that there are enough infrastructures in the school to facilitate academic performance, a notable portion (16%) disagree or are neutral. This suggests a less strong consensus compared to the first statement, with some respondents expressing uncertainty or disagreement regarding the sufficiency of infrastructure.

The third statement as that, shortage of classroom on your school affect academic performance of the student the findings indicates that, strongly disagree was 0 (0% ) disagree was 2(6%), neutral was 8 (27% ) agree was 15( 50%) and strongly agree was 5( 17%). This means that the majority agree; the majority of respondents agree or strongly agree that the shortage of classrooms in the school affects academic performance. This indicates a prevailing belief among respondents that classroom shortages harm student academic performance, with 50% agreeing and 17% strongly agreed.

**Table 4.4: Results on the Infrastructure Effect on Poor Student Academic Performance**

5 point likert scale indicates 1(Strongly disagree), 2(Disagree), 3(Neutral); 4(Agree); to 5 (Strongly agree).

S/N	Students	1	2	3	4	5	Total %
1.	The condition of infrastructure in your school affects your academic performance	0%	0%	24%	34%	42%	100%
2.	Have you ever faced difficulties in learning due to poor infrastructure	3%	7%	8%	46%	36%	100%
3,	Classroom in school not enough compared to student number	5%	8%	9%	32%	46%	100%
	<b>Community Member</b>						
1	The condition of infrastructure in your child's school affects their academic performance	5%	9%	8%	51%	27%	100%
2	There is enough infrastructure in your child's school that facilitate academic performance	4%	6%	10%	51%	29%	100%
3	Shortage of classrooms on your child's school affect the academic performance of the student	2%	12%	19%	25%	42%	100%
	<b>Teachers</b>						
1	The condition of infrastructure in this school affects student academic performance	0%	10%	6%	30%	54%	100%
2	There is enough infrastructure in your school that facilitates academic performance	0%	6%	10%	47%	37%	100%
3	Shortage of classrooms on your school affect academic performance of the student	0%	6%	27%	50%	17%	100%

**Source:** Field Study, (2024)

#### **4.3.1 The Effect of Infrastructure on Academic Performance Student Responses**

Effect on Academic Performance: The significant majority of students (76%) agreed or strongly agreed that the condition of infrastructure in their school affects their

Academic performance. This indicates a strong recognition among students of the correlation between infrastructure quality and academic outcomes, emphasizing the critical role of adequate facilities in supporting learning.

**Difficulty in Learning:** Most students (82%) acknowledged facing difficulties in learning due to poor infrastructure. This highlights the tangible impact of infrastructure deficiencies on students' educational experience, suggesting that inadequate facilities can hinder their learning progress.

**Shortage of Classrooms:** A large majority of students (78%) agreed or strongly agreed that there are not enough classrooms in the school compared to the number of students. This perception reflects concerns about overcrowding and space constraints, indicating potential disruptions to effective teaching and learning, which could adversely affect academic performance.

### **Community Members' Responses**

**Effect on Academic Performance:** A significant majority of community members (78%) either agreed or strongly agreed that the infrastructure condition in their child's school affects their academic performance. This underscores the widespread belief among community members that infrastructure quality directly impacts students' educational success, highlighting the importance of adequate school facilities.

**Sufficiency of Infrastructure:** While a plurality of community members (80%) agreed or strongly agreed that there is enough infrastructure in their child's school to

facilitate academic performance, a notable portion (16%) expressed uncertainty or disagreement. This indicates some variance in perceptions regarding the adequacy of school facilities within the community.

**Shortage of Classrooms:** Most community members (84%) agreed or strongly agreed that the shortage of classrooms in the school affects academic performance. This reflects a shared concern among community members about the impact of inadequate facilities on the learning environment and academic outcomes of students.

### **Teachers' Responses**

**Effect on Academic Performance:** The majority of teachers (84%) either agreed or strongly agreed that the condition of infrastructure in the school affects student academic performance. This consensus among teachers underscores the understanding that infrastructure quality plays a significant role in shaping students' educational outcomes, highlighting the importance of well-maintained facilities.

**Sufficiency of Infrastructure:** While a plurality of teachers (84%) agreed or strongly agreed that the school has enough infrastructure to facilitate academic performance, a notable portion (16%) expressed uncertainty or disagreement. This suggests some divergence in opinions among teachers regarding the sufficiency of school facilities, indicating a need for further evaluation and discussion.

**Shortage of Classrooms:** A majority of teachers (67%) agreed or strongly agreed that the shortage of classrooms in the school affects academic performance. This

underscores the shared belief among teachers that classroom shortages can impede students' academic progress by limiting their access to adequate learning spaces, emphasizing the importance of addressing infrastructure deficiencies.

In summary, the findings from students, community members, and teachers collectively emphasize the significant impact of infrastructure on student academic performance. Addressing infrastructure deficiencies, including classroom shortages and poor facility conditions, is crucial for creating conducive learning environments that support students' educational success and well-being.

#### **4.4 The Effect of Long Distance of Student Household and School on Poor Academic Performance**

This was the second objective of the study, where by the main purpose of this objectives was to identify the effect of long distance of student household and school on poor academic performance of student's in community secondary schools at Musoma district respondents of the questionnaire under this objectives were, students, community members and teachers. The table 4.3 below responds to community members, teachers and students, The respondents were asked to indicate their level of agreement or disagreement by placing a tick (✓) in the most appropriate box on a 5-point Likert scale. The scale ranged from 1 (Strongly disagree) to 5 (Strongly agree), with options for 2 (Disagree), 3 (Neutral), and 4 (Agree) in between. The questionnaire was distributed in order to identify their views as follows:-



### **Student Response on long distance student academic performance**

The first statement was that, distance from home to school affects my ability to concentrate in class, the findings indicates that, strongly disagree was 0 (0% ) disagree was 35 (14%), neutral was 43 (17% ) agree was 90 (36 %) and strongly agree was 82 (33%). This proves that most respondents (69%) either agreed or strongly agreed with the statement. This implies that a significant portion of students perceive a correlation between community distance and their concentration levels, suggesting potential challenges in maintaining focus due to longer distances.

The second statement was that, distance from home to school affect my motivation to attend class, the findings indicates that, strongly disagree was 15 (6%) disagree was 22 (9%), neutral was 28 (11%) agree was 95(38 %) and strongly agree was 90 (36%). This implies that, there s a significant majority (74%) either agreed or strongly agreed that distance affects their motivation to attend class.

The third statement was that, the long commute times negatively impact my overall academic performance, the findings indicates that, strongly disagree was 0 (0%) disagree was 35(14%), neutral was 43(17%) agree was 82 (33%) and strongly agree was 90 (36 %). A vast majority (69%) agreed or strongly agreed that long commute times harm their academic performance. This indicates that students perceive commute duration as a factor that can hinder their academic success. It suggests that addressing commute issues, such as providing closer educational facilities or improving transportation options, could potentially enhance students' overall academic performance by reducing the negative effects of long commutes.

### **Community Members Response on long distance of student on academic performance**

The first statement was that, distance from home to school affects student ability to concentrate in class the findings indicates that, strongly disagree was 6 (6%) disagreed was 10 (10%), neutral was 8 (8% ) agree was 25 (25%) and strongly agree was 51(51%). A significant majority (76%) either agreed or strongly agreed that distance from home to school affects students' ability to concentrate in class. The high agreement suggests a widespread belief that longer commutes can hinder students' focus and attention in the classroom.

The second statement was that, distance from home to school affect student motivation to attend class, the findings indicates that, strongly disagree was 3(3%) disagree was 20 (20%), neutral was 21(21%) agree was 27(27 %) and strongly agree was 29 (29 %). A majority (56%) either agreed or strongly agreed that distance affects students' motivation to attend class. While the agreement is not as strong as in the previous statement, it still suggests that many community members recognize the potential impact of long commutes on students' motivation to engage in academic activities.

The third statement was that, the long distance from home to school negatively impact student overall academic performance, the findings indicates that, strongly disagree was 5(5%) disagree was 8(8%), neutral was 9(9%) agree was 27(27 %) and strongly agree was 51(51%). Again, a significant majority (78%) either agreed or strongly agreed that long commute times harm students' overall academic

performance. This implies a widespread belief within the community that lengthy commutes can directly affect students' academic achievements.

In summary, these findings suggest that the community members recognize and acknowledge the challenges posed by long commute distances on students' academic experiences and performance.

### **Teachers Response on long distance of students on academic performance**

The first statement was that, distance from home to school affects student ability to concentrate in class. The findings indicate that, strongly disagree was 1(3%), disagree was 2(6%), neutral was 4(13%), agree was 15(50%) and strongly agree was 8(28%). The majority of teachers (78%) either agree or strongly agree that distance from home to school affects students' ability to concentrate in class. This implies that teachers perceive a significant impact of distance on students' concentration levels.

The second statement was that, distance from home to school affects student motivation to attend class. The findings indicate that, strongly disagree was 0(0%), disagree was 6(20%), neutral was 11(37%), agree was 10(33%) and strongly agree was 3(10%). Teachers are divided on whether distance affects student motivation to attend class. While a significant portion (43%) agree or strongly agree, a considerable number (20%) disagree.

The third statement was that, the long commute times negatively impact student overall academic performance. The findings indicate that, strongly disagree was

0(0%) disagree was 0(0%), neutral was 2(6%) agree was 18(60%) and strongly agree was 10(34%). Most (94%) of teachers either agree or strongly agree that long commute times negatively impact students' overall academic performance. This indicates a strong consensus among teachers regarding the detrimental effects of long commutes on academic performance.

**Table 4.5: The Effect of Long Distance of Student Household and school on Academic Performance**

S/N	Students	1	2	3	4	5	Total %
1.	Distance from home to school affects my ability to concentrate in class	0%	14%	17%	36%	33%	100%
2.	Distance from home to school affect my motivation to attend class	6%	9%	11%	38%	36%	100%
3,	The long commute times negatively impact my overall academic performance	0%	14%	17%	33%	36%	100%
	<b>Community Member</b>						
1	Distance from home to school affects student ability to concentrate in class	6%	10%	8%	25%	51% %	100%
2	Distance from home to school affect student motivation to attend class	3%	20%	21%	27%	29%	100%
3	The long commute times negatively impact student overall academic performance	5%	8%	9%	27%	51%	100%
	<b>Teachers</b>						
1	Distance from home to school affects student ability to concentrate in class	3%	6%	13%	50%	28%	100%
2	Distance from home to school affect student motivation to attend class	0%	20%	37%	33%	10%	100%
3	The long commute times negatively impact student overall academic performance	0%	0%	6%	60%	34%	100%

**Source:** Field Study (2024)

#### **4.4.1 Discussion on the effect of Long Distance of Student Household and school on Poor Academic Performance of Students in Community Secondary Schools**

##### **Student Responses**

Effect on Concentration: Most students (69%) agreed or strongly agreed that distance from home to school affects their ability to concentrate in class. This suggests students perceive a correlation between longer commuting distances and decreased concentration levels, potentially impacting their academic performance.

Effect on Motivation: Similarly, a considerable majority (74%) agreed or strongly agreed that distance affects their motivation to attend class. This indicates that students recognize the influence of long commutes on their willingness to engage in academic activities.

Impact on Academic Performance: The majority (69%) also agreed or strongly agreed that long commute times negatively impact their overall academic performance. This underscores the perception among students that lengthy commutes can hinder their academic success.

##### **Community Members' Responses**

Effect on Concentration: A significant majority (76%) of community members agreed or strongly agreed that distance from home to school affects students' ability to concentrate in class. This suggests a widespread belief in the community that longer commutes can impede students' focus and attention in the classroom.

Effect on Motivation: While not as strong as the previous statement, a majority (56%) of community members still agreed or strongly agreed that distance affects

students' motivation to attend class. This indicates a recognition of the potential impact of long commutes on students' motivation levels.

Impact on Academic Performance: Again, a significant majority (78%) agreed or strongly agreed that long commute times have a negative impact on students' overall academic performance. This reflects a shared belief within the community that lengthy commutes can directly affect students' academic achievements.

### **Teachers' Responses**

Effect on Concentration: Most teachers (78%) either agree or strongly agree that distance from home to school affects students' ability to concentrate in class. This suggests that teachers perceive a significant impact of distance on students' concentration levels during lessons.

Effect on Motivation: Teachers are divided on whether distance affects student motivation to attend class. While a significant portion (43%) agree or strongly agree, a considerable number (20%) disagree, indicating differing perspectives among educators.

Impact on Academic Performance: However, a vast majority (94%) of teachers either agree or strongly agree that long commute times negatively impact students' overall academic performance. This strong consensus among teachers highlights the widespread acknowledgment of the detrimental effects of long commutes on academic success.

In summary, the findings from students, community members, and teachers suggest a shared recognition of the challenges posed by long commute distances on students' academic experiences and performance. These insights underscore the importance of considering geographical factors in understanding and addressing issues related to student academic performance, as well as the need for collaborative efforts to mitigate the impact of long commutes on educational outcomes.

#### **4.5 Students' Family Background on Academic Performance of Student's in Community Secondary at Musoma district**

This was the third objective of the study, where by the main purpose of this objective was to determine students' family background toward poor academic performance of student's in community secondary at Musoma district. The respondents were asked to indicate their level of agreement or disagreement by placing a tick (✓) in the most appropriate box on a 5-point Likert scale. The scale ranged from 1 (Strongly disagree) to 5 (Strongly agree), with options for 2 (Disagree), 3 (Neutral), and 4 (Agree) in between. Questionnaire was distributed in order to identify their views as follows:-

#### **Students' Response on effect of family background on academic performance of students**

The respondent required to place tick (✓) in the most appropriate box indicating level of agreement or disagreement in a 5 point likert scale ranging from 1(Strongly disagree), 2 (Disagree), 3 (Neutral); 4 (Agree); to 5 (Strongly agree).

The first statement was that, distance from home to school affects student ability to concentrate in class, the findings indicates that, strongly disagree was 30(12%) disagree was 38(15%), neutral was 19 (8% ) agree was 93(37%) and strongly agree was 70(28 %). This indicates that many students perceive a tangible impact of long commutes on their academic focus. It suggests that the stress or exhaustion associated with long travel times may hinder students' concentration levels, potentially leading to poorer academic performance. These findings highlight the importance of considering factors beyond the classroom environment, such as commuting distances, in understanding and addressing issues related to student performance.

The second statement was that, family conflicts or issues negatively impact my ability to concentrate on my studies, the findings indicates that, strongly disagree was 9(4%) disagree was 18(7%), neutral was 49(20%) agree was 102(41%) and strongly agree was 72(28 %). The high agreement among students that family conflicts or issues negatively impact their ability to concentrate on studies is a poignant revelation. It underscores the profound influence of family dynamics on students' academic pursuits. Students who experience disruptions or tensions within their families may struggle to maintain focus on their studies, impacting their overall academic performance. These findings underscore the necessity for schools and educators to be cognizant of students' personal circumstances and provide appropriate support systems to help mitigate the adverse effects of family-related challenges on academic success.



The third statement was that, My family social economic status facilitate me to have poor academic performance, the findings indicates that, strongly disagree was 15(6%) disagree was 22(9%), neutral was 95(38%) agree was 90(36%) and strongly agree was 28(11%). he acknowledgment by a significant portion of students that their family's socioeconomic status facilitates poor academic performance unveils a concerning reality. It suggests that students are aware of the socioeconomic barriers they face in achieving academic success. Factors such as limited access to resources, inadequate support structures, or heightened stress due to financial strain may contribute to poorer academic outcomes among students from lower socioeconomic backgrounds. These findings underscore the imperative for educational institutions and policymakers to address systemic inequalities and implement interventions aimed at leveling the playing field for all students, regardless of their socioeconomic status. Efforts to provide equitable access to educational resources and support networks are essential in empowering students to overcome the challenges posed by their family backgrounds and thrive academically.

### **Community Members Response on effect of family background on academic performance of student's**

The respondents were asked to indicate their level of agreement or disagreement by placing a tick (✓) in the most appropriate box on a 5-point Likert scale. The scale ranged from 1 (Strongly disagree) to 5 (Strongly agree), with options for 2 (Disagree), 3 (Neutral), and 4 (Agree) in between. The first statement was that, financial instability in different family leads to stress and anxiety to student, impacting poor academic performance, the findings indicates that, strongly disagree

was 5 (5%) disagree was 9 (9%), neutral was 8 (8%) agree was 27 (27 %) and strongly agree was 51 (51%). This indicates a widespread recognition of the detrimental effects of financial insecurity on students' well-being and academic outcomes within the community. The high percentage of respondents who strongly agree suggests a deep understanding of the profound impact that economic challenges can have on students' ability to succeed academically. These findings underscore the urgent need for targeted interventions to support students from financially disadvantaged backgrounds, such as access to counseling services, financial assistance programs, and resources to alleviate the stressors associated with economic instability.

The second statement was that, family conflicts or issues negatively impact student ability to concentrate on studies, the findings indicates that, strongly disagree was 2(2%) disagree was 19 (19%), neutral was 15 (15%) agree was 33 (33%) and strongly agree was 31(31%). The notable agreement among community members regarding the negative impact of family conflicts or issues on students' ability to concentrate on studies highlights the importance of a supportive family environment for academic success.

The substantial percentage of respondents who agree or strongly agree suggests widespread recognition of the disruptive effects of familial discord on students' academic endeavors within the community. Addressing family conflicts and providing resources for conflict resolution and support services could help mitigate the adverse impact on students' concentration levels and ultimately improve

academic performance. These findings emphasize the interconnectedness of family dynamics and academic outcomes and underscore the need for holistic support systems that address students' socio-emotional needs alongside their academic pursuits.

The third statement was that, low family social economic status facilitate student to have poor academic performance, the findings indicates that, strongly disagree was 6(6%) disagree was 15(15%), neutral was 18(18%) agree was 30(30%) and strongly agree was 31(31%). The substantial agreement among respondents suggests a widespread understanding of the systemic barriers faced by students from economically disadvantaged backgrounds within the community. Addressing inequities in access to resources, opportunities, and support networks is crucial for leveling the playing field and promoting academic success for all students. These findings call for targeted interventions aimed at addressing the root causes of socioeconomic disparities in education, including efforts to improve access to quality education, enhance economic stability for families, and provide comprehensive support services to mitigate the impact of poverty on students' academic trajectories.

### **Teachers Response on effect of family background on academic performance of student's**

The respondents were asked to indicate their level of agreement or disagreement by placing a tick (✓) in the most appropriate box on a 5-point Likert scale. The scale ranged from 1 (Strongly disagree) to 5 (Strongly agree), with options for 2 (Disagree), 3 (Neutral), and 4 (Agree) in between.

The first statement was that, financial instability in different family leads to stress and anxiety to student, impacting poor academic performance, the findings indicates that, strongly disagree was 1(3%) disagree was 8(27%), neutral was 10 (33% ) agree was 5(17 %) and strongly agree was 6(20%). The findings indicate that a majority of teachers agree or strongly agree that financial instability in families contributes to stress and anxiety for students, ultimately impacting their academic performance. This suggests that teachers recognize the link between financial insecurity and students' ability to succeed academically. The acknowledgement of this relationship underscores the need for educators to be mindful of the socioeconomic challenges students face outside the classroom.

The second statement was that, family conflicts or issues negatively impact student ability to concentrate on studies, the findings indicates that, strongly disagree was 0(0%) disagree was 3(10%), neutral was 15 (50%) agree was 8 (27%) and strongly agree was 4 ( 13%). The data reveals a significant agreement among teachers that family conflicts or issues negatively affect students' ability to concentrate on their studies. This implies that teachers are aware of the disruptive influence of familial discord on students' academic focus. Recognizing this impact, teachers may need to create a supportive classroom environment where students feel safe and valued, providing opportunities for open communication and conflict resolution.

The third statement was that, low family social economic status facilitate student to have poor academic performance, the findings indicates that, strongly disagree was 1(3%) disagree was 2(6%), neutral was 3(10%) agree was 18(60%) and strongly

agree was 6(21%). A majority of teachers agree or strongly agree that low family socioeconomic status facilitates poor academic performance among students. This acknowledgement underscores the pervasive influence of socioeconomic factors on educational outcomes. Teachers may need to adopt a culturally responsive approach to teaching, recognizing and addressing the diverse needs of students from different socioeconomic backgrounds. By addressing the systemic barriers associated with low family socioeconomic status, teachers can help create a more equitable learning environment where all students have the opportunity to thrive academically.

**Table 4.6: The effect of Long Distance of Student Household and School on Academic Performance**

5 point likert scale indicates 1(Strongly disagree), 2(Disagree), 3(Neutral); 4(Agree); to 5(Strongly agree).

S/N	Students	1	2	3	4	5	Total %
1.	Financial instability in my family leads to stress and anxiety, impacting my academic performance	12%	15%	8%	37%	28%	100%
2.	Family conflicts or issues negatively impact my ability to concentrate on my studies.	4%	7%	20%	41%	28%	100%
3,	My family social economic status facilitate me to have poor academic performance	6%	9%	38%	36%	11%	100%
	<b>Community Member</b>						
1	Financial instability in different family leads to stress and anxiety to student, impacting poor academic performance	5%	9%	8%	27%	51%	100%
2	Family conflicts or issues negatively impact student ability to concentrate on studies.	2%	19%	15%	33%	31%	100%
3	Low family social economic status facilitate student to have poor academic performance	6%	15%	18%	30%	31%	100%
	<b>Teachers</b>						
1	Financial instability in different family leads to stress and anxiety to student, impacting poor academic performance	3%	27%	33%	17%	20%	100%
2	Family conflicts or issues negatively impact student ability to concentrate on studies	0%	10%	50%	27%	13%	100%
3	Low family social economic status facilitate student to have poor academic performance	3%	6%	10%	60%	21%	100%

**Source:** Field Study, (2024)

#### **4.5.1 Discussion on Family Background on Academic Performance of Student's in Community Secondary**

##### **Students' Response**

Distance from Home to School: A substantial number of students agree or strongly agree that long commuting distances negatively affect their ability to concentrate in class. This suggests that factors beyond the classroom environment, such as commuting stress, can impact academic focus.

Family Conflicts: There is a high agreement among students that family conflicts negatively impact their ability to concentrate on studies. This underscores the significant influence of family dynamics on academic pursuits, emphasizing the need for support systems to address these challenges.

Family Socioeconomic Status: A notable portion of students acknowledge that their family's socioeconomic status contributes to poor academic performance. This highlights students' socioeconomic barriers, underscoring the necessity for interventions to address systemic inequalities.

##### **Community Members' Response**

Financial Instability: A majority of community members strongly agree that financial instability leads to stress and anxiety for students, impacting their academic performance. This widespread recognition emphasizes the urgent need for targeted interventions and support for economically disadvantaged students.

**Family Conflicts:** There is a notable agreement among community members regarding the negative impact of family conflicts on students' ability to concentrate on studies. This highlights the importance of a supportive family environment for academic success.

**Low Family Socioeconomic Status:** The substantial agreement among respondents reflects a widespread understanding of the barriers faced by students from economically disadvantaged backgrounds, emphasizing the need for interventions to address socioeconomic disparities.

### **Teachers' Response**

**Financial Instability:** Many teachers agree that financial instability in families leads to stress and anxiety for students, affecting their academic performance. This highlights the importance of educators being aware of students' socioeconomic challenges.

**Family Conflicts:** Teachers acknowledge the significant impact of family conflicts on students' ability to focus on their studies, emphasizing the need for a supportive classroom environment.

**Low Family Socioeconomic Status:** Most teachers recognize that students from low socioeconomic backgrounds often struggle academically. This underscores the importance of educators addressing systemic barriers associated with socioeconomic status and adopting culturally responsive teaching methods.



Overall, the findings show a widespread acknowledgment of how family background factors such as financial instability, family conflicts, and low socioeconomic status influence students' academic performance.

The findings of this study align with and contribute to the existing body of literature while also addressing significant gaps identified in prior research. Various studies conducted globally have demonstrated how factors such as distance, family background, and school infrastructure influence students' academic performance, both positively and negatively. For instance, Limon (2017) investigated the adequacy of school facilities and their impact on students' performance in technology education in the Philippines, highlighting the importance of infrastructure in shaping academic outcomes. Similarly, Chepkonga (2017) emphasized the lack of infrastructure in Kenyan secondary schools, and Mhiliwa (2015) identified school location as a determinant of the commuting distance for students, which directly affects their academic engagement and success.

Despite these contributions, gaps persist in the literature, particularly in geographical and contextual dimensions. Most of the existing studies focus on specific regions or countries, such as the Philippines and Kenya, leaving a significant gap in understanding these issues in other contexts, including Musoma District Council. Furthermore, the content of previous research often presents fragmented perspectives. While some scholars emphasize the role of distance and family background, others focus on the influence of school infrastructure. This fragmented approach creates confusion and limits the comprehensive understanding of how these

factors collectively affect academic performance. This study fills these gaps by specifically assessing the unique context of community secondary schools in Musoma District Council. It provides a localized perspective on how long commuting distances, family background (e.g., conflicts and socioeconomic status), and school infrastructure collectively contribute to poor academic performance. Unlike prior studies, this research integrates these factors into a cohesive framework, enabling school administrations to identify targeted interventions for improving student outcomes.

In doing so, the study not only extends the geographical scope of existing research but also offers practical insights into addressing systemic challenges affecting students in Musoma. This contributes to a more comprehensive understanding of the complex interplay between external and internal factors influencing academic performance, thereby providing a foundation for context-specific policy and administrative improvements.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.**

The chapter is devoted to the summary of the study, conclusion, recommendations and suggestions for further studies.

#### **5.1 Summary**

This study aimed to assess the determinants contributing to poor academic performance among students in community secondary schools in Musoma District Council, guided by three specific objectives translated into research questions. A survey design was employed, enabling the researcher to gather opinions from a representative sample of 384 respondents, including teachers, students, and community members. Data were collected using questionnaires and analyzed using tables to present frequencies and percentages. The findings identified infrastructure challenges, such as classroom shortages and inadequate facilities, as major barriers to effective learning. Additionally, family background factors, including financial instability, family conflicts, and low socioeconomic status, were recognized as significant contributors to stress and poor academic outcomes. Respondents highlighted the urgent need for interventions to improve infrastructure, address transportation issues, and support disadvantaged students for equitable educational opportunities.

#### **5.2 Conclusion**

The data collected from various stakeholders regarding the influence of school infrastructure, long distances between students' households and schools, and family

backgrounds on academic performance in Musoma District reveals several key insights.

Regarding school infrastructure, there is a consistent consensus among students, community members, and teachers about its significant impact on academic performance. Students predominantly agree that infrastructure conditions affect their ability to concentrate, while teachers emphasize the importance of adequate infrastructure for student success. Despite some differences in perceptions about the sufficiency of infrastructure, there is widespread acknowledgement of its crucial role in supporting positive educational outcomes. Similarly, stakeholders recognize the detrimental effects of long distances between students' households and schools. Both students and community members agree that long commutes negatively impact concentration, motivation, and overall academic performance. Teachers also acknowledge the adverse effects of lengthy commutes on students' ability to concentrate and their academic performance. These findings underscore the necessity of addressing transportation challenges to enhance educational outcomes.

Furthermore, the study highlights the multifaceted influence of students' family backgrounds on their academic performance. Students, community members, and teachers alike acknowledge the impact of family conflicts, financial instability, and low socioeconomic status on students' ability to concentrate and succeed academically. These findings emphasize the importance of holistic support systems that address students' socio-emotional needs alongside their academic pursuits. In conclusion, the study underscores the interconnectedness of various factors school

infrastructure, transportation challenges, and family backgrounds in shaping students' academic experiences and performance in Musoma District. By addressing these challenges and implementing targeted interventions, educational stakeholders can create a more supportive and conducive environment for student success.

### **5.3 Recommendations**

Based on the results obtained from the study on the influence of school infrastructure, long distances between students' households and schools, and family backgrounds on academic performance in Musoma District, the following recommendations are proposed.

#### **5.3.1 Recommendations for Action or Practice**

Government authorities should develop and implement policies that ensure equitable resource allocation, focusing on funding school infrastructure improvements. They must allocate sufficient budgets for constructing and maintaining schools, hostels, and libraries while conducting regular inspections to evaluate progress. Additionally, they should offer capacity-building programs to train teachers and education administrators, ensuring they are well-equipped to address challenges. The school administration should ensure effective resource management to address infrastructure and teaching needs. They must create support programs for struggling students and engage with parents and local leaders to address barriers to education, such as absenteeism. Furthermore, they are responsible for regularly reporting the school's needs and progress to relevant authorities and stakeholders.

Teachers should deliver effective lessons that cater to diverse student needs while providing mentorship and emotional support. By fostering a positive classroom environment, they can enhance academic engagement. Teachers should also participate in ongoing professional development to refine their skills and adopt innovative teaching practices.

Parents and guardians must create a supportive home environment conducive to learning, participate actively in school activities, and provide basic necessities like school supplies. Their engagement in their children's education, including attending meetings and collaborating with teachers, is vital for addressing academic challenges.

Community members should collaborate with schools to provide resources like land for expansion or volunteer services. They can advocate for educational improvements by engaging with local leaders and support initiatives that address cultural or financial barriers to education. Community-driven programs can significantly improve access and retention in schools.

NGOs and donors should mobilize resources to support infrastructure development and implement targeted programs addressing issues like girls' education and digital literacy. By offering training for teachers and administrators, they can enhance educational quality and effectiveness. Their partnerships with schools should focus on tailored solutions to local challenges.

Students must actively participate in their education by attending school regularly, completing assignments, and engaging in class activities. They should support their peers and provide feedback on challenges to help teachers and administrators identify areas for improvement.

### **5.3.2 Recommendations for Policy Review**

Policy review is crucial to institutionalize long-term solutions and ensure sustained progress in education. Education policies should be reviewed and revised to underscore the significance of investing in school infrastructure as a fundamental aspect of educational development. Furthermore, policies should be re-evaluated to enhance access to transportation options for students in remote areas and to strengthen support systems for students from diverse family backgrounds, ensuring holistic support for their academic success.

### **5.3.3 Recommendations for Further Research**

Further research is essential to deepen our understanding of the complex factors influencing academic performance and to inform evidence-based interventions. Conducting longitudinal studies to explore the long-term impacts of school infrastructure investments on academic outcomes will provide valuable insights for future planning. Additionally, research should focus on evaluating the effectiveness of different transportation solutions and exploring innovative support mechanisms for students from diverse family backgrounds. Furthermore, investigating the role of interdisciplinary collaboration in addressing various educational challenges will facilitate the development of integrated interventions that effectively support student success.

#### **5.3.4 Contribution of the Study in the Body of Knowledge**

This study emphasizes actionable recommendations to improve academic performance in community secondary schools. Enhance school infrastructure by building and maintaining classrooms, libraries, and sanitation facilities. Address transportation challenges by providing school buses or creating closer access points for students in remote areas. Support students with familial challenges through counseling services and financial assistance. Policymakers should allocate targeted funding for infrastructure development and transportation programs. Schools should partner with local governments and NGOs to establish support systems for students facing socioeconomic difficulties. These strategies, tailored to specific regional contexts, aim to reduce educational disparities and promote academic equity.



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## APPENDICES

## APPENDIX 1

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

## APPENDIX 2: QUESTIONNAIRES

### INTRODUCTIONS

My name is Kalolo Baptista Deogratus, I am a MED APPs student at The Open University of Tanzania. This study seeks to gather insights into the factors contributing to the poor academic performance of students in community secondary schools, specifically focusing on Musoma District Council. Your participation in this study is entirely voluntary, and you are free to withdraw at any time if you feel uncomfortable. Please be assured that your responses will only be used for academic purposes. Thank you for agreeing to participate in this study..

### SECTION A: DEMOGRAPHIC INFORMATION

Please give your answer by putting a tick [✓] to the age category you belong in the appropriate space or write your answer in the space provided:

S/N	Details	Responses
1.	Age (Years)	a) 10–13 [   ] b) 14–17 [   ] c) 18-20 [   ] d) Above [   ]
2.	Gender of respondents	a) Male [   ] b) Female [   ]
3.	Department or section	a) Student [   ] b) Teacher [   ] c) Community member [   ]
4.	What is your highest level of education?	a) Primary level [   ] b) Ordinary level [   ] c) Advanced level [   ] d) Certificate level [   ] e) Diploma level [   ] f) Degree level [   ] g) Master level [   ] h) Others specify.....

## SECTION B

### QUESTIONNAIRES

Based on your perception information regarding the factors leading to poor academic performance of students in community secondary schools: please indicate the extent to which you agree or disagree with the following Likert scale statement. Use a 5-point scale where 1=Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree and 5 = Strongly

#### QUESTIONNAIRE FOR STUDENT

S/N	Objective Statements	1	2	3	4	5
	<b>Part one:</b> <i>To investigate the effect of infrastructure toward poor performance of student's in community secondary schools at Musoma district</i>					
1.	The condition of infrastructure in your school affects your academic performance					
2.	Have you ever faced difficulties in learning due to poor infrastructure?					
3.	Classroom in school not enough compared to student number					
	<b>Part two:</b> <i>To assess the effect of long distance of student household and school on poor academic performance of student's in community secondary schools at Musoma district</i>					
4.	Distance from home to school affects my ability to concentrate in class					
5.	Distance from home to school affect my motivation to attend class					
6.	The long commute times negatively impact my overall academic performance					
	<b>Part three:</b> <i>To explore the way students' family background leads to poor academic performance of student's in community secondary at Musoma district.</i>					
7.	Financial instability in my family leads to stress and anxiety, impacting my academic performance					
8.	Family conflicts or issues negatively impact my ability to concentrate on my studies					
9.	My family social economic status facilitate me to have poor academic performance					

### QUESTIONNAIRE FOR COMMUNITY MEMBERS

S/N	Objectives Statement	1	2	3	4	5
<b>A:</b>	<i>Infrastructure toward Poor Performance of Student's in Community Secondary Schools at Musoma District</i>					
1.	The condition of infrastructure in your child's school affects their academic performance					
2.	There is enough infrastructure in your child's school that facilitates academic performance					
3.	Shortage of classroom on your child's school affect academic performance of the student					
<b>B:</b>	<i>Students' Family Background and Poor Academic Performance of Student's In Community Secondary at Musoma District</i>					
4.	Financial instability in different family leads to stress and anxiety to student, impacting poor academic performance					
5.	Family conflicts or issues negatively impact student ability to concentrate on studies					
6.	Low family social economic status facilitate student to have poor academic performance					
<b>C:</b>	<i>The effect of long distance of student household and school on poor academic performance of student's in community secondary schools at Musoma district</i>					
7.	Distance from home to school affects student ability to concentrate in class					
8.	Distance from home to school affect student motivation to attend class					
9.	The long commute times negatively impact student overall academic performance					

### QUESTIONNAIRES FOR TEACHERS

S/N	Objective statements	1	2	3	4	5
<b>A:</b>	<i>Infrastructure toward Poor Performance of Student's in Community Secondary Schools at Musoma District</i>					
1.	The condition of infrastructure in this school affects student academic performance					
2.	There is enough infrastructure in your school that facilitates academic performance					
3.	Shortage of classroom on your school affect academic performance of the student					
<b>B:</b>	<i>Students' Family Background and Poor Academic Performance of Student's In Community Secondary at Musoma District</i>					
4.	Financial instability in different family leads to stress and					

	anxiety to student, impacting poor academic performance					
5.	Family conflicts or issues negatively impact student ability to concentrate on studies.					
6.	Low family social economic status facilitate student to have poor academic performance					
<b>C:</b>	<i>The effect of long distance of student household and school on poor academic performance of student's in community secondary schools at Musoma district</i>					
7.	Distance from home to school affects student ability to concentrate in class					
8.	Distance from home to school affect student motivation to attend class					
9.	The long commute times negatively impact student overall academic performance					

*Thank you for your time and cooperation!*



## APPENDICES THREE: CLEARANCE FORM



Ref. No OUT/HD/E/219/T.13

26<sup>th</sup> January, 2024

District Executive Director (DED),  
Musoma District Council,  
P.O.Box 344,  
**MARA..**

Dear Director,

**RE: RESEARCH CLEARANCE FOR MR. KALOLO BAPTISTA DEOGRATIUS, REG NO: HD/E/219/T.13**

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Kalolo Baptista Deogratus, Reg. No: HD/E/219/T.13**, pursuing **Master of Education in**

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**Administration Planning and Policy Studies (MEDAPPS)**. We here by grant this clearance to conduct a research titled **“Assessment on Determinants Contribute to Poor Academic Performance of Students in Community Secondary Schools in Musoma District Council, Tanzania”**. He will collect his data at your area from 29<sup>th</sup> January 2024 to 28<sup>th</sup> February 2024.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

**THE OPEN UNIVERSITY OF TANZANIA**

Prof. Magreth S. Bushesha

For: **VICE CHANCELLOR**

## MUSOMA DISTRICT COUNCIL

### MARA

Tell: 2622163/2620521

2620768

Fax: 028 – 2620521

E-mail: [ded@musomadc.go.tz](mailto:ded@musomadc.go.tz)



District Executive Director Office,  
P. O. Box. 344,  
**MUSOMA.**

*In reply please quote:*

Ref. No. E.1/14/VOL.V/169

29/01/2024

Vice Chancellor,  
The Open University of Tanzania,  
P.O. BOX .....,  
**MUSOMA.**

### **RE: RESEARCH CLEARANCE FOR MR. KALOLO BAPTISTA DEOGRATIUS**

The reference is made on the captioned above.

2. Your letter with reference number OUT/HD/E/219/T.13 dated 26 January, 2024 is concerned.
3. I kindly inform you that **Mr. Kalolo Baptista Deogratius** has been granted permission to conduct a research titled "**Assesment on Determinants Contributed to Poor Academic Performance of Students in Community Secondary Schools**" in Musoma District Council. This permission will be conducted from 29<sup>th</sup> January to 28<sup>th</sup> February 2024.
4. He will be attached at the Department of Secondary Education.
5. Yours.

*G. Mazige*

G. Mazige

For: District Executive Director  
**MUSOMA**

Copy to: Head of Division,  
Division of Secondary Education,  
**MUSOMA.**

- For your supervision

Mr Kalolo Baptista Deogratius,  
The Open University of Tanzania,  
P.O. BOX .....,  
**MUSOMA.**