

**ANALYSIS OF THE EFFECT OF SCHOOL PROJECTS ON SCHOOL
PERFORMANCE:
A CASE OF MOROGORO MUNICIPALITY**

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**A Dissertation Submitted in Partial Fulfillment of the Requirements for Award
of the Degree of Master of Science in Project Planning and Management (MSc.
PPM) of the Mzumbe University**

2018

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a research dissertation entitled: “Analysis of The Effect of School Projects In School Performance: A Case of Selected Areas In Morogoro District in fulfillment of the requirements for the award of degree of Master of Science in Project Planning and Management of Mzumbe University.

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DEDICATION

I dedicate this study to Iyula Malaika secondary school which is owned by my father Hon. Japhet Hasunga for their love, prayers, financial support and advise throughout my academic life.

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ABBREVIATION

USA	United State of America
UPE	Universal Primary Education
UNHCR	United Nation High Commissioner for Refugees
UNESCO	United Nations Education Scientific and Cultural Organization.
UNCEF	United Nationals Children Funds
UN	United Nations
UK	United Kingdom
SPSS	Statistical Package for Social science
SEP	School Economic Projects
PPSS	Private and Public Secondary school
OECD	The Organization for Economic Co-operation and Development
NECTA	National Education Certificate of Tanzania
MDG'S	Millennium Development Goals
MC	Morogoro Council
GDP	Growth Development plan
ESPD	Education Sector Development Program
CSEE	Certificate Secondary Education Examination

ABSTRACT

The study analysed the effect of school projects in school performance, the focus was specifically to identify major economic projects owned and operated by secondary schools, determine the effect of income generated by school projects on student academic performance, and find out the challenges associated with economic projects in secondary schools in Morogoro Municipality. The study employed a cross-sectional research design and semi-structured questionnaire for data collection. The purposive non-probability sampling and simple random sampling were employed from which 180 respondents were chosen as a representative sample. The data was analysed using binary logit and descriptive analysis.

The findings show that the major school economic projects owned and operated by schools were such as crop farming, meeting halls, renting farms, poultry rearing and office projects which were used to generate income. The study indicates that of all projects crop farming was the leading income generating project in some private as well as public secondary schools. The findings on the effect of school project on student academic performance revealed that some public secondary schools with projects had more chances of increasing their students' academic performance by 48.46% than those with no school projects. The findings on challenges associated with school economic projects show that 29.4% of respondents indicated initial capital as a challenge in establishing school economic projects. The study also indicates that only 43.9% of respondents had skills that could help in initiating and operating projects in secondary schools about 43.9% of respondents strongly agreed that lack of interest in projects was also a challenge in the management of economic projects in schools

The study recommends that to improve academic performance in secondary schools, the school administration and other stakeholders should not rely on the government funds or subsidies only but put emphasis on economic projects which generate income for self-reliance. Public secondary school should initiate and continue to operate viable projects so that schools can raise fund to handle academic issues appropriately. The government and other stakeholders should ensure that there are trainings to teachers and students to build capacity on projects management for effective production

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CHAPTER ONE

INTRODUCTION

1.1 Background Information

Student academic performance has been contested as an attainment of academic matters with consideration of imparting knowledge and skills. Many developed countries have committed and extensively invested in middle and secondary schools which led to higher academic achievement among students in schools, OECD (2004a) reported that 36 countries out of 40 European countries were ranked as having best education performance and motivation but few of them had not achieved their level of targeted academic performance. For instance, Portuguese secondary students were reported to be the lowest in academic performance while secondary school students in Netherland were pronounced to have attained higher level of academic performance in European countries (Eurydice, 2002). The shortcomings in academic performance are evidence of either something somewhere is not in right track. European Commission (2004) tuned out factors such as wrong choice of subjects, absenteeism, unqualified teachers, inadequate facilities, lack of motivation, school related factors for student academic achievement as parental behavior, student subject choices and learning environment as contributing factors. Other factors contributing to poor academic performance may be inadequate funds allocated to schools, school facilities, lack of school self-finance project and inadequate human resource

Academic performance in most of developing countries indicates significantly progress although many of shortcomings have not yet been sorted out. In Kenya, 56% of the students felt that their science laboratories were not well equipped while 66% of the students felt that their final exams in Ghana (OECD, 2004b). Also, in Nigeria poor academic performance reported to have merely increased over the last two decades been likely at close to 11.3% (Burtless, 1996). However, most of the developing countries still have lowest academic performance in secondary schools. Few developing countries have managed to upswing academic performance Rebecca,

(2014). Asikhia, (2010) argued that financial support and home learning are often necessary for academic achievement.

Most developed countries do support that schools should have projects as a source of income, in countries like USA and UK teachers prefer teaching students through practical, they discourage theoretical approaches because their interest is to see students discovering new things, projects in schools give opportunity to students to learn better (OECD, 2012).

Projects stimulate economy in community in various ways, if people are well engaged in projects that generate funds it will make them lower the dependence over the government which is healthy for the economy of the country (Munns, 1996).

Tanzania is among developing countries which have made dramatic improvement in secondary education especially in increasing the number of public and private secondary schools.

Lauglo and Kelvin (2011) claimed that economic projects can lead to better academic performance as students concentrate more on field and see the results of any activity they practice. Similarly Lauglo and Kelvin (2011) stated that projects act as the economic creator in the schools in a way that economic projects can help to generate income throughout the project lifecycle. Some secondary schools engage in different activities that generate school income which may reduce financial dependence from government (Munns and Bjeirmi, 1996). This can be done only if secondary schools may rely on their own source of income. Although, there are studies which established that socioeconomic factors, institutional factors and policy influencing student academic achievement, very little has actually be done on link between school projects and students' academic performance. This provides evidence that secondary schools with project can enhance student academic performance and produce more qualified and useful people in the country.

Economic projects boost financial status of the country as they increase the revenue, and it is obvious that the more the country engages itself in many projects the more it increases its financial status since some projects need foreign investors which can help in generating foreign currency. (Kamzora, 2011; Munanka 2013)

Projects boost community awareness, knowledge and skills; as it has been pointed out, in some schools there are such projects like agriculture, livestock and school shops designed to reduce social distress of students. The focus of these projects in schools was to make students productive and independent. Projects were introduced in schools so that students could learn through practice which is in most cases very effective in learning. (Miller, 1995). Projects can lead to better performance as students learn and practice at the same time, the common projects in schools are such as shops, and farms, so projects can be an instrument of learning in secondary schools (Miller, 1995 et OECD, 2012).

School Projects create self-employment to the graduates, after school students may engage themselves in such activities as small scale agriculture or livestock (cattle raiding) or business to sustain their living (Suleiman, 1989). Currently more than 75% of the graduates are unemployed; hence if they were exposed to various projects in schools, it would not have been an alarming issue (URT, 2015).

The Ministry of Education allowed both teachers and students to participate in school projects during recession period when they don't have classes to learn practically in the field (Sumra and Rakesh, 2006). The education system that was introduced by colonial government was not meant for youth to depend on themselves hence it was for their own benefits and colonial desires.

1.2 Statement of the problem

Ensuring quality education with good academic performance in secondary schools in Tanzania has always been the struggle by the government since independence. Some national development plans and policies have focused on quality education to improve academic performance. The government has been increasing its budget allocation in Education, for example Tshs. 500,959 million was allocated in 2010 and

Tshs. 666,051 million in 2015 specifically for secondary schools. However, the quality of education is still questioned in various forums by stakeholders, and student academic performance shows deterioration and in some years we experience just a mild increase, the records in CSEE indicate that in 2005 the performance was 50.74% in general, in 2009 was 61.76%. In 2017 the performance increased by 2.40% as compared to the previous years, (Necta, 2005, 2009, and 2017)

Despite of those efforts, academic performance shows deterioration. Various study have conducted to access factor affecting student academic performance including Radhika, 2018, Maganga 2016 and Meenu, 2016. None of these have examined the effects of economic project on academic performance. Therefore the study aimed at investigating the effect of economic project on students' academic performance in Morogoro Municipal.

1.3 General Objective of the Study

The study intended analyze the effect of school projects in school performance in Tanzanian secondary schools.

1.3.1 Specific objectives of the study

The study will be guided by the following objectives:

- i) To identify types of school project owned and operated by secondary schools in Morogoro municipality
- ii) To determine the contribution of income generated by school projects on student academic performance
- iii) To investigate the challenges associated with operating school economic projects in secondary schools in Morogoro municipality

1.3.2 Research questions

- a) What are the types of school projects owned and operated by secondary schools in Morogoro municipality?
- b) What are the contributions of income generated by school projects on student academic performance in Morogoro municipality?

- c) What are effects associated with operating school economic projects in secondary schools in the study area?

1.4 The Significance of the Study

This study will help stakeholders to understand the effect of school economic project on students' academic performance. It also will contribute towards informing and influencing changes in some regulatory frameworks of education authorities and local institutions responsible to improving education system and quality. The study will enable the stakeholders in education such teachers, policy makers, academicians, development partners and students themselves to have a clear understanding on the consequences of economic projects in secondary schools towards the academic performance and academic excellence.

1.5 Scope of and delimitation of the study

The study was conducted to cover the ordinary level secondary schools in morogoro municipality. It involved eight secondary schools. The focus of study was to analyze the effect of school projects in school performance in Tanzanian secondary schools, specifically to identify major economic projects owned and operated by secondary schools, determine the outcomes of income generated by school projects on student academic performance, and find out the challenges associated with operating school economic projects in secondary schools in Morogorogo municipality. teachers and student were involved as potentiaal respondents in the study. Morogoro municipality was selected because it is one of the areas in Tanzania with a good numbe of secondary schools. Some schools have various projects for service and others for economic gains. The other reason for the selection was that it could not be possible to conduct the study in the whole country due to inadequate fund and time factor.

1.6 Organization of the study

The study contains six chapters. chapter one includes the backgroun of the study, statement of the problem, objectives, scope and delimitation, significance and organisation of the study. chapter two covers the literature review which contains both theoretical and empirical literature reviews. chapter three presents the

research methodology, chapter four presents the findings chapter five presents the discussion and analysis of findings, andchapter six the summary, conclusion and recomendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature related to the study. It provides the definition of the key concepts used, theoretical and empirical reviews, and conceptual framework.

2.2 Definitions of key terms

2.2.1 Project

Projects are non-routine activity, or an activity undertaken in order to achieve specific objectives within a given time and cost (Turner, 2012). Projects in schools are established for various purposes, one is for knowledge and skills, the other one may for income generation for the development of schools and students at larger.

2.2.2. Education

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. It is a provision of skills and knowledge to human being to help them conquer their daily needs. Students learn through constant social interactions in their schools. John Dewey says: “School is a purified, simplified and better-balanced society.” The school is an effective vehicle for socialization of the child. Thus, schools are an important social agency or institution, which performs various social functions and responsibilities (Satish & Sajjad, 2008).

2.2.3 Self reliance

Self-reliance is the status of being self-independent. Self-reliance is the social and economic ability of an individual, a household or a community to meet essential needs (including protection, food, water, shelter, personal safety, health and education) in a sustainable manner and with dignity. Self-reliance, as a programme approach, refers to developing and strengthening livelihoods of persons of concern, and reducing their vulnerability and long-term reliance on humanitarian/external assistance (UNHCR, 2001).

Nyerere, (1967) depicted the collective mass of society as 'self'. Therefore, Education for Self-Reliance (ESR) means delivering knowledge about 'self-reliance'. According to Nyerere, the policy of self-reliance means that Tanzanian's development should depend on her natural resources. The concept of Education for Self-Reliance is also about self-confidence, independence, responsibility and democratic involvement (Rahumbuka, 1974). Although ESR is supposed to liberate an individual and society, most of the African countries such as Tanzania seem to be lacking these elements as revealed by the problems facing the citizens including poverty, ignorance, moral decadence, false beliefs, social disintegration, economic dependence, exploitation and social injustice.

2.2.4 Income

Income is the benefit or gain obtains from the business. This is the amount that a man could get from capital ejection in the business (UNICEF, 2000).

2.2 Theoretical framework

2.2.1 Human Capital Theory

The theory was founded by Berker (1956) who argued that human brain can be very useful to development, when human being train or given an input in mind will gain knowledge that could be used to pursue whatever he/she needs in life time. This theory shows that human brain is the capital to all human activities for development. The theory puts more emphasize on how educating a human will transmit knowledge and abilities to the brain that could be uself to the sorrounding invironment as a capital.

Human capital plays a crucial role in accelerating knowledge by learning, applying and disseminating technical knowledge. Nehru and Dhareshwar (1994) illustrated that human capital development is three to four times more significant than unskilled labour. There are different opinions about human capital and academic performance, but it argued strongly that education, training and extension services are necessary elements for developing and increasing the knowledge of human being and thereby creating human capital. This is what is expected of students exposed to various

projects in schools as part of their learning. It is concluded that the important contribution of education in academic performance is to set up a young generation to become entrepreneurs. Some studies find a reasonably weak relationship between growth and physical capital as compared to investment in technology and human capital (Zepeda, 2001). Beach (2009) viewed that capacity of human being is skills and knowledge embedded in the person. The reason behind is that education progress may lead to the use the superior quality inputs or to the combination of inputs, which can assist in better education. But, potential users of new approach for learning are often different in different regions or even in the same different settings. The careful planning and provision for supporting infrastructures are necessary to increase education development of recommended technical methods for learning and to obtain the complete benefits from it.

2.2.2 Walberg theory of academic achievement

In analysis of the studies, Wang, et al. (1977) pointed out 11 categories affecting learning, which are teacher – student interactions, class climate, social behaviour, parental supports, peer group, school culture and class management. This theory was known as ‘educational productivity’ pioneered by Walberg in 1981. He reviewed about 3000 studies includes 179 handbook chapters, 91 researches and surveyed educational researchers in an effort to find out factors influence learning and success in academic performance.

Harnischfeger and Wiley, (1976) time-based models of learning that was also extended and challenged. In the view of Bennett (1978) who added more variables in the model. Haertel and Glaser (1976) contributed the work of walberg and intruded more variable or factors that motivate individuals. Walberg (1981) theory of educational productivity is one of the few empirically tested theories of school learning. In spite of varieties of builds, Haertel et al (1983) found that the majority of the hypotheses included factors speaking to capacity, inspiration, nature of direction and amount of instructional materials. Further, Haertel et al (1983) reviewed the hypotheses on numerous quantitative classroom research and information. The capacity or earlier accomplishment, inspiration, age, nature of instructional material,

classroom atmosphere, home condition, peer gathering and presentation to broad communications outside of school (Walberg, Fraser & Welch, 1986). The investigation on the national studies by Reynolds and Walberg (1992) revealed that most part of Walberg's worldwide model of instructive efficiency had impact. Walberg's model indicates that the importance of the Walberg findings cannot be overstated. Theory of educational productivity is one of the few empirically tested theories of school learning and is based on the review and integration of over 3,000 studies (DiPerna et al., 2002). Any way the models were social condition of the classroom, home condition, peer impact and broad communications (Watson and Houts, 2002). As the set of variables with the most potential for modification that could be turn very significantly and positively influence student outcomes (DiPerna et al., 2002). Walberg and associates had conclusion with findings from other fields.

In the present setting, the initial three factors such as capacity, inspiration, and age reflect attributes of the study. The fourth and fifth factors reflect amount and quality and the last four factors such as classroom atmosphere, home condition, peer gathering, and presentation to media, speak to parts of the mental condition (DiPerna et al., 2002). Also the study by Greenberg *et al* (2003) also claimed that district, or school policies, curriculum, instruction and organizational characteristics had much effect on academic performance. Obviously understudy attributes are essential for school adapting, however they just involve a bit of the learning condition. Clearly student characteristics are important for school learning but only comprise a portion of the learning equation.

2.3 Empirical Literature review

Lin (2011) examined conducted the effect of absenteeism on student performance by sample size that involved 119 students in Pakistan. The study focused on the impact of skipping classes on examination performance. Results showed a negative and significant correlation. The major finding revealed that about 40 percent of students were missing classes and subject's exercises; it was recommended the school by-laws should be used to pinpoint students and address the challenge.

Luke and mavins (2014) conducted the study in Botswana on student academic performance. The author aim in investigating on factors which contribute to decline in student academic performance in junior secondary in Botswana societies, they found that a few qualified teachers and poor availability of reading material contribute so much in failure of student academic performance in order to improve good quality education in secondary level, this factor need to be addressed.

Ehsan and Stan (2011) the study was conducted in Canada suggested that among of the factors that affect the academic performance of economics students in Canada were most schools had no conducive environment or buildings of reading. Henceforth building like laboratories and large library needed to be built so has to make easier facilitation of materials to students. According to this author education is key in human life hence when somebody pray with it, it have some damage in long run plans.

The study carried by Curcio et al. (2006) on numerous of researches relating to the investigation on the effect of sleeping pattern and sleeping habits on academic performance drew the conclusion that sleep loss and sleep fragmentation could negatively affect the learning and memory and reduce academic achievement. It reflected that poor sleep quality could seriously impair the students' behavioral performance and cognitive functioning, sleep habits is associated with academic performance.

Many Studies indicated that teacher characteristics are affect students academic performance. Dobbie (2011) found that teacher characteristic significantly affect the student performance. It was further revealed that education background, experience, certificate status, and leadership experience influence students achievement. Furthermore, the model of teaching doesn't favor effective learning, it also showed that in many secondary schools there are challenges in projects management (Nsamenang & Tchombe, 2011).

Hardy and Smith (2006) discovered that short term activities such as mentoring, peer evaluations and workshops as ways other than formal qualifications for improving teaching. More often graduates teachers with first degree content go into teaching if they cannot find another job right away. Although they often get somewhat lower salary than a fully qualified teacher; they choose not to enroll in the one year post-graduate professional training and therefore lack a basic foundation for teaching.

Agbatogun (2010) conducted the study on gender, academic qualification and subject discipline differentials of Nigerian Teachers. The result entailed that teaching experience is positively correlated with higher students' achievement even though finding about its meaning varies. For instance, some studies found that years of teaching experience are a consistent predictors of higher test scores, other documents revealed a negative effect, when a high proportion of non-experienced teachers are present in a school in terms of higher dropout rates and lower students achievement score. Some research studies suggest that effect of teacher experience is small relative to the effect of other desirable teachers' characteristics such as teachers' content knowledge, and overall academic ability.

World Bank (2007) conducted the study on the impact of income on academic performance in selected developing countries. The study indicated that, schools with income generating projects have advantages as it helps not only in generating extra income to schools but also serves as practical training to students and it is advantageous in the future as students might be able to establish their own businesses to earn their living and contribute to the economy of the country.

Temba et al (2016) identified common school project such as livestock keeping Sheep, Goats, Pigs, rabbits and Guinea fowl. The livestock for example, offer milk, Offspring for meat, yoghurt, cheese, butter, cream, ice cream, Meat, Sausages, pies, dried and smoked, meat. The non-food products include wool, skins and leather. The poultry and birds project also include chicken, geese, ducks, Pigeons provide meat, down and feathers (Collins, 2014). There are also forest products from bee keeping that produce honey, pollen, wax and honeycomb, all these products are sold to generate revenue for schools.

Ministry of Livestock and Fisheries (2013) reported that school projects include aquaculture for raising fish such as Tilapia, Nile, Perch, Trout as well as prawn, Shrimp, Shellfish which produce fish meat as well as fish eggs. The projects generate additional income for school operational work.

URT (2001) in Tanzania revealed that horticulture producing vegetables, herbs, spices, nuts is among the school projects which yield various products for sell. Such products are preserved dried, pickled, salted, Condiments, Sauces, Chutneys, Pickles etc.). Processed (vegetable crisps, peanut butter etc.). Oils and flavored oils Medicinal: Dried herb.

Oweye (2011) examined the relationship between school location and achievement of secondary education in Nigeria. The study involved 50 secondary schools drawn from the finding of the study revealed that student in urban area performs higher than student in rural area. It further claimed that parent in urban area were more active and put effort to educating children than those in rural areas who in most cases used children as family labor hence academic performance differ according to the school location and awareness.

Massawe, (2014) assessed the Leadership Practices at School Level in Community Secondary Schools in Tanzania. The study was conducted in Kinondoni municipality. The major finding reveled that head of school had failed to carry out the goal and mission of schools. It also showed that student and teachers were not involved in the attainment of school goals, the goal was to improve student achievement in their final exams. Lastly, the study found that main challenges that limited access to quality education were shortage of teachers, inadequate teaching, learning materials and school's infrastructures. However the study did not consider on the contribution of economic activities and its impact to the quality of education and academic performance in Tanzania.

Jidamva,(2012) investigated the improvement of quality of education in secondary schools, and conceptions among teachers in Tanzania. The finding of the study however pointed out that, changing the role of the teacher increases their level of responsibility, but offers them a chance to broaden their skill-set, and a greater sense of satisfaction through expressing their entrepreneurial flair. In recognition of this greater responsibility and the contribution of these extra efforts to the school's improved financial position as well to increase their motivation to succeed – it is recommended that a performance-based incentive plain put in place.

2.4 Research Gap

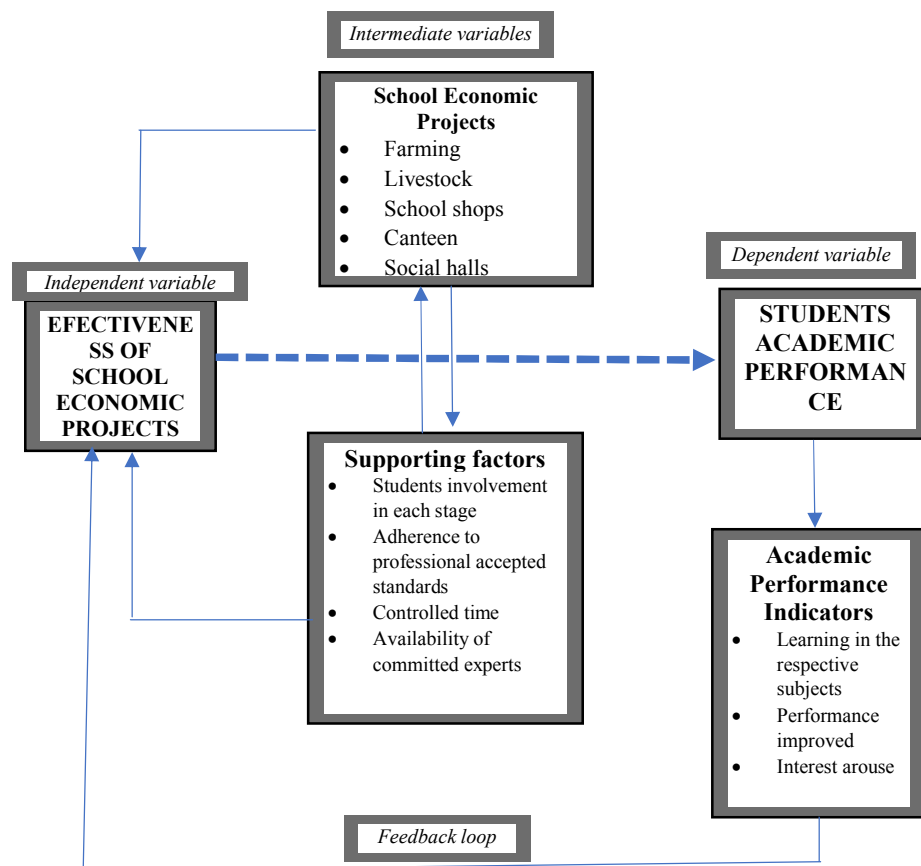
Literatures show that there are many factors which influence student academic performance in secondary school. However, little is known about contribution of income generated by school economic projects to academic performance of students and schools at larger. This study therefore, is intended to fill this gap of knowledge by analyzing the effect of school projects in school performance in Morogoro municipality, specifically, the study focus on identifying the major economic projects owned and operated by secondary schools, determining the effect of income generated by school projects on student academic performance, and finding out the challenges associated with operating school economic projects in secondary schools in Morogorogo municipality.

2.5 Conceptual Framework

There are few studies on income generated by secondary schools through various projects and its effect on student academic performance in secondary schools. Beach (2009) commented that capacity of human being is skills and knowledge embedded to a person. It also influences student's capability to adjust new learning circumstances as a changing demand. Also, Walberg theory of academic achievement establishes the relation between school characteristics, financial characteristics, teacher characteristics and student characteristics to the students' academic performance.

However, figure 2.1 presented in the conceptual framework that effectiveness of the school economic projects depending of the type of school economic projects available such as farming, livestock, school shops and social hall renting; and other supporting factors in the performance of the projects. This supporting factor are such as student involvement, adherence professional accepted standards, Controlled time, Availability of committed experts. The research argues that the effectiveness of the school projects will affect student academic performance. In case academic performance is good it is likely to be indicated by learning in the respective subjects, Performance improved, and Interest arouse (Walberg, Fraser and Welch, 1986).

Figure 2.1 Conceptual Framework



Source: Researcher own contractio, (2018)

2.6 Relationship between independent and dependent variable

2.6.1 Effectiveness of economic projects and students academic performance.

Schools income is very important for improvement of school status and progress. Schools that motivate teachers by various incentives like allowances are likely to have good academic performance than schools that do not provide any incentives. To justify this statement can be illustrated by supporting factors such as Students involvement in each stage will increase their knowledge capacity, Adherence to professional accepted standards which guide students and teachers to educate them according to the provided materials and facilities examples farmers will be taught to identify time of soil before starting cultivated so as to plant products that is favored by the surrounding environment, Controlled time that should be spent on the project so that student not waste a lot of time in such activities, Availability of committed experts in this angle for student to get good results of what they are practicing school needs good qualified teachers with passionate to those projects.

Economic projects in schools can boost the income of the school which will in turn enable the provision of incentives to both teachers and students and eventually contribute to raise the performance of schools if all supporting factors will be considered.

2.6.2 School projects and student academic performance.

The school that engages itself with projects like crop farming and livestock, contributes to knowledge and skills that could be useful after school as it instills a sense of entrepreneurship, the study also shows that the projects in schools if well managed generate income, the income may be used in academics like in motivating teachers and students, buying books, and laboratory equipment. The hypothesis (H_0) was developed to test whether school project has significant effect on student academic performance in study area. In this regard there is no relationship between economic project and student academic performance.

2.6.3 student involvement and student academic performance.

There is strong relationship between students participation and students academic performance as explained. When students miss classes for any reason whether economic or family problems eventually the school performance will fall, also misbehaving in school such as student engagement in sexual relationships and the like may lead to low performance. Hence student involvement in each stage of the project can boost their knowledge as they will do things by practical. This idea of participation will motivate student to understand some topics that are taught in classes like agriculture in geography, school shop and canteen in bookkeeping and commerce and soil in Biology. The hypothesis was developed to test whether student involvement in economic projects has effect on student academic performance in study area. Hypothesis (H_0) has shown that there is relationship between economic project and student academic performance.

2.6.4 Teachers participation and student academic performance.

Availability of committed experts is very important since they are the one who produce inputs to student's brain. In this aspect, for student to get good results both in internal exams (such as mid-terms and terminal) and national exams; the school need to have professional who can facilitate skills to students in practical manner without any difficulties. Student academic will improve as they will learn practically. school needs good qualified teachers with passionate to those projects which board of the school will select to be facilitated in the school. High Level of education of teachers in most cases will bring good results. Experience and age can lead to good or bad results as experience somehow matters. Henceforth teachers will provide quality education if they have skills and knowledge with a degree level of education. Good experts will make sure both student and teachers involvement will reduce time that will be spent on the project with other subjects. While hypothesis (H_0) suggest that there is no relationship between teacher's education level and student academic performance.

2.6.5 School features and student academic performance.

Students drop rate can affect school expectations, also if students are crowded in class It affects the performance of students. the type of school interms of day or boarding can lead to good or bad performance since student who stay in boarding have enough time to study as compared to day scholars. The hypothesis (H_0) tested state that there is no relationship between teacher's ratio and student academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

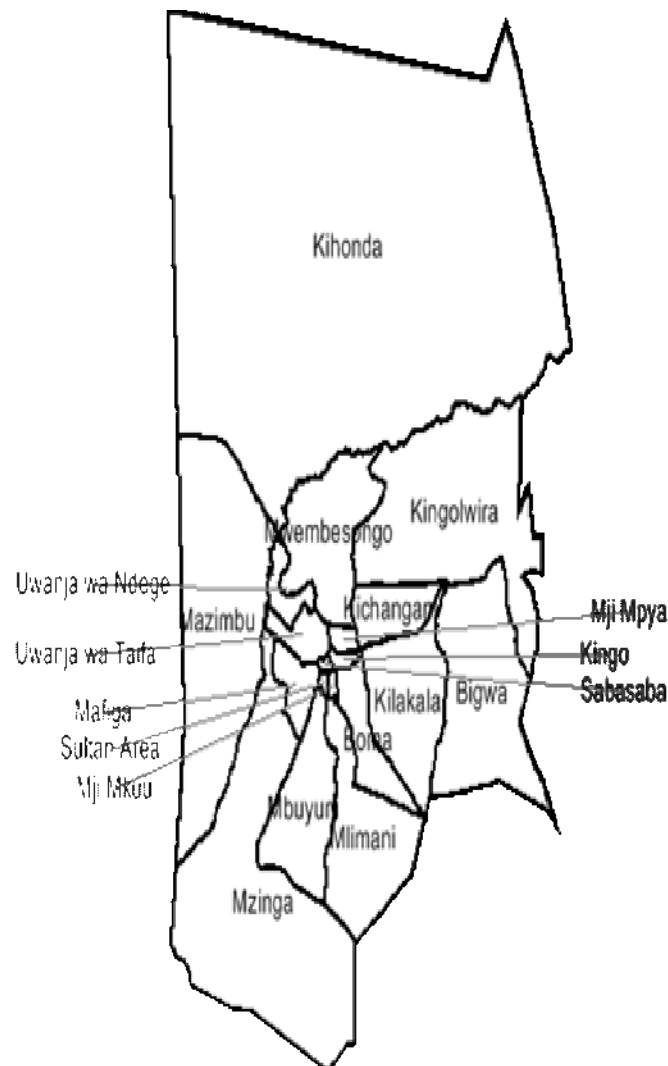
3.1 Introduction

This chapter provided the description of the methods that the study used in carrying out the research, the chapter is organized under the following parts,, research design , research approach, s sample size, sampling technique , methods of data collection and data analysis methods.

3.2 Area of the study

The study was conducted in Morogoro municipality in Morogoro region, Tanzania. MC is one of the nine (9) Councils of Morogoro Region. It has an area of 70, 624 km's square kilometers which forms 2.4% of the regional total area. The Council lies between latitude 8. 2306⁰S and 36,9541⁰E. The region is located in the Eastern part of Tanzania. The council borders Morogoro rural and Mvomero Districts in the West, in the South it borders with Kilosa, The council has 28 Wards, 50 streets and 384 "Vitongoji". The municipality has a population of 315,866 people (2012 census) 151, 700 males and 164,166 females with an average annual growth rate of 3.4%. However, the population projection released by The National Bureau of Statistics for the year 2017, the Council has 2,495,462 inhabitants (1,229,797 are males and 1,265,666 are females). The reason for selecting this area of study (Morogoro) is that the municipality has large number of public secondary schools. There is good number of students and teachers in the schools, so the researcher was sure of obtaining reliable data for the study.

Figure 3.1 A map of Morogoro Municipality



Source: Morogoro municipal planner, (2009)

3.3 Research Design

Research design refers to a brief interview with individuals about a specific topic. Cohen et al (2007) argued that research design is a technique that consists of gathered information about the opinion of the people, their attitude by either using interview or questionnaires to a particular group of people. The design allows collection of data from different respondents once in a time (Babbie, 2001). The study employed a cross sectional research design to collect data, it is considered to be

useful because it is less time consuming and cost effective. The data was collected from a selected sample of respondents (students and teachers) of public secondary school in the Morogoro municipality.

3.4 Sampling technique

In the sampling procedure both purposive non-probability and simple random probability sampling were used to choose schools, teachers and students. The proposed study used purposive non-probability sampling technique to choose schools and respondents. Simple random probability sampling technique was used to select students from the population, often a feasible method particularly for individuals or potential respondents with restricted time and resource. Cohra (2001) argued that a sample of 180 respondents is enough for doing a study. The students were selected through simple random sampling.

3.5 Sample Size

The representative sample was drawn from population of students and teachers in secondary schools. Both students and teachers were drawn from public schools located in Morogoro municipality. The municipality has 98 public secondary schools where only 8 secondary schools were chosen to provide a sample. The sample size was 180 respondents comprising of students and teachers from secondary schools in Morogoro region. Generally, the sample comprised a total of 20 teachers and 160 students. Each secondary school provided 3 teachers for schools with project and 2 teachers for schools without projects; the numbers of students was determined by formula. The sample comprises of the respondents from schools with economic projects and those with no economic projects. In this study the sample size was 180 respondents which were determined by the formula developed by Cochran (1977).

Table 3.1 Composition of the sample Size

S/N	Respondents/Schools	Number of Respondents	Number of Respondents in the School
1	Kitungwa secondary school	23	Students : 20 Teachers : 3
2	St. Petters secondary school	23	Students : 20 Teachers : 3
3	Junior seminary secondary school	23	Students : 20 Teachers : 3
4	Iyula Malaika secondary schools	23	Students : 20 Teachers : 3
5	Kingolwira secondary school	22	Students : 20 Teachers:2
6	Kilakala secondary school	22	Students :20 Teachers : 2
7	Kihonda secondary school	22	Students:20 Teachers:2
8	Nanenane secondary school	22	Students:20 Teachers:2
	TOTAL		180

(Source: Author, 2017)

$$n = \frac{Z^2 pq}{e^2}$$

Sample size,

Where: Z= Standard normal deviation set at 2.55 as corresponding to 95 confidence level, e = the desired level of precision or degree of accuracy set at 0.093, p = the estimated proportion of an attribute t present in the population (signifies the percentage of the targeted population estimated to have a particular characteristics, if not known we use 50%) and

$$q = 1 - p$$

$$n = \frac{Z^2 pq}{e^2}$$

Therefore, Sample size,

$$n = \frac{2.55^2 * 0.6 * 0.4}{0.093^2} \approx 180.437 = 180 \text{ respondents}$$

The sample size of this study was 180 respondents

3.6 Target population

The population of this study was eight (8) secondary schools in Morogoro municipality both the government and private school were interviewed as the source of information or evidence.

3.7 Unit of analysis

The unit of analysis in this study were students and teachers from Morogoro Municipality. The selected secondary schools provided teachers and students for the entire study. The aim of the study was to investigate the effect of school projects in school performance among secondary school in Tanzania. The information of this study provided a wide understanding of the linkage between school income and academic achievement in Tanzania.

3.8 Variables and their measurements

Table 3.2 revealed that; there is positive relationship between dependent variable and independent variables unless otherwise it can show negative relation after collecting the data if proven otherwise.

Table 3.2 Variables and Measurements

	Variable	Definitions	Unit	Sign
Y	Academic performance	1 if passed exams (At or above average pass mark), 0 if failed exam (below average mark)		
Student characteristics				
X ₁	Age	Age of student	Years	+/-
X ₂	Sex	1 if student is Male, 0 otherwise	Dummy	
X ₃	Absentee	Number of days not attending schools	Days	+/-
X ₄	Student motivation	1 if motivated to learn by themselves, 0 otherwise	Dummy	+
X ₅	Behaviour	1 if student behave bad, 0 otherwise	Dummy	+/-
X ₆	Meal	1 if meal provided, 0 otherwise	Dummy	+
X ₈	Boarding	1 if boarding school, 0 otherwise	Dummy	+
X ₉	Location	1 if town center, 0 otherwise	Dummy	+
X ₁₀	Student teacher ratio	1 if high, 0 otherwise	Dummy	+/-
Teacher characteristic				
X ₁₁	School Project	1 if project generate income, 0 otherwise	Days	+/-
X ₁₂	Teacher overtime	1 if paid overtime, 0 otherwise	Dummy	+/-
X ₁₃	Agricultural project	1 if school cultivate crop farming, 0 otherwise	Dummy	+/-
X ₁₄	Livestock project	1 if school has poultry rearing, 0 otherwise	Dummy	+/-

(Source; author, 2018)

3.9 Methods of Data Collection

In this study primary data were collected from teachers and students in the study area through interviews and questionnaires. Kombo and Tromp (2006) pointed out that the researcher may decide to use more than one method for collecting data this ensures the collection of reliable information. The interview was accompanied by questionnaire where teachers and students were required to fill in the questionnaire and respond to interview questions. The same questions with slight difference were used in questionnaire and interviews so as to observe consistency and reliability.

3.9.1 Interview Guide

The technique that will be employed in this part was the in-depth interview technique. It was as well pointed out by Neale (2006) that, when using in-depth interviewing it is a very good qualitative way of getting information from individuals and is normally engaged when there is a considerably small number of respondents that are required to express their ideas or opinions. In general, In-depth interview lists will be issued to parents, teachers and workers from the ministry of education.

The in-depth interview rosters which will be used in this study have flexible questions. There will be a room for the respondents to interact with the researcher and it will be easy to keep the conversation going. The general arrangement will be for the researcher to ask the first question that would make the respondents want to speak without hesitation and without hiding facts. In addition, the research will have a room to give supplement questions so that to fully understand and obtain the required information on academic performance between secondary schools which have economic projects and the ones those do not have economic projects in Tanzania.

3.9.2 Questionnaires

The designed questionnaires were simple and clear to be filled with anyone without the assistance of the researcher. The questionnaire were distributed to the teachers and students aiming at gathering information to capture knowledge and experience on secondary school's economic projects. Therefore, apart from its effectiveness in covering large area of the population, questionnaires were used so as to give respondents freedom and provide room for them to give honest answers. The questionnaires in this study were of three different styles, some required the respondents to put ticks on the space provided others wanted them to choose the right answers from the given options (multiple choice questions) .. In this style the respondents were required to put a tick on the spaces provided for the most correct answers. Open-ended questionnaires were administered to the respondents so that they may be free to give their views on the issues relating secondary school's economic projects.

3.9.3 Documentary review

Document review will be one of the means that will be employed in this study as the researcher also wants to get data from the secondary sources of information related to secondary school's economic projects in relation to academic performance. Primary sources included meeting minutes from the Ministry of education and the books of accounts for the projects that are being conducted by the schools. Secondary sources include examination results for the selected schools in different years. The data that

will be obtained by the means of documentary review are meant to enable the researcher to get a full understanding of the academic performance of the secondary schools that have economic projects as compared to the ones that do not have economic projects.

3.10 Data Analysis Procedure

Data from semi-structured questionnaire were coded in SPSS version 20 , data analysis was carried out to summarize the data by using statistic package for social science.. Then data from SPSS were transferred into excel before using STATA for quantitative and qualitative analysis. Then data were presented in a narrative form where table and figures were used. Moreover, some analyzed data were presented in Mean, Standard Deviation, frequency, Percentage, pie-chart and histogram. Where specific objective one and three were analyzed by Descriptive statistic and specific objective two was analyzed by logistic regression.

3.11 Analytical model

Probit regression is an analytical tool used to investigate the dependent variable when the outcome is dichotomous that is the dependent variable has two categories (Kohler and Kreuter, 2005; Hill *et al.*, 2008). The most commonly used models in studies related to the aspects of choice such as choice decisions are the probit and logit models, both of which have dependent variables bound between 0 and 1. The models are convenient for dichotomous choice variables. However, many literatures and studies used logistic regression. Guilloches (1957) and Rogers (1983) argued that the use of the logit model is consistent with the literature on choice which describes the choice process as taking on a logistic nature. The Logit model have also been applied in several choice studies as by Kato (2000); Boahene et al (1999), Nkonya et al (1997), Shakya and Flinn (1985). In regard to several studies, this study opted to use logistic regression.

In a view of the assumption is that, the identified factors may not or have been student academic performance. Therefore, student may pass or fail their examination and that is what drives the study to opt for logistic binary choice model. Mathematically according to Pedace (2013) the model is represented as follows;

$$P = \frac{e^{\beta x}}{1 + e^{\beta x}} \dots\dots\dots (3.1)$$

$$= 1 - P = 1 - \frac{e^{\beta x}}{1 + e^{\beta x}} \dots\dots\dots (3.2)$$

Where, P is the probability of success and 1 - P is probability of failure, β is the given coefficient, e denotes the base of natural logarithms, Xi represents the ith and represents vector of parameters to be estimated. The first equation shows the probability of student who passed the examinations and the second equation presented shows the probability of student who failed the examinations.

$$Y = \beta_0 + \beta_i X_i + \varepsilon \dots\dots\dots (3.3)$$

Where Y = Student academic performance (1 if student passed exam, 0 if student failed exam)

X₀ = set of independent variables (Factors)

i=students

ε = error term

From equation (ii) the study analyzed this regression equation as follow

$$\text{Log} \left(\frac{Y_i}{1 - y_i} \right) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \beta_9 X_9 + \varepsilon \dots\dots\dots (3.4)$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \beta_9 X_9 + \varepsilon \dots\dots\dots (3.5)$$

Where by

Y₀ =student academic performance

X_n = variables

B_n = Coefficient

ε = error term

i = students

The definition of each variable presented in table 1

3.12 Model specification Test

Model specification test was conducted to check whether the model suffers from specification error or bias. This enables to know that the model used in analysis is suitably specified and if is not suitably specified the analysis of result may encounter a problem of model specification error or model specification bias.

3.13 Validity and Reliability

3.13 Data Validity

The term validity refers to the conceptual and scientific soundness of the research study or investigation and the primary purpose of all forms of research is to produce valid conclusions (Festinger, 2005). Furthermore, the term refers to the trustworthiness, credibility or how truthful the research results are (Johnson *et al*, 2007; Yin, 2003). The appropriate sampling technique (Simple Random Sampling) and method of data collection (questionnaire) were used to enhance trustworthiness of the findings (Calder, 1996). Similarly, the study used the relevant literature to construct the research objectives, questions and conceptual framework so as to enable the collection of relevant data for the study (Silverman, 2005). Lastly, questionnaire instruments for this study were subjected to tests for validity to determine whether there was an improvement needed thereon.

3.13 Data Reliability Test

To test the consistency of the questionnaire particularly for the Likert-type scale, the reliability analysis is vital in reflecting the overall reliability of the questionnaires.. In order to carry out the reliability analysis, the Cronbach's Alpha (α) is the best value, and if Alpha (α) greater than 0.700 is acceptable (Field, 2009; Cohen and Sayag, 2010) and according to Cronbach's (1951), a reliability value (α) greater than 0.600 is also acceptable.

3.14 Ethical consideration

The professional codes are essential to protect participants in social research from harm, while ensuring the right of privacy adhering to the action of informed consent and avoiding deception (White and Williamson, 2001). Ethical dilemmas are likely to emerge during collection of data and publication of research findings. This research adhered to codes of research ethics during data collection. A sense of expertise was carried out by giving the respondents respect. In addition, the researcher asked for permission from the responsible local authorities before undertaking the research activity. Participants were assured that the information they provided was confidential and used solely for the stated purpose of the study.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 Introduction

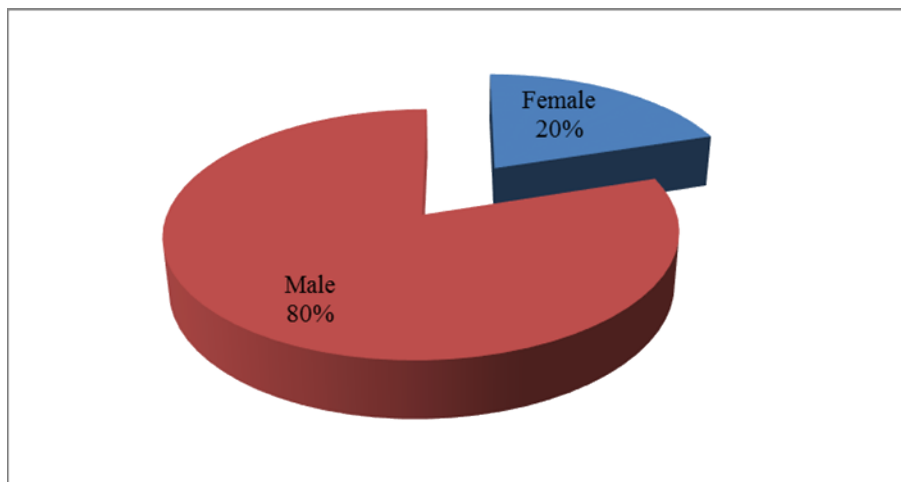
This chapter presents the research findings of the study. The discussions are based on the objectives and the research questions of the study. The study aimed at investigating the effects of school projects in school performance in secondary schools in Morogoro municipality. The specific objectives were; to identify major economic projects owned and operated by secondary schools in Study area, determine the effect of income generated by school projects on student academic performance in study area, and find out the challenges associated with operating school economic projects in secondary schools

4.2 Students and Teachers Characteristics Profile

4.2.1 Sex of students

Figure 4.1 establishes distribution of secondary school students by sex. The distribution of sex was presented using frequency and percentage. This distribution entails how respondent were active and responded in regard to their academic performance.

Figure 4.1 Sex of student



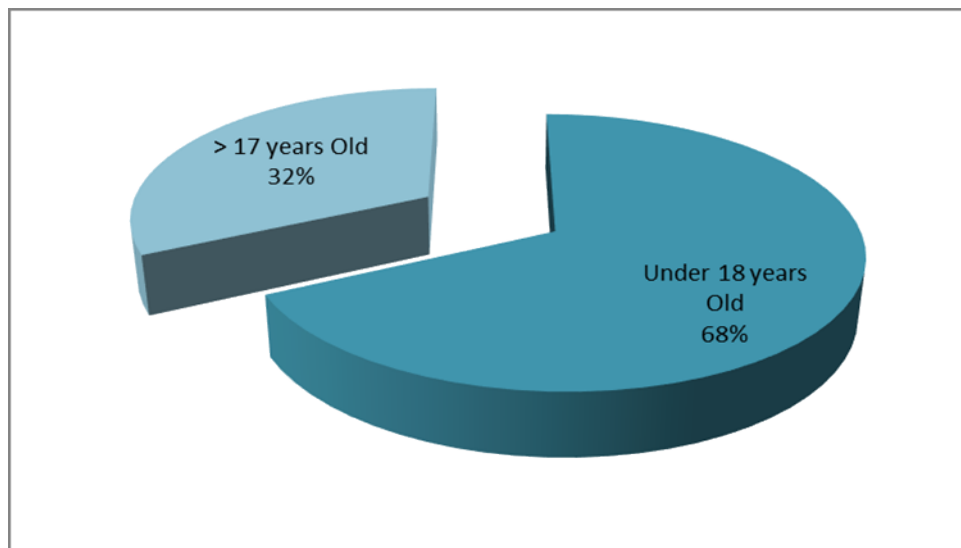
Source: own author, (2018)

Figure 4.1 indicated that 80 percent of interviewed students were male while 20 percent of interviewed students were female. The result signifies that most of students were male, whose enrollment is normally higher than girls, although the population of female in Tanzania is greater than male.

4.2.2 Students distribution by age

The age of respondents was an important factor in students' academic performance, secondary school students with low age were expected to be more active in reading, writing as well as having plenty of time in subjects matters. Figure 4.2 explains the distribution of secondary school students in two categories of age

Figure 4.2 Distribution of students by Age



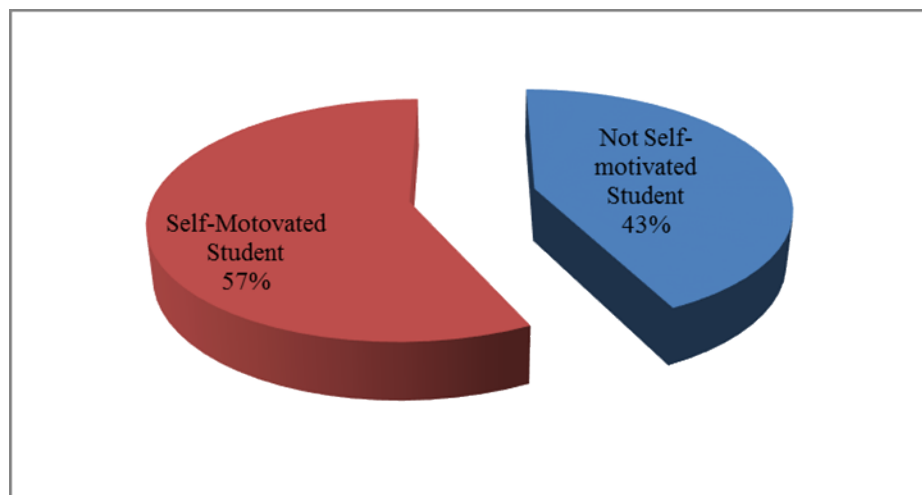
Source: own author, (2018)

Figure 4.2 presents the distribution of students age wise, 68 percent of students were less than 18 years while 32 percent of the students were of more than 17 years. The finding revealed that most of students were less than 18 years, this is limited by children's enrollment in primary schools which by policy should not exceed 8 years.

4.2.3 Students learning status

Figure 4.3 below indicates the distribution of secondary school students motivation in learning. The data were presented using frequency and percentage, the finding revealed that secondary students behave differently in learning, some were self-motivated, and others were not self-motivated as indicated in relation to their academic performance.

Figure 4.3 Learning status of student



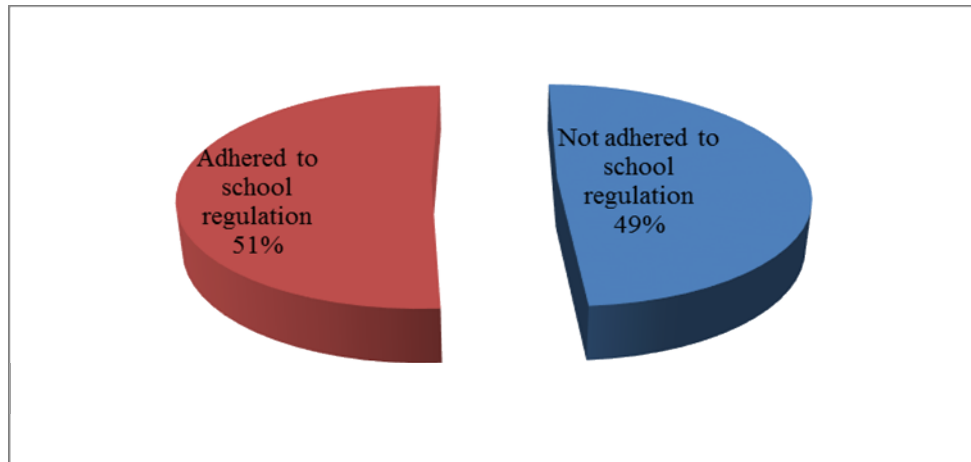
Source; research own consumption, (2018)

Figure 4.3 above presents the distribution of students basing on their behavior in secondary school. The findings revealed that 57 percent of the students were self-motivated, they were willing to write and read learning materials while 43 percent of students were not self-motivated. . The finding revealed that most students were self-motivated and hence willing to read and write to excel in academics.

4.2.4 Student involvement

The distribution of student's behavior in secondary school focused on their academic performance. The presentation of the distribution was based on secondary school students who either comply or not to school regulation. The descriptive statistics was done using frequency and percentage. The behavior of secondary school students was an important factor in determining the students' academic performance.

Figure 4.4 Students behavior



Source: own author consumption, (2018)

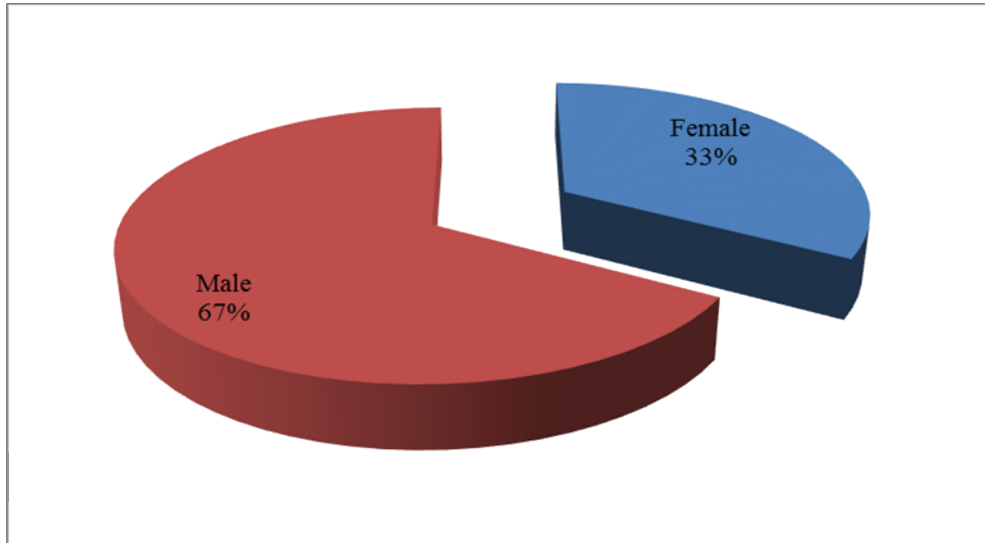
Figure 4.4 indicates that 51 percent of secondary school students adhered to school regulations while 49 percent of secondary school students were reported not to adhere to school regulations. The findings revealed that majority of secondary school students were reported to adhere to school regulations and therefore less misbehavior cases.

4.3 Teachers Characteristics

4.3.1 Teachers Gender wise

Figure 4.5 below indicates the distribution of secondary schoolteachers by sex. The distribution of gender was presented using frequency and percentage.

Figure 4.5 Gender of Teacher



Source:own author, (2018)

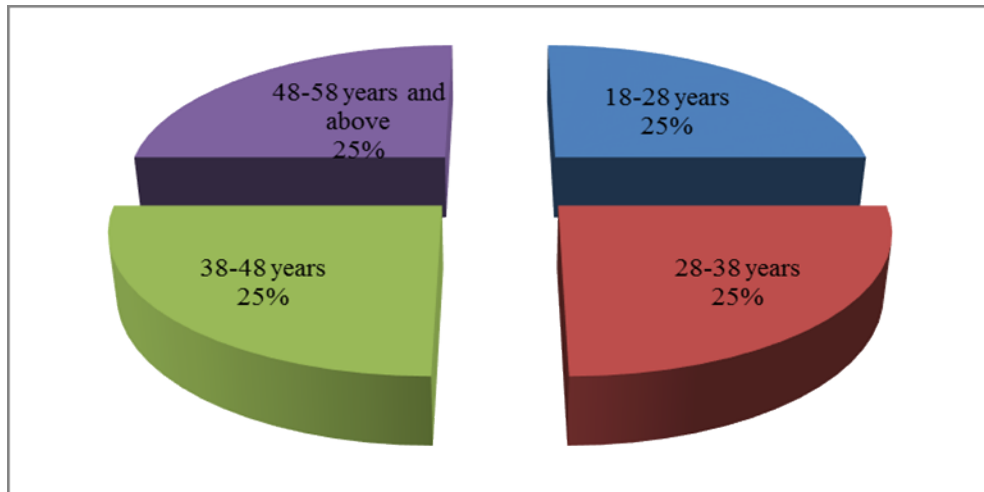
Gender was a sensitive characteristic of respondent in this study. The consideration was since is very important to get data from both male and female respondents.

Figure 4.5 above indicates the distribution of respondents gender wise . The finding from this study indicates that 67 percent of teachers who were interviewed were male, only 33 percent of interviewed teachers were female. The variation of gender distribution is due to the fact that most of government employees in in secondary schools are male teachers.

4.3.2 Age of Teacher

The age of teachers was a very important factor in students academic performance, the secondary school teachers with young age were expected to be more active in teaching in comparison to the older ones.. Figure 4.6 explains the distribution of secondary scool teachers in four categories of age.

Figure 4.6 Age of Teacher



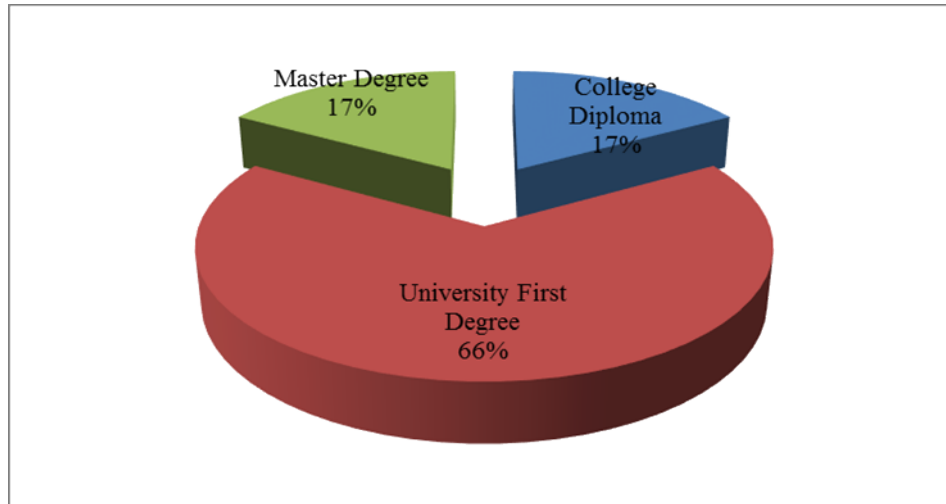
Source: own author, (2018)

Figure 4.6 indicates gender distribution of interviewed teachers in study area. The finding implies that 67 percent of teachers who were interviewed were male, 33 percent of interviewed teachers were female. The variation of gender is due to the fact that most of government employees in education sector are male teachers..

4.3.3 Education level of Teachers

The academic qualification of teachers matters and is always dynamic; it is the most important factor which influences students' achievements. Figure 4.7 below indicates the distribution of questionnaire and interviewee responses in regard to their education level. Figure 4.7: Education level of Teacher

Figure 4.7 Education level of Teachers



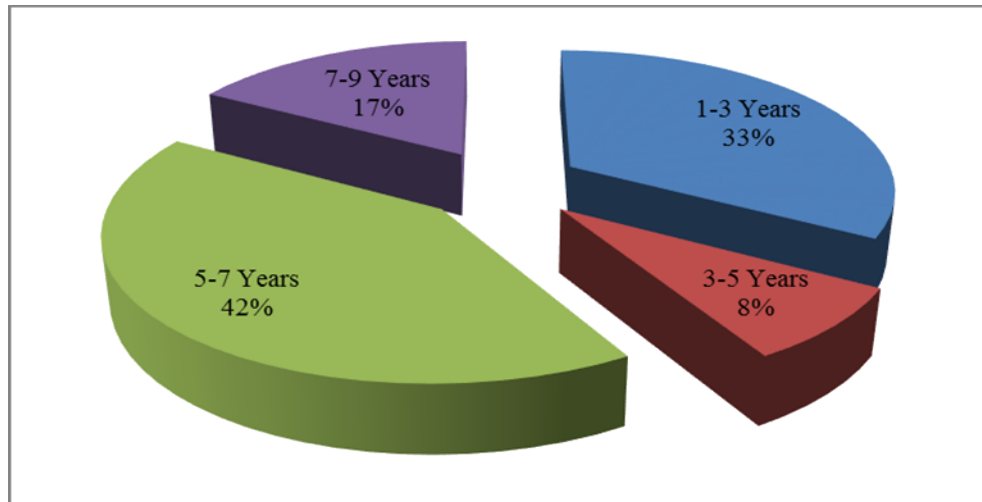
Source: own author, (2018)

Figure 4.7 above shows that 66 percent of respondents who were interviewed were first degree holders, 17 percent of respondents were master degree holders, 17 percent of respondent were Diploma holders. The finding revealed that most of the respondents were first degree holders. In this case, education plays important role in delivering and administering students around the school.

4.3.4 Teacher Leadership experience

Figure 4.8 indicates distribution of members in the household where secondary school teacher came from and members in the household were in five categories in which frequency and percentage distribution were used in analysis. The members in the household that secondary school teachers came from had implication on student's academic performance and thus used in the study.

Figure 4.8 Teacher Leadership experience



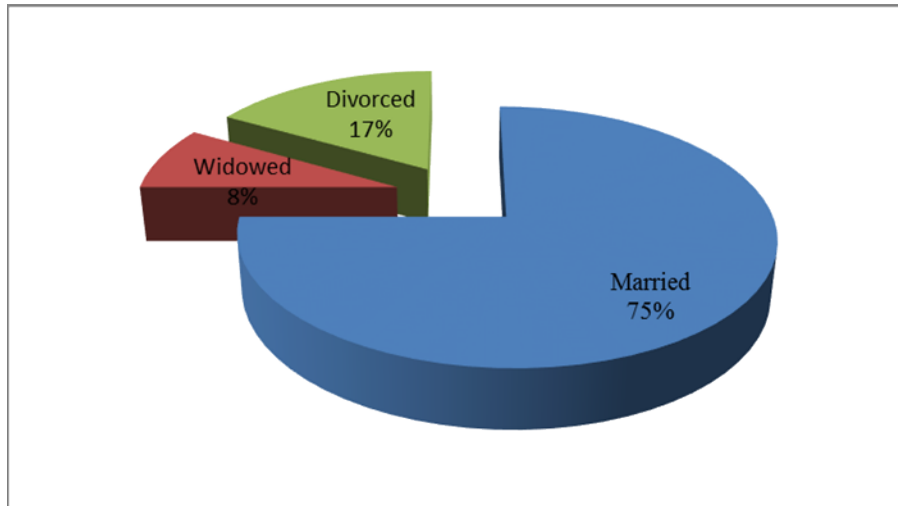
Source: own author, (2018)

Figure 4.8 reveals that 33 percent of respondents who were interviewed had 1-3 years' experience in leadership, 8 percent of respondents who were interviewed had 3-5 years' experience in leadership, 42 percent of respondents who were interviewed had 5-7 years' experience in leadership while 17 percent of respondent who were interviewed had 7-9 years' experience in leadership. The findings revealed that most of the respondents had 5-7 years' experience in leadership. In this case, experience of leadership plays an important role for delivering and administering school economic projects around the school.

4.3.5 Marital status of the respondents

Table 4.9 indicates the distribution of respondents marital status involving g married, divorced and widowed. The distribution entails that teachers involved in this study were active in teaching and contributing to secondary school students academic performance. In analysis, frequency and percentage were used to illustrate the distribution.

Figure 4.9: Marital status



Source: own author, (2018)

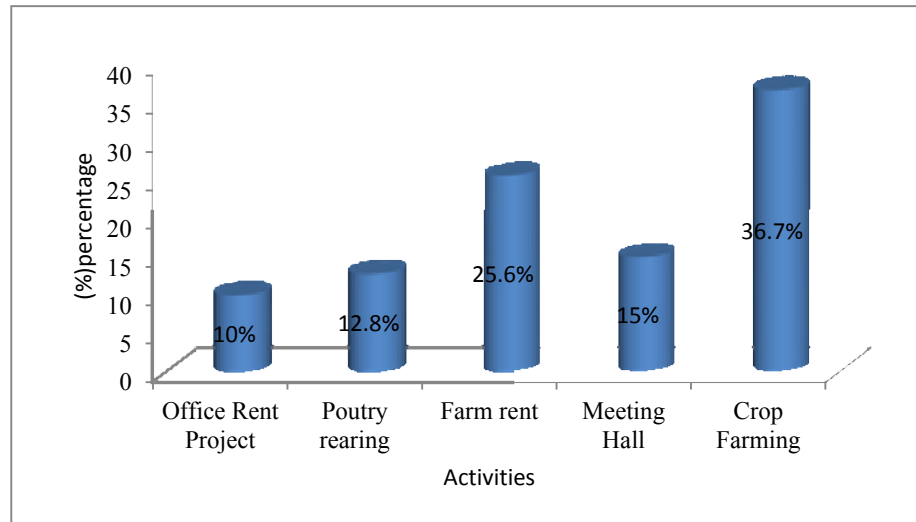
The figure 4.9 indicates the distribution of male and female respondents involved in study. However, about 75 percent of respondents were married respondents, 17 percent of respondents were divorced while 8 percent of respondents were widowed. This implies that most of teachers who were involved in this survey were married.

4.4 Major economic projects owned and operated by PPSS

4.4.1 Response from students on major economic projects

Figure 4.10 indicates the distribution of office rent, poultry rearing, farm rent, meeting hall and crop farming in which frequency and percentage were used in the analysis. The economic project had implication on secondary school students academic performance in the study.

Figure 4.10: Major school economic project



Source: own author, (2018)

Figure 4.10 establishes the distribution of students' views on economic projects that are beneficial to public and private secondary school (PPSS) in study area. A total of 180 students were involved in this part. The respondents (students) were asked on whether economic projects contribute to school income. In the line with that, respondents (students) were asked to list down major economic projects associated with public secondary schools. The response, however, indicated that 36.7 percent of students pointed crop farming, 15 percent of students named meeting hall, 25.6 percent of students mentioned renting farm, 12.8 percent of students pointed poultry rearing while 10 percent of students mentioned office rent projects.

4.5 Response from respondents(teachers) on major economic projects

4.5.1 Teachers Response on major economic project

Table 4.3. Shows the response of teachers on whether school economic project (SEP) exists and are worth projects for the schools and students

Table 4.3: Teachers responses on adaptation of school projects.

Adaptation of Projects

No. of Respondents	Yes	No	Total
20	15(66.7%)	5 (33.3%)	20 (100.0%)

Source: own author, (2018)

The findings in table 4.3 indicate that eight (66.7%) of the sampled respondents agreed that school economic projects were ran in their school, they were part of the project as one of their responsibilities, four (33.3%) of sampled respondents said there were no school economic project in their secondary school, the reason for lack of projects was insufficient space for the projects

4.5.2 Teacher Response on economic projects existed in schools

A total of 20 respondents were involved in this part, of which two teachers came from one public secondary school, they were asked on whether they knew any school economic projects in a public secondary school, most of them were aware of the economic projects in their schools

Table 4.4: Projects Existed in schools

Types of project	Response	Percentage
renting Office for stationary	12	9
renting farm land for vegetable production	18	13
renting School Football ground	32	18
school water fetching point	18	11
school crop farm	28	17
renting Meeting Halls	22	13
poultry production	22	13
School shops	8	6
Total	160	100

Source: own author, (2018)

Table 4.9: Human and other resources for Various Projects in Schools

Types of project	Response	Percentage
Capital for initiating school economic projects	5	25
Free land for expanding existed school projects	2	13
Entrepreneurship knowledge and skills	6	25
Guideline for operating school economic project	4	21
Teachers who have little knowledge on school projects	3	17
Total	20	100

Source: own author, (2018)

The table 4.4 present distribution of response from respondents (students) about 18 percent of the responses revealed that renting School Football ground was a major economic project while least response about 6 percent pointed School shops to be most owned by secondary schools.



Photo of one of the farming in secondary schools



Photo of one of the livestock keeping chicken eggs collections in secondary schools

4.5 The effect of school project on Student Academic performance

Probit analysis was used to estimate the effects of school projects on students academic performance. The probit model was tested for joint significance and model specification test was also performed to determine whether assumption was violated or not

Table 4.5: Probit Regression Results

Student Academic Performance	Coefficient	Robust Std. Err.	Z	P> z
School project	1.3041***	0.2669	4.89	0.0000
Agriculture	0.1188	0.2178	0.55	0.5850
Livestock	0.1217	0.1385	0.88	0.3790
Capital	-0.0103	0.0772	-0.13	0.8940
Student Teacher ratio	-0.0159	0.2231	-0.07	0.9430
Meal	-0.1946	0.3087	-0.63	0.5290
Student Behavior	-0.7864***	0.2366	-3.32	0.0010
Student Learning	0.6530***	0.2279	2.86	0.0040
Absentee	0.0569	0.0367	1.55	0.1220
Sex of Student	0.0048	0.2661	0.02	0.9860
Office	-0.3981	0.2597	-1.53	0.1250
School Location	0.4328*	0.2507	1.73	0.0840
Constant	-1.3716	0.6638	-2.07	0.0390
Number of Observations				180
Wald chi2 (12)				55.34
Prob > chi2				0.0000
Pseudo R				0.2916
Log likelihood				-88.314056

Level of significance *, ** and * represents 10%, 5% and 1%**

The result of the probit regression model estimating school projects on academic performance is presented in table 4.5. The fit of the data was statistically significant at (0.0000 < 0.01). The accuracy of the prediction was 29% while the Wald Chi2 = 55.34. This results show that the specified explanatory variables were able to explain variation in student academic performance. The variables in the model were significant influencing student academic performance. Such variables were school project, student leaning, students' behaviour and school location. However, agriculture, Livestock, Capital, Student Teacher ratio, Absentee, Sex of Student, meals and Office were statistically in significant affecting student academic performance in study area. This result presents parameter estimates or coefficients which may not be used for interpretation and therefore marginal effect analysis was performed as indicated in Table 20.

Table 4.6: Marginal effect analysis

Student Academic Performance	dy/dx	Std. Err.	Z	P> z
School project	0.4846***	0.0856	5.66	0.0000
Agriculture	0.0473	0.0866	0.55	0.5850
Livestock	0.0485	0.0552	0.88	0.3790
Capital	-0.0041	0.0307	-0.13	0.8940
Student Teacher ratio	-0.0063	0.0889	-0.07	0.9430
Meal	-0.0775	0.1224	-0.63	0.5270
Student behavior	-0.3054***	0.0872	-3.50	0.0000
Student learning	0.2560***	0.0862	2.97	0.0030
Absentee	0.0227	0.0146	1.55	0.1220
Sex of Student	0.0019	0.1061	0.02	0.9860
Office	-0.1573	0.1008	-1.56	0.1190
School location	0.1709*	0.0970	1.76	0.0780

Level of significance *, ** and * represents 10%, 5% and 1%**

Table 4.6 shows result of marginal effect analysis in which marginal effects at the means of the probit regression with their respective standard errors. However, to avoid repetition in discussions, the results of the marginal effects are only discussed as they can indicate both the sign and degree of each variable in the model as above shown. An additional insight was also provided by analyzing the marginal effects, which were calculated as the partial derivatives of the non-linear probability function, evaluated at each variable.

School project was expected to have significant effect on student academic performance. However, result reveals that school project influence student academic performance. The school project was statistically significant at 1% and positively influences student academic performance. The school project had 0.4846 and that implies a secondary school with a project which generated income had more chance to increase student academic performance by 48.46% than secondary school with a project which did not generate income, provided that other factor remained unchanged.

Student behavior was measured as 1 if a student had good behavior and 0 if was otherwise. While it was expected that a student with good behavior would have higher academic performance. The result however indicated that student behavior was statistically significant affecting student academic performance. In this regard, student behavior was statistically significant at 1% level of significant and negatively affecting student academic performance.

Student learning was positive and statistically significant influencing academic performance. Although, most of literatures indicate contradictions on whether self-motivated student or unself-motivated students had good academic performance. In this result, student learning was measured as 1 if student self-motivated and 0 if it was otherwise. However, student learning was significant at 1% level. This result entails that a student who was self-motivated had more chance to improve his/her academic performance by 25.60%.

School location was measured as 1 if secondary school located in town center and 0 if otherwise. While it was expected that a secondary school located in town center had higher academic performance. The result however indicated that secondary school located in town center was statistically significant influencing student academic performance. In this regard, secondary school located in town center was statistically significant at 10% level of significant and positively influence student academic performance. It was observed that a secondary school located in town center was more likely to increase student academic performance by 17.09%. Other variables that were expected to have significant effect student academic performance but findings shows that agriculture, Livestock, Capital, Student Teacher ratio, Absentee, Sex of Student, meals and Office were statistically in insignificant affecting student academic performance as presented.

Table 4.7: Model Specification Test

After conducting a Probit regression Linktest, it was found that the probability ($P > |Z|$) of hatsq was 0.1410. This provides sufficient evidence to fail to reject the null hypothesis and therefore and supporting the null hypothesis that the model is well specified.

Overall Student	Coef.	Std. Err.	Z	P>z	[95% Conf. Interval]
_hat	1.0481	0.1462	7.17	0.0000	0.7615 1.3347
_hatsq	-0.2061	0.1402	-1.47	0.1410	-0.4808 0.0686
_cons	0.1270	0.1386	0.92	0.3600	-0.1447 0.3986

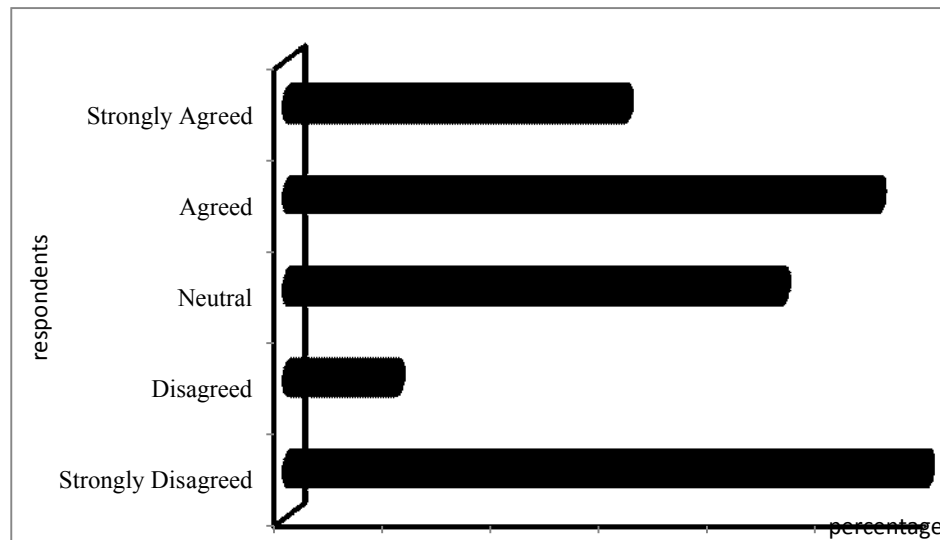
Gujarati (2009) on model specification argues that, model used in analysis must be suitably specified and if is not suitably specified the analysis result may encounter a problem of model specification error or model specification bias. H_0 : The model is well specified and H_a : The model is not well specified. In this case, result signifies the model is well specified as indicated in table 4.7.

4.6 Response from Students on challenges associated with School economic project

These questions of this part were merely focus to capture student opinion on existed challenges associated with school economic project in which a total of 180 students were involved. About 4 questions regarding to challenges associated with school economic project were prepared and students were asked (interviewed) and their opinion were captured as well.

4.6.1 Initial Capital for project

Figure 4.11 indicated that 15 percent of respondents interviewed had strongly agreed that initial capital was challenge to establish school economic project, 27.2 percent of respondents interviewed had agreed that initial capital to establish school economic project, 22.8 percent of respondents interviewed had neutral response on either initial capital was challenge to establish school economic project, 5% percent of respondents interviewed had disagreed that initial capital was challenge to establish school economic project while 29.4% percent of respondents interviewed had strongly disagreed that initial capital was challenge to establish school economic project. In this regard, it was found that majority of respondents had strongly disagreed that initial capital was challenge to establish school economic project.

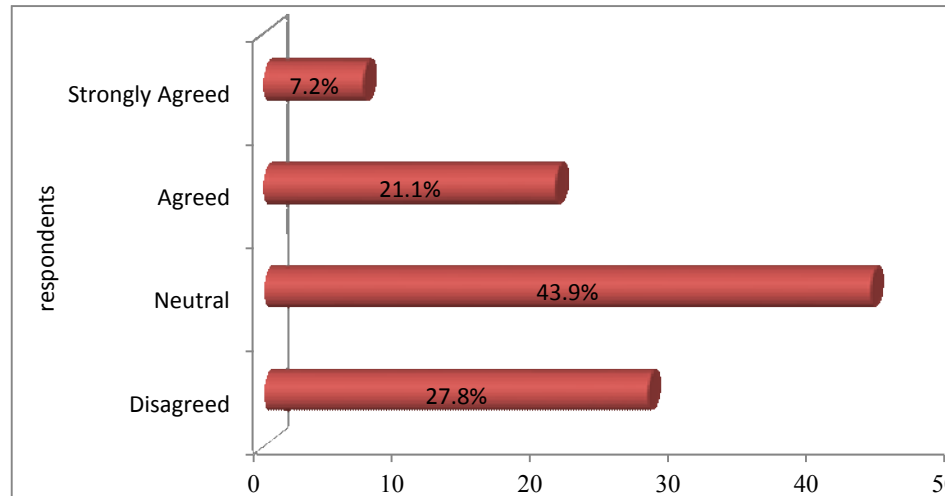


Source: own author, (2018)

Figure 4.11: Initial capital for project enterprise

4.6.2 Schools in entrepreneurship skills

Figure 4.12 reveals that 7.2 percent of respondents interviewed had strongly agreed that school did not put much effort to invest in entrepreneurship skills for operating or initiating school projects, 21.1 percent of respondents interviewed agreed that school did not put much effort to invest in entrepreneurship skills for operating or initiating school projects, 43.9 percent of respondents interviewed had neutral response while 27.8 percent of respondents interviewed disagreed. Therefore, majority of respondents were neutral in their response

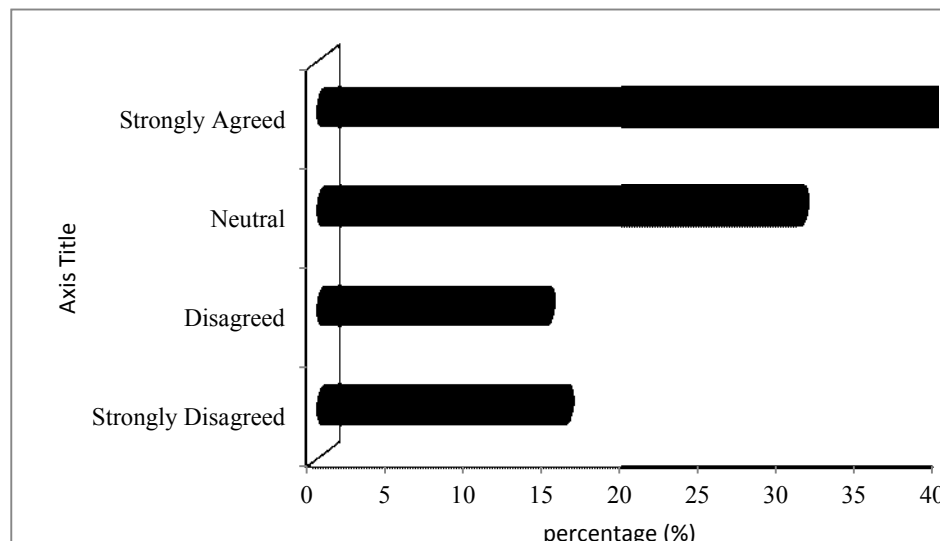


Source: own author, (2018)

Figure 4.12 Schools effort on investment in entrepreneurship skills

4.6.3 skilled personnel inSchool projects

Figure 4.13 indicated that 39.4 percent of respondents interviewed had strongly agreed that schools did not have skilled personnel for School projects, 30.6 percent of respondents interviewed had neutral response, 14.4 percent of respondents interviewed disagreed while 15.6 percent of respondents interviewed strongly disagreed. Therefore, majority of respondents strongly agreed that high market security fee brought the price difference.

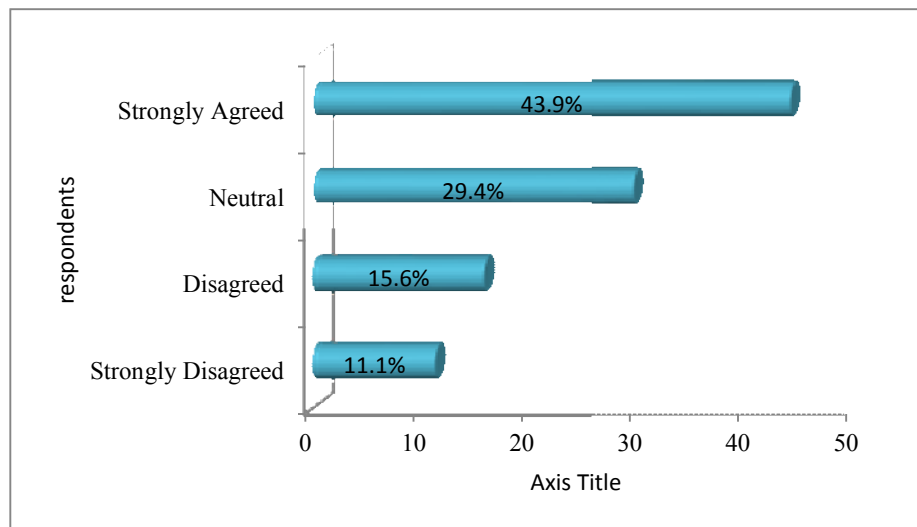


Source: own author, (2018)

Figure 4.13: skilled personnel in School projects

4.6.4 Lack of interest and motivation in operating School projects

Figure 4.14 indicated that 43.9 percent of respondents interviewed strongly agreed that there are lack of interest and motivation in operating School projects, 29.4 percent were neutral, 15.6 percent of respondents interviewed disagreed, while 11.1 percent of respondents interviewed strongly disagreed that there are lack of interest and motivation in operating School projects. Therefore, majority of respondents strongly agreed



Source: own author, (2018)

Figure 4.14: Lack of interest and motivation in operating School projects

4.7 Teacher Response on challenges associated with SEP

4.7.1 Responses of Key Respondents on capital investment

The response by respondents came on whether school economic project faces challenge of capital for the implementation of projects for self-reliance was as shown in table 4.8 below

Table 4.8: Responses on challenges of school Economic project (SEP)

No. of Respondents	Said Yes	Said No	Total
12	9 (75.0%)	3 (25.0%)	12 (100.0%)

Source: own author, (2018)

Results in Table 4.8 indicate that eight (75.0%) of the sampled respondents believed that existed school economic projects (SEP) faces financial instability because the projects were implemented in public secondary without consent from the government and therefore teachers did not put much effort on the projects while four (25.0%) of sampled respondents believed that there were no challenges on school economic project (SEP) in public secondary school giving the evidence of existed school economic project such as office renting. Therefore, the high percentage of interviewed respondents justified that there were challenges on economic project operated and implemented by public secondary school.

4.7.2 Teacher Response on challenges facing school projects

A total of 24 respondents were interviewed in this part, of which two teachers came from one public secondary school. They were asked to mention challenges of school economic projects (SEP) that constrained public secondary schools to improve school project incomes.

Table 4.9: Various Projects in Schools

Types of project	Response	Percentage
Capital for initiating school economic projects	5	25
Free land for expanding school projects	2	13
Entrepreneurship knowledge and skills	6	25
Guideline for operating school economic project	4	21
Teachers who have little knowledge on school projects	3	17
Total	20	100

Source: own author, (2018)

The table 4.9 above presents the distribution of response in which 25% of respondents showed capital as a challenge in initiating school economic projects while about 13 percent pointed the availability of free land

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 introduction

This chapter presents the discussion on the overall study findings. It provides information on the study related to school economic projects and secondary school students' academic performance. It presents the detailed discussion based on each specific objective in relation to student academic performance in study area.

5.2 Student Characteristic Profile

Figure 4.1 presents the distribution of secondary school students by sex. The finding however indicates that 80 percent of interviewed students were male while 20 percent of interviewed students were female. The result signifies that the males enrollment is higher than girls.

The age of respondent was an important factor in student academic performance where secondary school student with little age were expected to be more active in academics because of age factor. The However the finding revealed that students who accounted 68 percent of all students were less than 18 years old while 32 percent of students were having more than 17 years of age . The finding implies that most of students were aged less than 18 years old and that was limited by enrollment criteria which requires children in primary not to exceed 8 years of age.

Figure 4.3 shows the distribution of secondary school students by self-motivated learning or none self-motivated learning aThe distribution of students based on their behavior and findings revealed that 57 percent were self-motived student who encouraged themselves to write and read learning materials while 43 percent of students were not self-motivated. In this regard, most of students were self-motivated to writing and reading learning materials.

Figure 4.4. presents the distribution based on secondary shool students who either comply or not to school regulation. The behaviour of students may be an important factor determining their academic performance. The results indicate 51 percent of

students adhered to school regulation while 49 percent did not. The result signifies that majority of students were reported to adhere by school rules and regulations.

5.3 Teacher Characteristic Profile

Figure 4.5 shows the distribution of secondary school teachers by sex. The result indicates the distribution of gender among interviewed teachers and about 67 percent of teachers were male while only 33 percent of the interviewed teachers were female. This variation was caused by various factors such as position of a woman in society, culture, and activeness.

The age of teacher was an important factor in student academic performance where by the young secondary school teachers were expected to be more active in teaching.

The distribution of respondent by focused on student academic performance. In this regard, education was thought to be important factor to determine student academic performance. In figure 4.7, finding shows that 66 percent of respondents under interview had university first degree, 17 percent of respondents had master degree while 17 percent of respondent had diploma education. In regard to the finding, most of the respondents were having first degree. In this case, education play important role for delivering and administering student around the school.

Figure 4.8 indicated the distributions of members in the household where secondary teachers came from and members in the household were in five categories. The members in the household that a particular teacher came from had implication on student academic performance. The result revealed that 33 percent of respondents had 1-3 years' experience in leadership, 8 percent of respondents who interviewed had 3-5 years' experience in leadership, 42 percent of respondent who interviewed had 5-7 years' experience in leadership while 17 percent of respondent had 7-9 years' experience in leadership. In regard to the finding, most of the respondents had 5-7 years' experience in leadership. In this case, experience of leadership play important role for delivering and administering school economic projects around the school.

The table 4.9 indicated distribution of respondents by marital status that involved married, divorced and widowed. The distribution entails that teachers involved in this study were active in teaching and contributing to secondary student academic performance. The result indicates distribution of male and female respondents involved in study. However, about 75 percent of respondents were married respondents, 17 percent of respondents were divorced while 8 percent of respondents were widowed. This implies that most of teachers involved in this survey were married.

4.3.1 Response from students on major economic projects

The figure 12 indicated the distributions of office rent, farm rent, poultry rearing, meeting hall and crop farming analyzed. The economic project had implication on secondary student academic performance. In this regard, Figure 12 establishes the distribution of student views on economic projects that was beneficial to public secondary school (PSS) in the study area. A total of 180 students were involved in this part. The students were asked on whether economic projects contribute to school income. In line with that, students were asked to list down major economic projects associated with public secondary schools. The response however, indicated that 36.7 percent of students pointed crop farming, 15 percent of students named meeting hall, 25.6 percent of students mentioned renting farm, 12.8 percent of students pointed poultry rearing while 10 percent of students said office rent project. Of the majority of students implies that crop farming was an opportunity and provide income to public secondary schools. Being economic project, generate income that enable public school to acquire and cover some running costs

5.4 teachers response on major economic projects

The findings on school economic project (SEP) showed that the project are worth preserving Findings in table 3 indicate that eight (66.7%) of the sampled respondents said that the school economic projects were there in their school while four (33.3%) of sampled respondents said there were no school economic projects Therefore, the high percentage of interviewed respondents justified that there were school economic project operating in their schools

5.5 Teachers Response on major economic project in their schools

Findings show that respondents were asked on whether they knew any important economic projects in their schools, they mentioned such economic projects as renting Office for stationary, farm land for vegetable production, School Football ground, school water fetching point, school crop farm, Meeting Halls designed for rent, poultry production as well as School shops.

5.6 The effect of school project on Student Academic performance

In the discussion on the effect of school project on Student Academic performance, only marginal effects were discussed and only significant four variables influencing student academic performance were presented in the discussion as indicated in table 5.

School project was expected to have significant effect on student academic performance. However, the result reveals that school project influence students academic performance. The school project was statistically significant at 1% and positively influences student academic performance. The school project had 0.4846 and that implies that a public secondary school with project had more chance to increase student academic performance by 48.46% than public secondary school which has no school project, provided that other factor remained unchanged. This may be explained that school project generate income for school which might be used for acquiring necessary basic needs for smooth running of schools but also motivating student during class hour by providing study material for practical exercise and other incentives. This argument is in line with Temba et al (2016) who found that school with crop farming or livestock project can generate income and by far can improve academic performance as well.

Student behavior was measured as 1 if student has good behavior and 0 if student was otherwise. While it was expected that a student with good behavior would have higher academic performance, the result indicated that student behavior was statistically significant affecting student academic performance. In this regard, student behavior was statistically significant at 1% level of significant and negatively

affecting student academic performance. However, it was observed that a student with good behavior 30.54%. Possibly that a student who had good behavior at school could also be academically incapable. The present study contradicts with Akey (2006) who reported that students who were more in bad relationship with teacher and other student tended to report more unsupportive relationships with teachers. There was also a weaker student who had less supportive relationships with teachers which negatively affected his learning.

Student learning in Table 5 was positive and statistically significant influencing academic performance. Although, most of literatures indicate contradictions on whether self-motivated student or none had good academic performance. In this result, student learning was measured as 1 if a student was self-motivated and 0 for otherwise. However, student learning was significant at 1% level. This result entails that a student who was self-motivated had more chances of improving his academic performance by 25.60%. This means that self-motivated student always accumulate learning materials and cooperate with other student in seek to understand the subject matter and by doing so, he/she would have better academic performance. The possible explanation was active student learning and making connections and extensions did appear to be related to academic performance. This finding contradicts with Akey (2006) who found that academic performance were not related to self-learning. High academic expectations and a high level of student-to-student interactions in classroom instruction appear to have had a negative influence on perceived academic competence levels.

School location in Table 5 was measured as 1 if the secondary schools were located in town center and 0 if was otherwise. It was expected that a secondary school located in town center had higher academic performance. The result however indicated that secondary schools located in town center were statistically significant influencing student academic performance. In this regard, secondary schools located in town center were statistically significant at 10% level of significant and positively influenced students' academic performance. It was observed that a secondary school located in town center was more likely to increase student academic performance by 17.09%. Consistently that a secondary school located in town center could enable

student to acquire learning materials and attend additional learning class hours in street and combine knowledge obtained at school and outside school after class hour. The present study concurs with Joshua and Modupe (2012) who emphasized that appropriate location of community and government schools are important for academic achievement. Similarly the study by Isaiah (2013) and Hallak (1990) also pointed out that there is the need for community school to be located at appropriate location to promote positive learning and preparation for both students and staff.

Other variables were expected to have significant effect on students academic performance but findings show that agriculture, Livestock, Capital, Student Teacher ratio, Absentee, Sex of Student, meals and Office were statistically insignificant affecting student academic performance as presented in table 5. This implies that no relationship existed between these variables and student academic performance as for given data analysis. Similar findings were reported by various studies like Nichols and Sutton (2013), Raychaudhuri *et al* (2010), and Yusuf (2012) who also reported that some factors have no significant effect on students' academic achievement.

5.7 The challenges associated with economic projects in Secondary Schools

5.7.1 Response from Students on challenges associated with SEP

The question aimed at finding out the challenges associated with school economic project in which a total of 180 respondents (students) were involved. About four questions regarding the challenges associated with school economic project were asked, find the questions and responses below:

5.7.2 Initial Capital for project

Figure 13 indicated that 15 percent of respondents who were interviewed agreed that initial capital was challenge to establish school economic project, 27.2 percent of respondents agreed, 22.8 percent were neutral and 5% percent disagreed while 29.4% percent of respondents strongly disagreed In this regard, it was found that majority of respondents strongly disagreed that initial capital was challenge in establishing school economic project.

5.7.3 Schools effort on investing in entrepreneurship skills

Figure 14 reveals that 7.2 percent of respondents who were interviewed agreed that schools did not put much effort to invest in entrepreneurship skills for operating or initiating school projects, 21.1 percent of respondents agreed, 43.9 percent of respondents were neutral, while 27.8 percent disagreed. Therefore, majority of respondents had neutral response on the question.

5.7.3 skilled personnel in School projects

Figure 15 indicated that 39.4 percent of respondents who were interviewed strongly agreed that teachers did not have skilled personnel for School projects, 30.6 percent of respondents had neutral response, 14.4 percent disagreed, while 15.6 percent strongly disagreed. Therefore, majority of respondents strongly agreed that high Market security fee brought price difference.

5.7.4 Lack of interest and motivation for operating School projects

Figure 16 indicated that 43.9 percent of respondents who were interviewed strongly agreed on lack of interest and motivation for operating School projects, 29.4 percent had neutral response, 15.6 percent of respondents disagreed, while 11.1 percent of respondents strongly disagreed. Therefore, majority of respondents strongly agreed with the question.

5.8 Teachers response on challenges associated with SEP

5.8.1 Responses of Key Respondents on capital investment

The findings as presented in Table 8 indicate that eight (75.0%) of the sampled respondents believed that existed school economic projects (SEP) faced financial instability because the projects were implemented in public secondary without consent from the government and therefore teachers did not put much effort while four (25.0%) of sampled respondents believed that there were no challenges on school economic project (SEP) in public secondary school giving the evidence of existed school economic project such as office renting. Therefore high percentage of the interviewed respondents justified that there were challenges on economic project operated and implemented by public secondary schools.

5.8.2 Teacher Response on existed challenges

The respondents were asked on whether they could mention challenges of school economic projects (SEP) that constrained public secondary schools to improve school project incomes. It showed that the challenges were lack of capital for initiating school economic projects, limited free land for expanding the projects in schools , lack of entrepreneurship knowledge and skills, lack of guideline for operating school economic project and lack of teachers who had knowledge on school projects

CHAPTER SIX

SUMMARY, CONCLUSION AND POLICY IMPLICATION

6.1 Introduction

This chapter briefly presents the summary of findings, conclusion and policy implication, areas for further research and limitation of the study.

6.2 Summary of the findings

In summary the findings indicates that major school economic project as observed by students revealed that a school project has benefits to public secondary school, students pointed crop farming, meeting hall, renting farm, poultry rearing and office rent project as main school projects, majority of students argued that crop farming was an opportunity and income generating to public secondary schools. The projects generated income that enabled the public secondary schools to solve some financial issues. the study showed that public secondary schools with project had more chance of increasing the students' academic performance by 48.46% than those without projects. However, it was also observed that a student with good behavior was expected to raise his/her academic performance by 30.54%. While it was found that a student who was self-motivated had more chances of increasing the performance by 25.60%. As for school location, it entails that a secondary school located in town center was more likely to increase student academic performance by 17.09%.

the findings also indicated the challenges associated with public secondary schools whereby 29.4% percent of respondents strongly disagreed that initial capital was a challenge in establishing school economic projects. Also, 43.9 percent of respondents had neutral response on either schools did put much effort to invest in entrepreneurship skills for operating or initiating school projects. While 39.4 percent of respondents strongly agreed that teachers did not have skilled personnel for School projects. And about 43.9 percent of respondents strongly agreed on lack of interest and motivation for operating School projects.

6.3 Conclusion

The purpose of this study was to investigate the effect of school economic project on secondary school students' academic performance in Morogoro municipality. Specifically the study focused on characterizing the major school project, effect of school project on secondary student academic performance and analyze the challenges associated with operating school project in relation to student academic performance in study area.

The findings on school economic project as noticed by respondents revealed that a school project has benefits to public secondary school, crop farming, meeting hall, renting farm, poultry rearing and office rent project were main school projects in the study and crop farming, some of these projects helped to raise the academic performance of schools and students through incentives to both teachers and students, and in ensuring that there are no shortage of staff in schools. It was observed that some projects could do better due some challenges like of knowledge and skills by staff responsible in the management of economic projects in schools.

6.4 Policy Implication

The aim of this study was to investigate the influence of school project to students academic performance in Morogoro municipality The findings of the study would be used to raise awareness among policy makers, regarding the impacts associated with each factor influencing the student academic performance. Based on the findings of this study, the policy recommendation are as follows:

secondary school should initiate and continue to operate viable school economic project so that schools can remain financially powerful and capable of handling academic issues to raise the performance of schools. Government and other stakeholders should collaborate to capacitate teachers and students on knowledge and skills to run the projects effectively. Education for self-reliance should be promoted in secondary schools to equip learners with self reliance attitude which will in turn help students to enjoy their life after school and contribute to the economy of the country.

6.5 Limitation of the study

This study covered only eight secondary schools, the study findings was limited to public secondary schools found in Morogoro municipality. The researcher faced some obstacles but mainly it was due to the lack of records in the secondary schools on the projects that they have been conducted. Since many projects are not given the priority by the school's boards, many tends to have poor record keeping on the same. Many of the respondents had negative perception on the researcher as the nature of the questions which look like the researcher is the representative from the ministry and is collecting the data to be used against them. however, the researcher managed to secure little fund for the study which enabled a smooth collection of data.

6.6 Area for Further Research

The study intended analyze the effect of school projects in school performance in Tanzanian secondary schools, the specific was to identify major economic projects owned and operated by secondary schools in Morogoro municipality, determine the effect of income generated by school projects on student academic performance, and find out the challenges associated with operating school economic projects in secondary schools in Morogorogo municipality, The study recommends other studies to be done covering a larger area of thr study.

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APPENDIX

STUDENT QUESTIONNAIRE

My name is Elizabeth J. Hasunga a student of Mzumbe University pursuing a research for fulfillment of the requirements for degree of Master in Project Planning and Management (MPPM). I am now collecting data that aims to analyze the impact of income generated by school project on student academic performance among secondary school in Tanzania: A case of Morogoro Municipality, Morogoro region. Please fill the questionnaire, the inputs and feedback for this questionnaire are greatly considered, appreciated and your information will remain strictly confidential.

- Name of Student**.....
- Name of School**.....
- Name of Numerator**.....
- District**.....
- Ward**.....
- Date**.....

A: STUDENT & SCHOOL PROFILE

1.1 Gender of Student

- a) Male
- b) Female

1.2 Age of Student.....

1.3 Number of days the student absent at schools.....

1.4 Learning status

- a) Self-learner
- b) Not self-learner

1.5 Student behaviour

- a) Adhered to school regulation

b) Not adhered to school regulation ()

1.6 School meals

- a) Food provided ()
- b) Food not Provided ()

1.7 The School is.....

- a) Boarding
- b) Day school ()
- c) Both

1.8 Location of school.....

- a) Town centre
- b) Outside town centre ()

1.9 Does school has standard student- teacher ratio?

- a) Yes ()
- b) No ()

1.10 What can you say about student-teacher ratio?

- a) High ()
- b) Low ()

1.11 What type of your school is ?

- a) Single sex (only girls or only boys)
- b) Mixed sex (both girls and boys) ()

1.11 List down school project generating income according to priority and its importance.

1.
2.
3.
4.

1.12 Do you think the government should return self reliance education in schools?

- (a) Yes ()
- (b) No ()

(c) If Yes/No why.....

B: STUDENT ACADEMIC PERFORMANCE

2.1 What is your overall examination result or academic performance?

- a) Grade ‘A’
- b) Grade ‘B’
- c) Grade ‘C’ []
- d) Grade ‘D’
- e) Grade ‘E’
- f) Grade ‘F’

2.2 What is Overall School Performance in national Examination Result?

- a) Poor
- b) Normal
- c) Good []
- d) Excellence

C: INCOME GENERATED BY SECONDARY SCHOOL PROJECTS

NO.	Questions (Put tick in right column for appropriate answer (Yes or No)	Responses	
		Yes	No
3.1	Does school has any project generating income?		
3.2	Does school have farm land for hiring?		
3.3	Does School have Office Apartment for hiring?		
3.4	Does school has crop farming project?		
3.5	Does School have livestock rearing project that generate income for school?		

D: CHALLENGES OPERATING ECONOMIC PROJECTS

4.1 Initial capital for project enterprise

- a) Strongly disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly agree
- [{ }]

4.2 Usually School does not put much effort to invest in entrepreneurship skills

- a) Strongly disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly agree
- ()

4.3 Teachers do not have skilled personnel to operate School projects

- a) Strongly disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly agree
- ()

4.4 Lack of interest and motivation for operating School projects among teachers

- a) Strongly disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly agree
- ()

THANK YOU FOR COOPERATION

TEACHER QUESTIONNAIRE

My name is Elizabeth J. Hasunga a student of Mzumbe University pursuing a research for fulfillment of the requirements for degree of Master in Project Planning and Management (MPPM). I am now collecting data that aims to analyze the impact of income generated by school project on student academic performance among secondary school in Tanzania: A case of Morogoro Municipality, Morogoro region. Please fill the questionnaire, the inputs and feedback for this questionnaire are greatly considered, appreciated and your information will remain strictly confidential.

A: TEACHER CHARACTERISTICS

1.1 Gender of Teacher

- c) Male
- d) Female

1.2 Age of Teacher.....

1.3 Education level of Teacher

- a) Primary education
- b) Secondary education
- c) College/University education

1.4 Do you have Leadership experience?

- a) Yes
- b) No

1.5 What can you say about student-teacher ratio?

- a) High
- b) Low

1.6 Are you paid when teaching out of class hour (overtime)?

- a) Yes
- b) No

1.7 Does school has project generating income for school?

- a) Yes
 - b) No
- []

1.8 List down school project generating income according g to priority and important

1.
2.
3.
4.
5.
6.
7.

1.9 Do you think the government should return self realince education in schools?

- (d) Yes
 - (e) No
 - (f) If Yes/No why.....
- []

B: STUDENT ACADEMIC PERFORMANCE

2.1 What is the overall student examination result or academic performance?

- a) A
 - b) B
 - c) C
 - d) D
 - e) E
- []

2.2 What is Overall School Performance in national Examination Result?

- a) Poor
 - b) Normal
 - c) Good
 - d) Excellence
- []

C: INCOME GENERATED BY SECONDARY SCHOOL PROJECTS

NO.	Questions (Put tick in right column for appropriate answer (Yes or No)	Responses	
		Yes	No
3.1	Does school has any project generating income?		
3.2	Does school have farm land for hiring?		
3.3	Does School have Office Apartment for hiring?		
3.4	Does school has crop farming project?		
3.5	Does School have livestock rearing project that generate income for school?		

D: CHALLENGES OPERATING ECONOMIC PROJECTS

3.6 Initial capital for project enterprise

- a) Strongly disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly agree
- []

3.7 Usually School does not put much effort to invest in entrepreneurship skills

- a) Strongly disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly agree
- []

3.8 Teachers do not have skilled personnel to operate School projects

- a) Strongly disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly agree
- []

3.9 Lack of interest and motivation for operating School projects among teachers

- a) Strongly disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly agree
- []

THANK YOU FOR COOPERATION

INTERVIEW QUESTIONNAIRES to school management.

Name of School

Location of the School (Rural/Urban).....

Location of the School (District).....

Ownership of school (Private or public).....

Year of Establishment.....

SECTION A: ACADEMIC STATUS

	Very low	low	moderate	High
Very High				
A1. Mathematic average performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very High				
A2. Chemistry average performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very High				
A3. Biology average performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very High				
A4. Physic average performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very High				
A5. English average performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very low	low	moderate	High
Very High				
A6. History average performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very low	low	moderate	High
Very High				
A7. Geography average performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very low	low	moderate	High
Very High				
A8. Kiswahili average performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION B: ECONOMIC STATUS

B1: Does school has any economic activity or project?

- a) Yes
- b) No

B2: If yes in B1, in average how much annual income generate by school project?

B3: Does school income from project help to buy school item for study?

- a) Yes
- b) No

B4: Do you think school project help in academic study?

- a) Yes
- b) No

B5: What kind of project doe this school invested?

- a)
- b)
- c)
- d)
- e)

SECTION C: SKILLS AND KNOWLEDGE

C1: School economic project help students to learn in practical way

- a) Strongly disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly agree
- ()

C2: The students can gain knowledge on how operate project

- a) Strongly disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly agree
- ()

C3: The students transform theoretical knowledge into practical during practice of school project

- a) Strongly disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly agree
- ()

C4: The school economic project contribute academic

- a) Strongly disagree
 - b) Disagree
 - c) Neutral
 - d) Agree
 - e) Strongly agree
- ()

END

THANK YOU FOR YOUR COOPERATION