

**DETERMINANTS OF HIGH ACADEMIC PERFORMANCE IN
SECONDARY SCHOOLS IN KILIMANJARO REGION**

YOLANDA PETER BOA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING, AND POLICY STUDIES OF THE OPEN
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled; ***Factors that Influence High Academic Performance in Secondary Schools in Kilimanjaro Region***” 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.

Dr. Elinami V. Swai

(Supervisor)

Date

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I, **Yolanda Peter Boa**, do hereby declare that this dissertation is my own original work and that it has not been submitted and will never be submitted to any other University for a similar or any other degree award.

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Signature

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Date

DEDICATION

This study is dedicated to my parents, Protas Martin Hariohay and Filomena Qwaray Buxay who laid the foundation for my education.

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ABSTRACT

The study examined the factors that influence high academic performance in some secondary schools in Kilimanjaro region. It was based on the fact that some schools in Kilimanjaro performed high academically in each year, when compared with other schools in Tanzania. Six secondary schools in Kilimanjaro Region were selected for this study. The study employed systematic sampling technique and qualitative research approach was applied using descriptive genre. Data were collected using interviews, questionnaires, and documentary review. Qualitative data were manipulated through content analysis while quantitative data were analyzed by SPSS and Excel software to produce descriptive statistics.

The results indicated that high performing secondary schools had enough qualified teachers, had conducive teaching and learning environment, and teachers insisted on formative evaluations before accepting students in their schools. Further, it was found that involvement of parents in students' progress and other school business was high. The study recommends that the Ministry of Education and Vocational Training (MoEVT) should train enough teachers to raise learning standards in secondary schools. It was further recommended that secondary schools should screen students before they are allowed to enroll as quality control. The last recommendation was that, every teacher should strive to create conducive environment for teaching and learning for high performance. For further research, this study recommends that researchers need to focus on what works in education instead of always focusing on what is not working. This will help to understand the strengths and emulate for quality teaching and learning.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
EFA	Education For All
HIV	Human Immune Virus
MoEVT	Ministry Education and Vocational Training
NAEP	National Assessment of Educational Progress
NECTA	National Examination Council of Tanzania
OUT	Open University of Tanzania
SES	Social Economic Status
SPS	Simple purposive sampling
SPSS	Statistical Package for Social Science
TIE	Tanzania Institute of Education
UPE	Univeal Primary Education
US	United States
WebCT	Web-based Course Tools

CHAPTER ONE

1.0 INTRODUCTION TO THE PROBLEM

1.1 Introduction

Why do students differ so much in their academic performance in secondary schools? For the past half-century, genetic influences on characteristics of children that affect academic learning have been the prime focus. Far less attention has been given to the possibility the socio-cultural environmental factors, such as characteristics of schools (e.g., physical facilities, teacher training, discipline systems), neighborhoods (e.g., poverty, crime, pollution), and families (e.g., parental education, use of language, disciplinary practices).

Biological determinism lost most of its scientific credibility by the mid-20th century, and has continued to lose much of its social and political power after World War II; however, it never entirely disappeared. Today, some people believe that persistent racial and ethnic gaps in academic performance must reflect innate differences in ability. One human trait that is postulated to play a role in many kinds of achievement is intelligence, and some commentators postulate that racial differences in average levels of intelligence can explain achievement gaps.

Decades of research on the nature and nurture of children's development in families have led to a consensus in socio-cultural environments that recognize the importance of family and school environments to academic performance (Plomin, 2004).

This chapter presents background of the study, statement of the research problem, research questions, significant of the study, delimitations of the study, operational definitions of key terms, and the summary of the chapter.

1.2 Background to the Research Problem

Academic performance has been discussed as achievement or attainment of students in their academic matters (Thomas, 1990). Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argues that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

In Tanzania and elsewhere, secondary education occupies a pivotal role in the development of the economy and the education system itself. Experience shows that, the majority of the people in both the private and public sectors are expected to be secondary education leavers. The primary education system relies on teachers who are the product of secondary education system. Candidates of higher and tertiary education training are the products of the secondary education system. This is the essence of being pivotal or the lynch pin.

Secondary education refers to post-primary formal education offered to persons who have successfully completed seven years of primary education and have met the requisite entry requirements. The aims and objectives of secondary education are: to consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary level. Also, to enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations, to mention a few (SEDP 1, 2004-2009)

Secondary education in Tanzania is currently characterized by the following features: Poor performance in all the subjects, especially science subjects, poor school-parents relationship, poor teaching and learning resources, which have culminated to poor performance in secondary education examinations with most students getting a marginal pass of Division IV or failing completely.

Despite the bleak situation in many secondary schools in Tanzania, there are schools in Kilimanjaro that have consistently performed highly. Table 1.1 shows the national examination form four performance results for different years in six high performing secondary schools in Kilimanjaro.

Table 1.1: High Performing Schools and their 2006 - 2010 Ranks F.IV Exam Ranks in Kilimanjaro Region

S/n	Reg. No	Schools	2006	2007	2008	2009	2010
01	S.0165	Uru Seminary	03	01	02	01	01
02	S.1187	St.Marygoreth	02	03	04	02	02
03	S.0184	Agape Seminary	05	04	03	04	03
04	S.0269	Anwarite	07	08	06	05	04
05	S.0121	St James Seminary	04	02	05	03	05
06	S.0263	Visitation	09	09	08	07	09

Source: NECTA 2006-2010

Tuckman (1975) posits that “academic achievement is used to label the observable manifestation attributed to knowledge, skills, concepts, understanding and ideas”. Thus, performance can be understood as the application of knowledge, skills and competencies. The acquisition of particular grades on examinations indicates candidates’ ability and mastery of the generally judged competencies judged by

examination performance. Ability testing is one of the most widespread yet most controversial exports from academic psychology to the real world, intended to provide an objective measure of the individual differences in cognitive abilities that undoubtedly exist within society. Some scholars believe that test scores accurately predict real-world success and this justifies the use of such tests as educational selection tools. Predicting individual differences in educational outcomes was the *raison d'être* for the first broad test of cognitive ability (Binet, 1905; Zenderland, 1998). The discovery of general intelligence involved, in part, using individual differences in school examination scores (Spearman, 1904).

Success in examinations is a crucial indicator that a student has benefited from a course of study (Wiseman, 1961; Fishman, 1962). This reality provides the basis on which academic performance is measured in human civilization. However, Harrison (1974) posits that although an examination is not a perfect measure of educational success, it is an important indicator in educational systems and such can not be ignored. It should be noted that modern society established examinations in the educational system and so one should understand why academic performance is widely accepted.

There are other theories that have been developed to determine academic performance, apart from genetic factor. Socio-cultural theory has been used to explain academic achievement by looking into the relationship between home experiences and classroom-based learning and social experiences (Deyhle, 1995; Gay, 2000; Ndura, 2004; Nieto, 1999; Parsons, 2001, 2003; Parsons, Travis, & Simpson, 2005; Flores & Barber, 2001; Johnson, 2003).

Currently, cultural factors feature more prominently in the explanations that are preferred by experts and touted in the media. In discussing cultural factors and their influence in academic performance, scholars normally draw their insights from the work of sociologist, Pierre Bourdieu (1930–2002). McLaren (2009) defines cultural capital as being, “the general cultural background, knowledge, disposition, and skills that are passed on from one generation to another. Cultural capital represents *ways of talking, acting, and socializing, as well as language practices, values, and types of dress and behavior*,” (McLaren 219). There are three different types of cultural capital. Embodied cultural capital is properties of one’s self that often originate from the family. For example, language is an embodied cultural capital. A child’s first introduction to language is primarily from his or her caregivers and home environment. Being able to communicate effectively is important for when a child enters school. A child who grew-up in a language rich environment will be better equipped to function well in school. What language(s) a child is exposed to as a child also becomes important.

Scholars such as Ogbu (1987) and McWhorter (2000) attribute the lower performance of black students generally, and the middle class in US, to an oppositional culture (Ogbu, 1978) anti - intellectualism”, and “a culture of victimology”. Despite the fact that such arguments tend to be based on generalized descriptions of children from marginalized groups rather than intensive investigations into their home experiences such theories have been widely embraced by scholars and educators. Like the genetic theories of intelligence that preceded them, cultural theories that attempt to explain the link between race and academic performance generally locate the cause of the problem within students (i.e. lack of

motivation, devaluing academic pursuits, etc) and in so doing, effectively absolve educational institutions of responsibility for finding solutions.

Family's social economic status has been found to contribute to students' performance. Social Economic Status (SES) according to Considine and Zappala (2002) is a person's overall social position to which attainments in both the social and economic domain contribute. They add that social economic status is determined by an individual's achievements in education, employment, occupational status and income. In this study social economic status (SES) was characterized by family income, parental education and parental occupation. Graetz (1995) argues that children from high social economic status families perform much better at school compared to children from low SES families.

Parents' education level has also been identified as playing an important role in determining a child's intellectual performance. It is believed that parent's education level may perhaps be the main source of influence that determined a child's academic achievement (Plomin, Defreies and Mc Clearn, 1990). Studies have indicated that parents with higher education level could motivate the intellectual potential within children that may lead them to perform better in school and in return strive for further education (Haveman and Wolfe, 1995). For example, parents' education level may foster higher parental involvement in adolescent's school achievement (Benbow & Arjmand 1990; Bogenschneider and Small 1997; Patrikakou, 1997), which in turn may influence high school completion (Astone and Mc Lanahan, 1991; Haveman, Wolfe and Spaulding 1991; Sandefur, McLanahan & Wojtkiewicz, 1992). Educated parents were also found to be able to make

constructive decisions. Most studies on parents' educational influence of children's academic achievement were carried out in developed countries, indicating its positive relationships with academic achievement. However, only few studies were conducted in developing countries, which revealed similar results. For example, Lockheed, Fuller, and Nyirongo (1989) in a cross - sectional study on Thai and Malawi children found students with higher levels of achievement in 8th grade Mathematics had fathers who had more professional occupations, mothers with higher levels of education, and lived in wealthier districts. Thus, parents' education level, irrespective of its geographical settings may to a certain extent have an impact on adolescents' progress in education.

Graetz (1995) agrees with the idea that one's educational success depends very much on social economic status of the parents. Likewise, Considine and Zappala (2002) argue that families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children. Zappala also observes that when families support learning, children tend to succeed not just in school, but throughout life. In fact the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to create a home environment that encourages learning and to express high expectations for their children's future careers and become involved in their children's education at schools and in the home.

Teachman (1987) observes that parents use material and non-material resources to create a home atmosphere that fosters academic skills. It is through these resources allocated to children that may influence the attainments of high academic

performance. In children, similarly, the availability of educational resources in the home is usually associated with homes where parents were not only educated but were also financially stable, for example, children whose parents are economically resourceful it is believed tend to provide educational materials to their children hoping they will perform better academically, and hence, they see these materials as agents for promoting their children interest in learning. In recent years, the existence of computers in the homes had enabled parents to be more committed in their children's education and this has been associated with a positive parental attitude for knowledge and learning (Trusty, 2000). Thus, homes with educational resources tend to be seen as in a better position to support children academically (Gorman, 1998; Lockheed, Fuller & Nyirongo 1989; Sewell & Hauser 1980; Teachman, 1987). This means that, children raised by parents with higher income households are more likely to have access to resources that can promote quality education (Kim *et al.*, 2000). This has added to the literature on parental influence on Malaysian children's academic achievement in important ways. First, the paths linking these variables to children's academic achievement reflect the drawbacks for Malay parents who are uneducated; therefore, parents are unable to be directly involved in their children's learning process, to truly understand how parents are.

The fact that all schools in the country operate under the same national examination policy, one would expect the academic performance for the schools to be more or less the same but this is not what is displayed by the schools at the national examinations. The schools display a tremendous non-uniformity in their national academic examination performance. Some schools perform academically high, while some perform low. The national examination results evaluated by NECTA are the

standard nationally acceptable indicators of all Tanzanian schools effective teaching and learning performance. According to Ferguson (1991) and Hanushek (1986) parents' socio-economic status especially wealthy has positive impact on students' academic achievements. Therefore, there is a need to identify factors contributing to high academic performance in secondary schools in Tanzania.

1.3 Statement of the Problem

One of the problems faced by educational institutions is whether to give prominence to children with high intelligence Quotient (IQ) or to children with strong cultural capital. In spite of numerous findings on the relationships between social-economic factors (Trusty, 2000; Gorman, 1998; Fuller & Nyirongo, 1989; Sewell & Hauser, 1980; Teachman, 1987) and social cultural factors (McLaren, 2009) and high academic performance, there are no studies that have been conducted in Tanzania to assess the determinants of high academic achievement in consistent high performing schools in Kilimanjaro. Further, a majority of the research in this area has been conducted solely with elementary school students. With the rampant mass failure in secondary schools in the recent past in Tanzania, it is high time that scholars start looking into what works so as to raise the performance in secondary schools. This study aims to fill this gap in the literature by linking the two determinants, cultural capital and intelligence of high achievement in secondary. This study may provide an in-depth look at one aspect of parental involvement, involvement in academic activities of their children, and academic achievement of secondary school students.

1.4 Objectives of the Study

1.4.1 Main Objective

The main objective of the study was to identify socio-economic factors that influence high academic performance in secondary schools in Kilimanjaro region in Tanzania.

1.4.2 Specific Objectives

The study had the following specific objectives:

1. To explore family factors that facilitates students' high academic performance;
2. To examine students' characteristics that enhance high academic performance;
- and
3. To assess strategies that teachers use to ensure high academic performance.

1.5 Research Questions

1. What are the specific family factors that determine academic performance?
2. What are the necessary characteristics that children may possess to help them perform highly academically?
3. What strategies do teachers employ to ensure high academic performance?

1.6 Significance of the Study

The findings generated from this study are expected to be of great significance to; education practitioners, policy makers in education, administrators of secondary schools, education evaluators, and, it will contribute to the already existing literature. The findings will be used by the Ministry of Education and Vocational Training (MoEVT) to evaluate effects of family and school environments to determine academic performance. The study will also be significant to Tanzania Institute of

Education (TIE) to evaluate the ways curriculum is used to teach in secondary schools. Furthermore, the study will be useful to the National Examinations Council of Tanzania (NECTA) to insist on formative evaluation in secondary schools.

1.7 Delimitations of the Study

The study assessed the socio-cultural environments and students' characteristics for high academic performance in secondary schools in Tanzania. This study is delimited to secondary schools in Kilimanjaro, and did not look into other levels of education such as primary schools or tertiary education or other secondary schools in other regions in Tanzania.

1.8 Definition of the Key Terms

School

Is normally a place where formal education is imparted.

Continuous Assessment

In this study, continuous assessment is the formative and summative evaluation of students' learning to improve the teaching and learning.

Family Factors

In this study, family factors include all capitals – social-economic status, political status, cultural capital including family background, knowledge, disposition, and skills that are passed on from one generation to another.

Feedback

In this study, feedback means information that students receive from their teachers about quality of their performances on a given task, also feedback includes comments on student's assignments.

School Performance

It refers to the accomplishment of a given task which is measured against predetermined standards of accuracy, completeness, cost, and speed. In this study, school performance refers to the act of academic in which students deal with studies and how well they meet the standards set out by the responsible authorities. Performance of secondary schools means the rate of schools' students passing grades in national examinations [Students' overall examination scores].

High Academic Performance

In this study, it is said to be high when the first and second divisions in form four national examinations is higher than 80% of the total number of all candidates in the class (Thomas, 1990).

Students' Characteristics

These include hardworking, motivated, inquisitive, involving, and the like.

Teaching and Learning Materials

These include physical objects, which carry information that can be used to promote teaching and learning process, which include physical resources such as relevant text books and reference books, chalk boards, chemicals, apparatus and various teaching aids.

1.9 Chapter Summary

The purpose of this chapter was to present the background of factors that influence high academic performance in secondary schools worldwide and Tanzania in particular. The second chapter deals with the relevant literature to the study, the third chapter presents research methodology; the chapter four is confined to presenting results, analysis and discussions of research findings; and chapter five presents summary of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The chapter gives an overview of the relevant literature to the study. This includes theoretical framework, empirical studies, conceptual framework and the summary of the chapter.

2.2 Theoretical Framework

Social constructivism theory

Social constructivism theory postulates that social and cultural contexts can very much shape people's thinking and learning. Social constructivists believe that knowledge is situated and collaborative. Vygotsky (1978) works has a significant effect on social constructivist views. According to Vygotsky (1978), social interaction is essential for cognitive development. Vygotsky (1978) stresses that learning occurs by interaction others-first on the social level then on the individual level. In *Mind in Society*, Vygotsky (1978: 28) states: every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This entails that ability to think and learn does not start from within the individual, but from his or her interactions with other people.

Vygotsky (1978) argues that higher mental functions develop through active participation in social activities; hence, the social context of learning is critical. Vygotsky emphasizes the role of language as a means of effective communication, where both the teacher and the students make meaning of the information. Vygotsky

proposes the term “*zone of proximal development*” is a place where the learner individually can learn and the teacher is able to stretch his or her imagination to the maximum level of understanding. For Vygotsky, the zone of proximal development is “the distance between actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86). If this premise is acceptable, then the school and home environments are critical to the development of intelligence and capacity to learn and succeed in school.

The study adopted the theory on the grounds that family background determines the level and quality of education that one could attain. It further influences the kind of a school that a child attends and their carrier destiny. In contrast, students from well off families have a greater chance of attending best schools; attain higher grades and progress to higher education. This gives them a chance of securing lucrative employments, earn high income and lead a decent life.

2.3 Empirical Studies

2.3.1 Factors that Influence High Academic Performance

2.3.2 Family Factors

There are many scholars who have looked into family factors that influence academic performance. The empirical studies reviewed have answers to the research question.

In the literature, social economic status is most commonly determined by combining parents’ educational level, occupational status and income level (Jeynes, 2002;

McMillan & Western, 2000). In most of the studies done on academic performance of students, it is not surprising to say that social economic status is one of the major factors studied while predicting academic performance. Hansen and Mastekaasa (2003), argue that according to the cultural capital theory one could expect students from families who are closest to the academic culture to have greatest success. It is believed that low social economic status negatively affects academic achievement because low social economic status prevents access to vital resources and creates additional stress at home (Eamon 2005; Jeynes, 2002). Graetz (1995) carried out a study on social economic status in education research and policy and found that social economic background remains one of the major sources of educational inequality and adds that one's educational success depends very strongly on the social economic status of one's parents.

Considine and Zappala (2002) agree with Graetz (1995), in their study on the influence of social and economic disadvantage in the academic performance of school students in Australia. They found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. They also found that these parents provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school.

Studies done by (Sewel, 1971), show that students from families with good financial position did well in their studies than those from poor ones. He has collected data on economic and school academic performance of more than 10,000 lower institutions students over a period of ten years. Analysis of his data suggested

financial strong effects on students' academic performance. He found that students from families with good financial positions are 2.5 times as much likely as students from families which are poor to go for higher studies.

Morakinyo (2003) carried out a study to find the factors on high academic performance in senior secondary schools in Kenya. He found that passing level of academic achievement is attributable to teachers' use of verbal reinforcement strategy, he also found that attitude of teachers towards their jobs was reflected in their good attendance to lessons, early arrival at school and savory comments about students' performance.

Jencks and Barbara (1979) traced progress in school through two academic years and found family factors and financial background have high effects on what children learn in schools in Scotland. High income families met cost sharing required in secondary schools, this enable the students to participate well in various academic activities. As a result students from wealthier families continued to make intellectual gains, whereas low socio-economic status students lost ground.

Cookson (2000) conducted a research on the family factors contributing to academic performance in Uganda. He used qualitative approach so as to explain the matter. He found that teachers worked as a team as well as the students attended the classes on time. He further recommended that early fees payment and parents' involvement in school sustained an acceptable performance to students.

Targed (1993) argues that some parents are reluctant to contribute more to education as the result of dissatisfactions with the quality of education and not due to poverty per se, he found the parents contributed/paid school fees more if they were assured that their children would benefit the knowledge and skills acquired from education.

Combs (1985) argues that in virtually all nations, children of parents' high on the educational occupation and social scale have far better chance of getting into good secondary schools and from there into the best colleges and universities than equally bright children of ordinary workers or farmers. Combs (1985) adds that the findings of many empirical studies suggest that children whose parents are at the bottom of the social economic hierarchy are not as inclined to seek or gain access to available educational facilities as the children with families are located at the middle or top of the hierarchy.

Dills (2006) had a similar view with Combs (1985) when she found that students from the bottom quartile consistently perform below students from the top quartile of socio-economic status. Another similar view was held by Hansen and Mastekasa (2006), when they studied the impact of class origin on grades among all first year students and higher level graduates in Norwegian universities. Their analysis shows that students originating in classes that score high with respect to cultural capital tend to receive the highest grades.

McMillan and Westor (2002) argue that social economic status is comprised of three major dimensions: education, occupation and income and therefore in developing indicators appropriate for high education context, researchers should study each dimension of social economic status separately. They add that education, occupation

and income are moderately correlated therefore it is inappropriate to treat them interchangeably in the higher education context. An argument similar to Considine and Zappala (2002) who argue that the social and the economic components of the socio-economic status equation may have distinct and separate influences on educational outcomes. The researcher therefore reviewed literature on each of the components of social economic status in relation to academic performance.

Family income, according to Escarce (2003) has a profound influence on the educational opportunities available to adolescents and on their chances of educational success. Escarce (2003) adds that due to residential stratification and segregation, low-income students usually attend schools with lower funding levels, have reduced achievement motivation and much higher risk of educational failure. When compared with their more affluent counterparts, low-income adolescents receive lower grades, earn lower scores on standardized test and are much more likely to drop out of school.

Escarce (2003) is in agreement with Combs (1985) and Sentamu (2003) who argue that social class determines what school a child will attend and whether the child will pass the examinations. Considine & Zappala (2002) found that children from families with low income are more likely to exhibit the following patterns in terms of educational outcomes; have lower levels of literacy, innumeracy and comprehension, lower retention rates, exhibit higher levels of problematic school behavior, are more likely to have difficulties with their studies and display negative attitudes to school.

King & Bellow (2009) used parents' occupation as a proxy for income to examine the relationship between income and achievement and found that children of farmers

had fewer years of schooling than children of parents with white-collar jobs. They also determined that the schooling levels of both parents had a positive and statistically significant effect on the educational attainment of Peruvian children. They argue that how much education a child's parents have is probably the most important factor in determining the child's educational opportunities. They observe that the higher the attainment for parents, then the greater their aspirations for children.

Owens (1999) in her study exploring beliefs about academic achievement studied the relationship between parent and guardian educational attainment to academic achievement and concluded that the educational attainment of parent or guardian does have a relationship with academic achievement of their children, she argued that the higher the parent or guardian's educational achievement, the higher the academic achievement; similar to what King & Bellow (1989) had said. Sentamu (2003) argues that rural families and urban families where both parents were illiterate or had inadequate education do not seem to consider home study for their children a priority and that illiterate families will not foster a study culture in their children since the parents themselves did not attend school or the education they received was inadequate to create this awareness in them. These differences in home literacy activities are likely to be reflected in school achievement.

Other studies that have linked parents and children academic performance have focused on parental expectations. Harkness and Super 2002; LeVine et al. 1994; Weisner 2002; Whiting and Edwards 1988; Whiting and Whiting 1975) for example, discuss that parents in a society develop goals and care strategies (i.e., cultural

models) that can maximize the likelihood that children will attain culturally valued skills and characteristics. According to these scholars, the likelihood of a particular parent adopting certain norms and inculcating them to their off springs is great.

According to the literature cited it can be seen that social economic status and parental expectations can be related to academic performance, whether one studies social economic status as a whole or with distinct dimensions, there is considerable support to hypothesize that parents affects academic performance of students. Students who come from low social economic backgrounds, but whose parents hve high expectations of their children are likely to be at par with their counter parts from high social economic backgrounds (Eamon, 2005).

2.3.3 Students' Characteristics Necessary for High Academic Performance

Many researchers in recent years have focused on identifying students' characteristics that promote academic success. Wooten (1998) studied the effects of family activities, work activities, extracurricular activities and classroom environment, on students' academic performance. He found that there were two factors that had a direct influence on students' performance: (i) The students' aptitude and, (ii) The amount of effort the student puts forth in the subjects. He further indicate that the amount of effort put forth by a student depended on the student's grade history.

Newman (1992) focuses on psychological predictors of students learning and success. He defines students engagement as the level of participation and intrinsic interest that involve both behaviors and attitudes. Thus, engaged students seek out

activities, inside and outside the classrooms, that lead to success or learning. He found that engagement in school was important in promoting student's success and learning and that a number of factors in the school environment foster high levels of engagement, it is suggested that the influence of the educational context on engagement is partially mediated by psychological beliefs about competence and control. They also display curiosity, a desire to know more, and positive emotional responses to learning (Newman, 1992). Students' beliefs about their competence and expectations for success in schools have been directly linked to their levels of engagement, as well as to emotional states that promote or interfere with ability to be academically successful.

2.3.4 Strategies that Teachers and Students Employ to Ensure High Academic Performance

There are many strategies that teachers use to bring the students' performance to higher levels. However, to effect this, school environment may mediate the teachers' efforts. Schools, according to Sentamu (2003), are social institutions in which groups of individuals are brought together to share educational experiences and such interactions may breed positive or negative influences on learners. In this study, relationships between students and teachers and climate in the classrooms are positively associated with levels of students engagement and academic competence. Similarly, meaningful and challenging learning environment have been linked to both engagement and perceived competence.

A study by the National Research Council (2003) found that when students are authentically engaged in meaningful, quality work, the likelihood increases that they

will learn something new and remember what they learned. The study suggested that teachers should strive to engage students in meaningful learning, this includes starting from known to unknown and to help students make sense of educational issues to their own situations.

The study further found that influence of students engagement and perceived academic competence on teachers support were stronger than the influence of teachers support on students engagement and perceived academic competence. The students who are more academically confident and engaged tend to have more supportive relationships with teachers, and the teachers appear to be more supportive of students whom they perceive as more involved in the academic process. The students who reported that in their schools there were clear and consistent behavioral norms and expectations for both students and teachers felt more academically confident and more engaged in schools.

Almer *et al.* (1998) examined the effect of various forms in his area in the United States of one-minute papers on quiz scores in secondary school subject with 40 students. Overall results indicated that performance on subsequent essay quizzes was significantly higher by students who wrote one-minute papers than by those who did not.

Basile and D' Aguilá (2002) surveyed 128 students who were exposed to either, computer -mediated instructions using subject software WebCT or to only traditional instructional methods. Survey results revealed no significant differences between the two groups in attitudes about the subjects. However, students who used the

computer more frequently reported more positive attitudes about subjects delivery methods in general and about specific subjects management software applications.

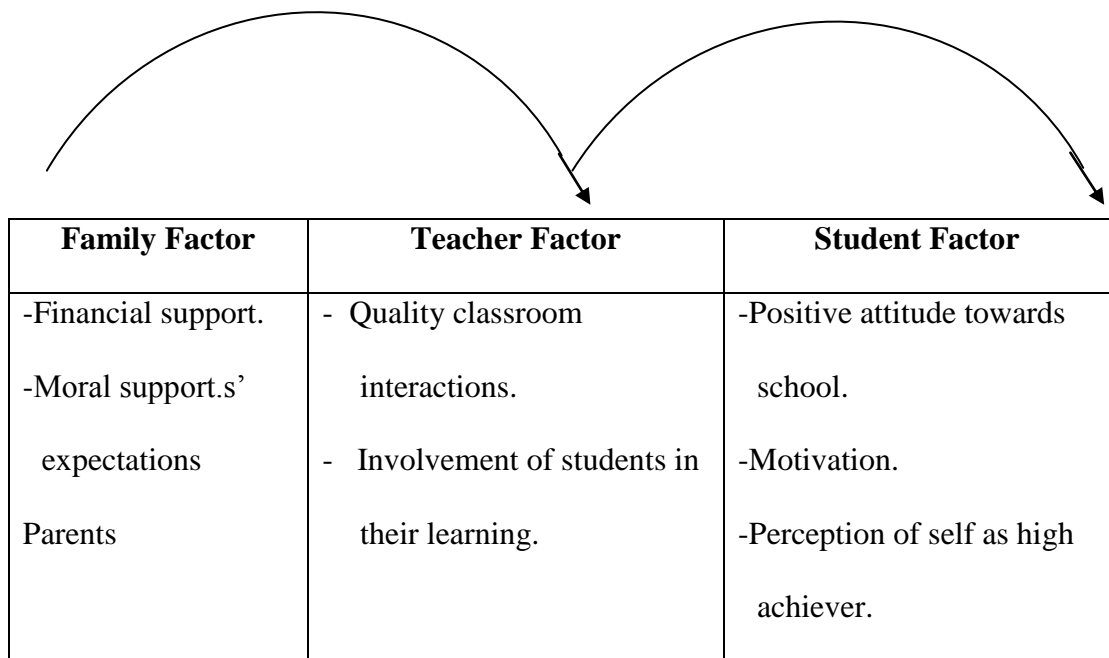
Student-to-student interactions and student engagement, participation in classroom activities in which students worked together and helped each other learn was significantly related to how engaged students were in schools. Although learning involves individual cognitive and emotional processes, students' motivation is also significantly influenced by a supportive network of relationships. The likelihood that students will be motivated and engage in schools is increased to the extent that they perceive their teachers, family, and friends as supportive. High, clear, and consistent expectations also support students' self confidence, their beliefs that their efforts will lead to success, and their engagement in schools.

A substantial body of evidence demonstrates that schools where students achieve high levels of academic performance tend to set high expectations and standards, and they both challenge students and allow them to experience a sense of competence and accomplishment. Research indicates that over the long term, students are more likely to be engaged in the classroom when they are asked to conduct experiments, participate in debates and role playing, create models, and complete projects. Evidence also suggests that when classroom instruction draws and real-world experiences, it becomes more meaningful. Students enjoy learning more better when what they are studying is of personal interest and relates to their lives.

2.4 Conceptual Framework

For Brown (1990), conceptual framework is the mind map, an image of a particular idea or phenomenon. It is used to outline the possible causes of action or to present preferred approach. The study assumes that the relationship between social economic status and high academic performance improves through family, teacher and student's factors as depicted in Figure 2.1.

Figure 2.2: A Conceptual Framework Model



Source: Created by the researcher of this study.

High academic performance in education depends on the parents' supports, conducive learning environment, and cultural conditions, which were treated as the intervening variables. High academic performance in examinations was the dependent variable. The hypothesis was that favorable teaching and learning environment resulted into students' high academic performance in examinations. The conceptual framework was adopted in the study in which prevalence of the sub-items

embedded in the independent variable was examined in Siha district. The objective was to find out whether or not favorable teaching and learning environment resulted into students' high academic performance in examinations.

2.5 Summary of the Chapter

The chapter presented the matter on the factors that influence high academic performance. It provided the related concepts which explain and pave the way to understand socio-economic factors in particular. The researcher surveyed empirical studies in different countries to see whether the ideas of socio-economic factors affected academic achievements in secondary schools. The empirical studies found that factors that influence high academic performance were significant and positive to the wealth students' parents and the schools at large. Also, empirical studies identified the knowledge gap in examining the long term factors that influence high academic performance in secondary schools in Tanzania.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, area of the study, description of population and sample, method of data collection, validity of the research instruments, data analysis process, ethical issues, and chapter summary.

3.2 Research Design

The research design is the conceptual structure within which research is conducted; it constitutes the blue print for the collection, measurement and analysis of data (Kothari, 2009). Research designs help the researchers to ensure that the evidence obtained enable them to effectively address the research problem as unambiguously as possible. In this study, family factors and students characteristics were specific information that this research intended to link to academic performance. To obtain this information and address the mass failure in secondary schools as unambiguously as possible, causal research design was deemed the best to assess the family factors and students characteristics as determinants of high academic performance in secondary schools in Kilimanjaro region. Causal design helped to measure what impact the family factors and students characteristics have on students' academic performance. This is because the assumption of this research was that family factors and students' characteristics have much influence to students learning and academic performance. This design helped in understanding why the selected schools in Kilimanjaro that had consistently holding the best positions in academic performance in secondary schools in Tanzania.

3.3 Research Approach

Mixed method or approach was used in this study, where quantitative and qualitative elements were explored. Since the research intended to ask specific questions about family background and students' characteristics, quantitative approach was necessary to quantify these data and to analyze them using statistics in an unbiased, objective manner. However, this research also intended to gather the views of the participants by not only asking narrow questions, but also broad and general questions that would provide the insights of the research participants on the family factors and students' characteristics on academic performance. To achieve these, both quantitative and qualitative approaches, which form mix-method was important.

3.3 Area of the Study

This study was conducted in Siha, Moshi urban and rural districts in Kilimanjaro region. Secondary schools in Kilimanjaro region were chosen due to the fact that the region has more schools than almost all regions in Tanzania with secondary schools that often are ranked among the best top ten performing schools in the Form four National Examination of Tanzania (NECTA, 2006-2010). The second reason for choosing Kilimanjaro is personal. The researcher is a secondary school teacher in Kilimanjaro. Thus as an insider in secondary schools in Kilimanjaro, it was logical to study the region, first, for its prominence in high achievement and to cut cost and time that were scarce for the researcher.

3.4 Description of Population and Sample

Leedy and Ormrod (2001) define population as a group of individuals that has at least one common characteristics of interest to the researcher. The study population

consisted of headmasters/mistresses, academic masters/mistresses and students in six selected secondary schools in Siha, Moshi urban and rural districts in Kilimanjaro region.

The sample consisted of six secondary schools. These schools possessed different qualities needed for the study. They were all found in Kilimanjaro region, and their academic performance was high in National Examinations. Furthermore, six secondary schools was a valid number to generalize the findings. For each school, six teachers were interviewed, these were headmasters/headmistresses, academic masters/mistresses, and thirty students from each selected school. Students were from form three and four owing to their large school experience.

Simple purposive sampling (SPS) was employed in selecting heads of schools and academic masters/mistresses. This allowed the inclusion of all key informants. SPS was applied in the selection of these informants based on their positions. Systematic sampling was adopted in acquiring students' sample. The whole class in form three and four students formed part of the sample. The selection of these students was based on the ground that they were experienced in school activities as well as selecting a representative and manageable sample. Ten students from each school were systematically selected at fixed interval based on sex of the students.

3.5 Methods of Data Collection

Documentary review

Documentary review method involved review of key documents to acquire primary and secondary data. The documents reviewed included students' examination results

sheets. Structured interview instrument was used to collect data from head of schools and academic masters/mistress. The instrument was considered in this study due to its uniqueness in engaging the respondents thoughtfully and its flexibility. The instrument enabled the researcher to dig deeper in respondent's opinions and feelings (Kothari, 2005). Structured interview was employed in this category of sample and questions were open-ended.

Questionnaires

Questionnaires were administered to the students' sample. This instrument was used basically due to its capacity to collect a lot of information from large number of respondents and within a short period of time. The instrument is useful because of its ability to collect the data beyond the physical reach of the observer (Leedy, 1989). The questionnaires comprised both open and close-ended questions, and questionnaires were self-administered.

Interview

KVALE (1983) defines an interview as a tool, "whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena" (p. 174). An interview is a data collection technique that involves oral questioning of respondents either individually or as a group. The answers to the question posed during an interview can be recorded by writing them down either during the interview itself or immediately after the interview or by tape recording the responses or by a combination of both. Interviews can be conducted with varying degrees of flexibility as described by (Verkevisser et al, 2003).

The researcher applied interview technique and held in depth discussions with respondents and the answers were recorded immediately by writing down for further use in the analysis to bring sense and possibly, solve problem.

Interview technique yielding much potential because enables the researcher to meet face to face with the respondents and therefore gain their perceptions and the researcher had a chance to clarify ambiguous answers and follow – up information. From the interview with participants of this research, a vast amount of rich and useful data was collected.

3.6 Validity of the Research Instruments

The validity of research instruments were ascertained through pilot study which was conducted in two secondary schools which were Siha and Mawenzi secondary schools, one in Siha and another in Moshi Municipality respectively. The variations and deviations which were observed in pilot study especially ambiguities, jargons; irrelevance of questions as well as insufficiency in questions enabled the researcher to rewrite, expand and clarify questions which enabled respondents to respond with negligible difficulty.

3.7 Data Analysis Process

Statistical Package for Social Science (SPSS), computer software was applied for data analysis. Data emanating from questionnaires were coded, classified and tabulated. Data from open ended questions was subjected to content analysis due to their explanatory and qualitative nature. Presentation was done in percentages, statistical tables, graphs, charts for easy interpretations and understanding.

3.8 Ethical Issues

The researcher asked for appointments from all heads of secondary schools in which the study took place. All selected participants were informed clearly of the importance of the study and their rights to take part in it or not. This implied the students, teachers, heads of schools and the school neighbors to understand the probable harms (if any) they would encounter by participating in the study, but also they were assured of full anonymity and confidentiality of their views. Hence, teachers and students who took part in study were those who willed to do so and were not forced by the researcher or the head of schools.

3.9 Chapter Summary

This chapter presented research methodology. Qualitative research approach was used in this study particularly descriptive survey. The study was conducted in Kilimanjaro region. A sample of the six secondary schools were selected namely Uru seminary, St.Marygoreth, Agape seminary, Anwarite, St. James seminary, and Visitation. Varieties of data collection methods (triangulation) were used namely questionnaires, interviews, and documentary review. In analysis, findings from questionnaires, interviews and documentary review were summarized in tables and described in relation to research objective.

CHAPTER FOUR

4.0 PRESENTATION OF DATA, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents results, analysis and discussions of research findings, presented according to the research objectives developed in chapter one. The chapter is divided into three major sections. Section one presents the data on family factors that facilitate students' high academic performance. Section two focuses on; students' characteristics that enhances high academic performance; and section three presents data on strategies that teachers and students use to ensure high academic performance. The first part of the chapter presents the profile of research participants as shown in Table 4.1.

Table 4.1: The Profile of Research Participants

S/n	Schools	No of Teachers			No of Students		
		M	F	Total	M	F	Total
01	Uru seminary	3	3	6	15	15	30
02	St.Marygoreth	3	3	6	15	15	30
03	Agape seminary	3	3	6	15	15	30
04	Anwarite	3	3	6	22	8	30
05	St James seminary	3	3	6	25	5	30
06	Visitation	3	3	6	20	10	30
	Total	18	18	36	112	68	180

Source: Field Data (2013)

While the study strived to have a gender balance of respondents, it was not easy in other schools to achieve this goal especially because most of the schools had more male students than females and most of them, boys were boarders and girls were day students. Also it was hard in some places to access female students. Where possible, the researcher included as many female students as possible to offset gender imbalance in other schools.

4.2 Family Factors Influencing Academic Performance

The study sought to find out the family factors in influencing academic performance. This intended to examine how family support contributes to students' academic performance. Data for this objective was collected from questionnaire and intensive interview sessions with teachers and students. The question was "In what ways does family contribute to students' performance?" The table below shows summary of the responses.

Table 4.2: Family Factors Influencing Academic Performance

Family Factors	No. of Teachers	% Teachers	No. of Students	% Students
Provision of school fees and other financial needs	20	67	42	75
Provision of guidance and counseling in school related matters	11	37	54	96
Provision of school necessities such as books and uniforms	25	83	19	35
Provision of conducive home environment for learning	26	87	51	92

Source: Field Data (2013)

The data in Table 4.2 indicates that all the family factors to raise academic performance were positively rated. Provision of conducive home environment for learning was rated highly by the teachers, (87%) followed by provision of school necessities such as books and uniforms (83%). The least rated factor by the teachers was the provision of guidance and counseling in school related matters (37%). On the part of students, the most highly rated family factor was provision of guidance and counseling in school related matters (96%), followed by provision of conducive home environment for learning (92%). The least rated family factor by the students was provision of school necessities such as books and uniforms (35%).

These findings confirm those of Hansen and Mastekaasa (2003); Eamon (2005); Jeynes, (2002); and Graetz (1995) that the cultural capital of the parents has an influence to children's academic performance. From the table above it can be deduced that low social economic status negatively may affect academic achievement because low social economic status prevents access to vital resources and creates additional stress at home. The social status of parents also had significance on the expectations from the children and this can be attributed to the support that the parents were rendering to their children. These findings confirm the literature where families, especially those in high social economic status contribute much to their children's academic performance.

4.2.1 Students' Characteristics that Enhance High Academic Performance

The second objective of this study aimed at examining students' characteristics that enhance high academic performance. Table 4.3 presents the responses for this objective.

Table 4.3: Students' Characteristics to Enhance Academic Performance

Students' Characteristics	No. of Teacher	% Teachers	No of Students	% Students
Hardworking	23	65	51	92
Self Confidence	28	77	19	35
Aptitude	25	83	153	85
Engagement in school activities	32	90	127	71

Source: Field Data (2013)

Through academic performance, there are various categories of trained and qualified teachers in secondary schools that influences the teaching and learning process and gradually academic performance in internal as well as national examinations. This study was interested in finding out the various factors that come into play to influence the teaching and learning process so that high academic performance is realised. Various groups of participants including students, academic masters/mistresses, and headmasters/ mistresses were involved in answering various items presented in questionnaire and interview guides.

In order to understand whether students got adequate teaching, the six headmasters/ mistresses of the six high performing secondary schools were asked to indicate if their schools have enough qualified teachers to facilitate effective classroom instructions, good administration, transparency, and accountability. The majority of the school heads who took part in the study indicated that their schools had well qualified teaching staff. Table 4.4 shows the motivations for hard working students.

Table 4.4: Academic Masters/Mistress Responses on how Hard Working Students are Motivated

Methods of motivating hardworking students	Frequency	Percentage
Giving of presents/money	3	20
Awarding them with certificates	2	13.3
Taking them out for trips/tours	4	26.6
Giving special privileges in school	2	13.3
Giving them extra academic assignments to perform	4	26.6
Total	15	100

Source: Field Data (2013)

According to the data in Table 4.4 majority of the academic masters/mistresses indicated that hardworking students in their schools are motivated by taking them for trips/tours, giving them extra academic assignments to perform and giving them presents which included even monetary rewards. However, other forms of motivation that was suggested by minority academic masters/mistresses included awarding them certificates and giving them special privileges in schools. The finding of this study tends to point out that most schools which have high academic performance have numerous forms of motivating hard working students which further propels them to work hard and continuously improve their performance in national examinations. Many of them especially from schools located within the vicinity of the municipality said that;

“For a long time many teachers are trying to transfer to my school (although it is full) from those schools either found in the remote rural areas and those with poor performance in the national examinations.”

Saiboko (1996) found out that reasons for better performance in Christian seminaries was that, Christian seminaries employed more qualified teachers than Islamic seminaries in Tanzania. It was observed that most of the secondary schools which led in the form four national examinations were Christian seminaries. In this research Uru Seminary was one of the consistently performing high.

These findings are in line with that of Newman (1992) who suggested that students' level of engagement lead to success or learning. According to Newman, engagement in school is important in promoting student's success and learning and that a number of factors in the school environment foster high levels of engagement.

4.3 Strategies that Teachers and Students use to Ensure High Academic Performance

The last objective aimed at assessing the strategies that teachers used to ensure high academic performance. The responses of the students were summarized and presented in Table 4.5 below;

Table 4.5: Students Responses to Assessment Procedures

School Assessment Procedures	Frequency	Percentage
Terminal examinations are done in every end of the term	04	6.6
Annual examinations are done in every end of the year	08	13.3
Terminal and annual examinations are marked and returned to students immediately the school is open	11	13.3
Corrections of terminal and examinations are done in the class before proceeding with further studies	16	26.6
All mid-term examinations are marked and returned to students after mid-term	13	21.6
End of topic tests, monthly tests and weekly exercises are done regularly	07	11.6
End of topic tests, monthly tests and weekly exercises are done but in rare cases	01	1.6
End of topic tests, monthly tests and weekly exercises are not done at all	00	0.0
Total	60	100

Source: Field Data (2013)

From Table 4.5, there are a number of assessment strategies that are used to evaluate students' academic performance in school. These range from formative and summative class evaluations, exercises, tests, projects and examinations. The frequency of each of these evaluation techniques has a greater influence to students' academic performance and learning outcomes. The study sought to examine the assessment and evaluation techniques practiced and its influence on students' performance. Various groups of participants (students, academic masters/mistresses and headmasters/mistresses) were involved in answering various items presented in questionnaire and interview guides.

In order to understand the assessment procedures that are practiced in schools with high performance the students were required to respond to several questionnaire items that sort to find out how terminal examinations are conducted, how annual examinations are conducted, how corrections to these examinations are undertaken and the frequency of all the evaluation procedures in their schools.

The responses of majority of the students tend to depict that majority of the secondary schools that took part in the study have implemented effective and efficient assessment and evaluation procedures in their schools that provides a conducive learning environment for excellent students' performance in academic matters, that were used in their schools regarding to how continuous assessment undertaken in their schools improve teaching and learning, whether the school environment is conducive for students learning and the common methods of teaching used in their schools.

Table 4.6: School Heads and Academic Masters/Mistresses' Responses**Assessment Methods used in Teaching and Learning**

Methods used for evaluation and teaching	Frequency	Percentage
Having small class of less than 40 students	5	41.0
Remedial studies to all students	4	33.0
Teachers' moral support	1	8.3
Use of student centered approach	1	8.3
Use of question answer methods	1	8.3
Use of participatory methods	1	8.3

Source: Field Data (2013)

An interview with the school heads and academic masters/mistresses to ascertain the assessment procedures was done. The question was: What strategies do the teachers in your school employ to ensure high academic performance? Four heads of schools and eleven academic masters/mistresses responded to this question. Some of their responses were as follows:

Head of school 1:

“The school recruits the best teachers, our teachers are highly motivated and we pay them good salaries as compared to public school teachers”.

Head of school 2:

‘In my school, teamwork helps. Teachers work as a team and where one feels in need of help they work together for the sake of students. I have found this strategy to raise the performance of students in my school.’

Head of school 3:

‘‘We have many things to do. On going tests and examinations, such as weekly examinations put students on their toes and raise performance.’’

This could explain partly why most of the high performing secondary schools are seminary schools located in the urban areas where such staff can be easily retained as opposed to the rural areas.

The academic mistresses/masters when probed further on why their schools keep posting excellent academic results, their explanation greatly resembled those given by the school heads. One academic mistress said that;

‘‘I receive a lot of cooperation from our motivated staff, students and informed forward looking parents, this makes me to enjoy my work in dealing with all academic issues at the school.’’

Academic master 2:

‘‘Being responsible to students has helped in raising their performance. When teachers take responsibility to students, teach all the periods assigned to them, and respond appropriately to students’ questions, it helps raising the performance.’’

The views expressed by such respondents suggest that academic excellence is a function of many factors that are operating within a school set up and not just delivery of syllabus content.

The current findings are in line with those of Almer *et al.* (1998) who examined the effect of one-minute papers on quiz scores in secondary school subject with 40 students. Overall results indicated that performance on subsequent essay quizzes was significantly higher by students who wrote one-minute papers than by those who did not. Further this study is in line with the established research, which indicates that students are more likely to be engaged in the classroom when they are asked to conduct experiments, participate in debates and role playing, create models, and complete projects. This evidence supports the assumption of this study that, socio-cultural, and not inert capacity influence academic performance. Students enjoy learning more better when what they are studying is of personal interest and relates to their lives.

4.4 Chapter Summary

This chapter presented findings concerning socio-economic factors, which revealed that there were educated parents, enough qualified teachers, characteristics of individual students and school settings led to effective teaching and learning in high performing secondary schools. The strategies that teachers and students applied and used were relevant text books and reference books including socio-economic factors. Instructional methods, learner-centered and other alternative methods such as questions and answer methods were used; continuous assessments were effectively conducted, and students received feedback, hence, high academic performance in the studied secondary schools in Kilimanjaro region.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, conclusions and recommendations.

5.2 Conclusion of the Study

The results revealed that on socio-economic factors there is high relations between family factor, student characteristics and academic performance. The studied schools had good relationship with parents, who contributed much to the development of schools but also support their children financially. If parental involvement to children's education has such influence to their academic performance, lack of parents' involvement can contribute to failure with risk behaviors and negative outcomes such as; substance abuse, delinquency, and emotional and behavioral problems.

The study also revealed that high performing secondary students are hardworking, self confidence, diligent and motivated; These characteristics were reinforced in school through trips/tours, providing students with extra academic assignments to perform at home, awarding them certificates and giving them special privileges in schools. This supports the conclusion that high academic performance in secondary schools may not occur from students' characteristics only, but these must be linked with the support from the family and the school environment. If students are not supported by their families and be consistently reminded of their roles and expectations of the parents, they will not value themselves or the education they

pursue. Similarly, if students are exposed to cultural capital including mastery of school language and appropriate learning style without sufficient scaffolding and support from their teachers including continuous assessments, annual, terminal and mid-term examinations, their strengths and strategies will diminish.

5.3 Recommendations

On the basis of research findings and conclusions, the following recommendations were made.

5.3.1 Recommendation for Action

It is hereby recommended that, in order for secondary schools to perform high, the Ministry of Education and Vocational Training need to ensure that all secondary schools have qualified teachers, at least first degree, so as to ensure effective teaching and learning for high academic schools' performance.

All the heads of schools should consider providing conducive environment for the learning to take place. Tasks such as the homework, exercises, weekly test, monthly tests, midterm and annual examinations should be administered so as to improve competence to students learning and evaluation requirements.

5.3.2 Recommendations for Further Studies

Further studies should be done to examine factors that influence high academic performance in the country, similar studies should also be conducted in all religious managed schools in Tanzania. Such studies will be useful to examine other variables that could be contributing factors to high academic performance.

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APPENDICES

Appendix I: Schools - NECTA Results 2006-2010

Schools	I	II	III	IV	0	I	II	III	IV	0	I	II	III	IV	0	I	II	III	IV	0	I	II	III	IV
Uru	50	12	00	00	00	45	23	04	00	00	70	15	04	03	00	65	38	05	00	00	140	00	01	00
Marygoreth	69	33	19	00	00	78	47	10	00	00	122	32	13	00	00	65	28	12	00	00	67	23	11	01
Agape	44	33	06	03	00	53	08	28	00	00	79	02	02	00	00	00	45	36	01	00	40	39	13	01
Anwarite	43	50	03	03	00	40	12	02	04	00	00	32	34	04	00	23	15	08	04	00	18	16	10	01
St. James	20	13	01	02	00	20	10	07	11	00	21	14	08	04	00	32	15	03	02	00	11	19	06	00
Visitations	40	11	05	00	00	40	02	04	00	00	20	23	04	05	00	33	27	12	02	00	11	20	14	01

Source: NECTA 2006-2010

Appendix II: Interview Schedule For Headmasters/ Headmistress

1. Gender; male () female ()
2. What is your responsibility in this school?
3. What is your academic qualification?
4. What are some of the challenges you encounter while discharging your duties in the school?; If yes, explain..... No.....
5. Have you attended any managerial course since appointment as headmaster/ headmistress, if yes, where?..... No-----
6. Do you think this environment is conducive for learning/teaching?
If yes, why?
7. Is there any problem like riots, strikes arise from your students?
If yes explain.....
No, explain.....
8. Do all students attend classes promptly?.....
9. Do you have enough qualified teachers in your school?.....
If yes how do you know that?.....
11. Mention factors that influenced the school National Examination performance from the years 2006 to 2010.....
12. For how many years have you been teaching?.....
13. How many times inspection conducted in your school from the year 2006-2010?.....
14. Do you think that school inspection has improved your school administrative and management practices?.....

Appendix III: Interview for Academic Masters/Mistress

1. Gender; Male () Female()
2. Age group 20-29() 30-39() 40-49() 50 and above ().
3. What is your academic qualification.....
4. Do you have sufficient apparatus in your laboratory?.....
5. Is there enough space for studying in the library?.....
6. How are hardworking students motivated?.....
7. Is there any subject club for students' learning?.....
8. Is there any adequate supply books?.....
9. In case of shortage of books, what do you do to make sure the teaching and learning is successful?.....
10. What suggestions do you have regarding texts and reference books?.....
11. How does continuous assessment being used to improve teaching and learning?.....
12. Which are the common methods of teaching used at your school?.....
13. What strategies do teachers employ to ensure high academic performance?-----

Appendix IV: Questionnaires for Students

1. (i) Class; form I () II () III () IV ()

(ii) Sex; male () female ()

2. In the following questions fill the word, YES or NO

A school perform high due to:

(i) Terminal examinations are done in every end of the academic term?.....

(ii) Annual examinations are done in every end of the academic year?.....

(iii) Terminal and annual examinations are marked and returned to students immediately when the school is open?.....

(iv) Corrections of terminals and annuals examinations are done in the class before proceeding with further studies?

(v) All mid-term examinations are done in every academic year?.....

(vi) All mid-term examinations are marked and returned to students after midterm break?.....

3. In the following questions, circle the correct answer

(i) End of topic tests, monthly tests, weekly tests or exercises help students perform high when:

(a) Are done but in rare cases.

(b) Are done several times. ()

(c) Are not done at all

4. Students' leaders at this school are chosen democratically by:
- (a) Few students
 - (b) All students ()
 - (c) Teachers
 - (d) Any other reason, specify
5. Students in different contest posts are :
- (a) Forced by teachers
 - (b) Volunteer
 - (c) Forced by other students ()
 - (d) Any other reason, specify
6. (a) Lack of good leadership.
- (b) Lack of students good leadership. ()
 - (c) Students poor academic performance.
 - (d) Any other reason, specify.....