

**PERSISTENT STUDENTS' POOR PERFORMANCE IN SELECTED
COMMUNITY SECONDARY SCHOOLS IN TANZANIA: A CASE OF NZEGA
DISTRICT COUNCIL**

By

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**A Dissertation Submitted for Partial Fulfillment of the Award of Master of Arts in
Education (MAED) of Mzumbe University**

2018

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for the Acceptance by the Mzumbe University a research Dissertation titled “*Persistent Students ’ Poor Performance in Selected Community Secondary Schools in Tanzania: a Case Study of Nzega District Council*” in partial fulfillment of the requirements for degree of Master of Arts in Education (MAED) of Mzumbe University

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DEDICATION

This work is dedicated to my parents Mr. and Mrs. Remigius Chakupewa, my lovely wife Roseanna, my lovely children Remigius and Helen for their patience and support throughout the study time.

LIST OF ABBREVIATIONS AND ACRONYMS

MAED	Master of Arts in Education
BRN	Big Result Now
BRNEd	Big Result Now Education
CSEE	Certificate of Secondary Education Examination
DEO	District Educational Officer
MDGs	Millennium Development Goals
MoEVT	Ministry of Education and Vocational Training
PEDP	Primary Education Development Programme
PSLE	Primary School Leaving Education
QDA	Qualitative Data Analysis
REO	Region Educational Officer
SEDP	Secondary Education Development Programme
SES	Socioeconomic Status
SRS	Simple Random Sampling
UNESCO	United Nations Education, Science and Cultural Organisation
URT	United Republic of Tanzania
WEO	Ward Educational Officer

ABSTRACT

The study focused on exploring the factors that contribute to the persistent students' poor performance in some selected secondary schools at Nzega District Council in Tanzania. Specifically the study intended to find out the main causes of persistent poor performance of students in selected community secondary schools, to identify the challenges facing students at the selected schools and to find out how and to what extent poor performance is addressed in those schools. Exploratory design was used in which based more on qualitative approach with quantitative elements. A sample of seventy (70) respondents was selected and data collected through questionnaires, interview, observation and documentary review. Data were analyzed qualitatively through content analysis by coding to organise data into categories and identifying patterns among its categories, and finally interpreting the data for understanding meanings and patterns. Quantitatively data were processed and analysed by Microsoft excel. Findings revealed that poor performance is caused by inadequate number of; teachers, books, libraries, laboratories, also ineffective communication between parents and teachers, academic and socioeconomic challenges, also less conducive environment to teachers and students in learning.

It is recommended that more effort should be made to improve the number of teachers, improve teaching and learning by introducing modern equipments, the government should modify the free education policy such as how the parents can contribute in education without disturbing the policy objective so that it can be more effective, this should go together with solving other academic and socioeconomic challenges to education practitioners so that to influence students' good performance in community secondary schools in Tanzania.

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CHAPTER ONE

PROBLEM SETTING

1.1 Introduction

This chapter introduces the study through background of the problem, statement of the problem, research objectives, research questions, significance of the study, limitations of the study and delimitation of the study. The background of the problem drives the problem of students' poor performance in selected community secondary schools in different areas in the world and in Tanzania particularly in Nzega district council.

1.2 Background of the Problem

The importance of Education has never been questioned, as it is known as a fundamental human right as well as a catalyst for economic growth and human development (Okumu et al., 2008). The value of education is also revealed due to its contribution to the national development through the provision of an appropriate human resource that helps to stimulate productivity and eliminate hunger, poverty, disease and ignorance (Republic of Kenya, 2005). Additionally, education tends to free man from socio-political forces and liberate him to new personality (Kapinga, 1992).

Worldwide, education has been used to invest in three grades: primary, secondary and tertiary. Mbelle and Katabalo (2003) asserted that global challenges of science and technology can be addressed mainly through secondary education, Schultz (2002), states that for newly industrialisation and faster growth of economy in any given country investment in education is unavoidable. That is the reason why developing countries particularly those found in sub-Saharan region are now paying attention to invest in education at primary, secondary and tertiary levels the end result being increasing enrolment and improving education quality.

The study by Miler-Granvaur and Yorder (2002) on secondary schools education revealed the important part of secondary education in developing countries. However, poor performance of students in secondary school education results seems to be the main challenge. In Mali there were noted failure rate which raised up to 55% in public

schools and 68% in community secondary schools in 2000 and 2001 (Miler-Granvaur & Yorder, 2002), this showed the presence of poor performance problem in secondary schools and much higher in community secondary schools.

Students' performance have been the subject of ongoing debate among educators, academic and policy makers since different people at different time blame poor performance in science subjects at secondary level. However, Aremu and Sokan (2003), argue that low retention, parental factor, wrong peers, low achievement, low motivation and poor attendance are factors that catalyse poor performance in Nigeria.

In East Africa countries, faster increase of enrollment in primary/basic education has raised the high demand for secondary school education; this led to expansion of secondary schools region wise up interior areas so as to meet the demand. For long time governments had highly depended on private educational sector for excess demand of post basic education (Wedgwood, 2006), as a results, challenges of quality of secondary education provided had been the concern (ibid). For example, 85% of secondary school graduates in Uganda performed below standard in 2003 (Verspoor, 2006), thus, in East Africa the quest for quality secondary school education is a the concern of all educational practitioners and consumers (Atieno et al, 2012). This concurs with UNESCO (1994) report, that quality education is the dominated debate for a long time and has remained a central issue in the 21st century.

Since the pronouncement of the Tanzania Education and Training Policy of 1995 there were various campaigns spearheading primary education provision, this catalysed the introduction of ward/community secondary schools in every ward in Tanzania. Different initiatives have been taken so as to make these secondary schools successful in terms of access and performance, including Secondary Education Development Programme (SEDP) of 2004 – 2009. One its objectives were quality improvement of secondary education, the specific objective was to raise ordinary level pass rate for division I, II and III from 36.2% to 70% (URT, 2004). The statistics show that the poor performance in Tanzania secondary schools persisted as evidenced by the results in 2008

and 2009 which show that 26.7% of candidates got division I-III in 2008, and 17.9% got division I-III in 2009 (URT, 2016).

Following SEDP another initiative for the improvement of poor performance in secondary schools was the Big Result Now (BRN). The BRN programme launched in 2013 focused on achieving a set of specific objectives by 2015/2016 in six priority sectors: Education, Energy, Agriculture, Water, Transport and Resource Mobilisation, World Bank (2014). BRN Education was a transformational programme which sought to bring dramatic improvements in examinations performance across Tanzania's 20,000 public schools, community secondary school inclusively. This BRNEd initiative intended to contribute to performance improvement in secondary examinations results pass rate to 60% in 2013, 70% in 2014 and 80% by 2015 (Todd & Attfield, 2017).

Despite all the efforts put in implementing BRNEd but form four Certificate of Secondary Education Examination (CSEE) pass rates had fallen to 43% in 2012, then increased to 57.1% in 2013, and then 69.8% in 2014, before falling slightly to 68.5% in 2015. This meant that the 2015 CSEE pass rate was 11 percentage points behind BRN target of 80%, it is also very important to note that the methodology for marking CSEE changed in 2014, thus weakening the comparability of results year by year. The consequences of not reaching any targets of the set targets of BRNEd show the persistence of poor performance of secondary schools in Tanzania. Tables 1.1 and 1.2 provide the details.

Pass Rates in Form Four Examinations (CSEE) in Tanzania

Form four examination results from 2008-2015 shows that there is fluctuation in pass rates in all secondary schools (government and non-government schools) in Tanzania, and the percentage of failure from 16.3 in 2008 to 56.9 in 2012 (URT, 2016), as it is revealed in the following table.

Table 1.1 Summary of Pass Rates of Form 4 Examination (CSEE) In Government and Non-Government Schools by Division, 2008-2015 in Tanzania

Year	Division (in %)					Percent passed	Percent failed	Number of candidates examined
	I	II	III	Total I-III	IV			
2008	3.5	6.4	16.8	26.7	56.9	83.6	16.3	163,855
2009	1.9	4.4	11.6	17.9	54.7	72.5	27.5	248,336
2010	1.5	2.8	7.1	11.4	38.9	50.4	49.6	352,840
2011	1.1	2.4	6.5	10.0	43.6	53.6	46.4	339,330
2012	0.9	2.8	5.9	9.5	33.5	43.1	56.9	397,222
2013	2.2	6.2	12.8	21.2	36.0	57.2	42.8	352,614
2014	3.1	10.5	17.2	30.8	39.0	69.8	30.2	240,310
2015	2.8	9.0	13.6	25.4	42.6	68.0	32.0	354,885

Source: BEST (2016)

The table 1.1 shows pass rates change time to time and the number of failures reveals the existence of the problem of poor performance.

Status of Selected Community Secondary Schools in Nzega District Council

The performance of the five sampled secondary schools (Mambali, Semembela, Mogwa, Bukene and Kili) in five years in a low (from 2012 to 2016) shows the fluctuation of performance but poor performance persisted in secondary education in Nzega district council with accordance to SEDP and BRNEd targets of improving performance in secondary education. Statistics show in 2012 four (4) (2.6%) candidates out of 152 got division I-III the rest got division IV and failure (URT, 2012), in 2013 twenty eight (28) (28%) candidates out of 100 got division I-III the rest got division IV and failure (URT, 2013), in 2014 nineteen (19) (29%) candidates out of 65 candidate got division I-III and the rest got division IV and failure (URT, 2014), in 2015 forty five (45) (31%) candidates out of 145 candidates got division I-III and the rest got division IV and failure (URT, 2015), and in 2016 forty (40) (22%) candidates out of 177 candidates got division I-III and the rest got division IV and failure (URT, 2016)

Table 1.2 The Results of the Sampled Community Secondary Schools in Nzega District Council from 2012-2016

School	Years														
	2012			2013			2014			2015			2016		
	Divisions		Reg	Divisions		Reg	Divisions		Reg	Divisions		Reg.	Divisions		Reg.
	I-III	IV-Fail		I-III	IV-Fail		I-III	IV-Fail		I-III	IV-Fail		I-III	IV-Fail	
Mambali	2	33	35	6	21	27	6	14	20	16	27	43	14	29	43
Semembela	1	16	17	1	11	12	-	-	-	0	18	18	2	10	12
Mogwa	1	17	18	3	6	9	2	19	21	3	9	12	1	15	16
Bukene	0	48	48	5	41	46	2	7	9	9	34	43	11	38	49
Kili	0	38	38	13	21	34	9	25	34	17	57	74	12	85	97

Source: National Examination Council of Tanzania

Table 1.2 summarises the performance of five (5) community secondary schools in Nzega district council to show the persistence poor performance of community secondary schools in form four national examinations (CSEE) from 2012 to 2016.

1.3 Statement of the Problem

Over a decade there are have been efforts to improve quality and expand education system in Tanzania (URT, 2001). These efforts are in line with the Tanzania vision 2025 where education is treated as a strategic agent for mindset transformation and for the creation of the well educated nation. In this light, high performance is great focus (URT, 2000). To increase secondary access among other levels, the Tanzania government launched the Secondary Education Development Plan (SEDP 1) in 2004. This has made efforts of mobilising the community to construct the secondary schools in each ward. With all merits of these community secondary schools, there still faced by many challenges especially poor performance (Sumra & Rajan, 2008). However, there are unique cases of some community schools which have been relatively perform well (Twaweza, 2014). At the same time there are those which have been persistently performing poorly in spite of fluctuating results. Contrary to SEDP target for improving performance of division I,II ad III from 36.2% to 70% by 2009 (URT, 2014), and BRNEd target division I,II and III performance to improve by 60% 2013, 705 in 2014

and 80% in 2015 (Todd & Attifield, 2017). Generally in Tanzania statistics show that the percentage of candidates failing started to increase from 16.3% in 2008 to 46.4% in 2011, 56.9% in 2012, 42.8% in 2013, 30.2% in 2014 and 32% in 2015 (URT, 2016), whereby in Nzega district council status fluctuated in five when students who got division IV and failure was 90% in 2012, 69% in 2013, 70% in 2014, 69% in 2015 and 76% in 2016 (AJOTE, 2016). Specifically, in the five selected community secondary schools from Nzega district council, the percentage of candidates who got division IV and failure was 94.4% in 2012, 72% in 2013, 71% in 2014, 69% in 2015 and 78% in 2016. In consideration of the average of candidates who got division IV and failure from 2012 to 2016 was 76.8%, the performance in these schools has been relatively poor and in the context of this study this has been contextualised as persistent poor performance.

A number of studies conducted with a focus to students' performance in community secondary schools have concentrated on factors affecting students' academic achievement in community secondary schools (Komba, Hizza and Jonathan, 2014). Moshia, (2014) said that, students' performance was affected by shortage of English teachers and absence of teaching and learning materials, Lam (1999) investigated community secondary schools' phenomenal and perpetration of inequality in performance, and Omari (2002) examined wide spread community and government built schools in Tanzania and their performance at various districts, but less evidence has shown such studies to be conducted in Nzega District Council. With all initiatives which have been taken by the government (section 1.2) for improving performance in community secondary schools and the fact that the poor performance has remained high in Nzega District Council, a need to study the reason for persistent poor performance arises. This study intended to fill the research gap by exploring the factors for the noted persistent poor performance of students in community secondary schools in Nzega district council.

1.4 Objective of the Study

1.4.1 General Objective

The general objective of this study was to explore the factors for the noted persistent students' poor performance in selected community schools in Nzega District Council.

1.4.2 Specific Objectives

The specific objectives were to:

- (i) To find out the main causes of persistent students' poor performance in selected community secondary schools at Nzega district council
- (ii) To identify the challenges facing students at selected community secondary schools at Nzega district council.
- (iii) To find out how and to what extent poor performance is addressed in selected community secondary schools in Nzega district council.

1.5 Research Questions

1.5.1 General Question

What are the factors that contribute to the persistent poor academic performance of students in selected community secondary schools at Nzega District Council?

1.5.2 Specific Questions

In order to achieve the objectives the study aims to answer the following questions:

- (i) What are the main causes of persistence poor performance of students in selected community secondary schools at Nzega district council?
- (ii) What are the challenges facing students at selected community secondary schools at Nzega district council?
- (iii) How and to what extent poor performance is addressed in selected community secondary schools in Nzega district council?

1.6 Significance of the Study

The study intended to reveal about assessing the performance of government through administrators, policy makers, the curriculum and the syllabus makers and implementers

to be aware on what shall be done to improve performance in community secondary school.

This study may assist government as policy makers to have policies in place that support and guide the performance of students in community secondary schools in Tanzania. The study may draw decision and recommendation for remedial action of improving the performance in community secondary school at Nzega District Council.

The study provided framework or guidelines which community secondary schools institutions will utilise for future assessments to improve student's performance in community secondary schools.

Nevertheless, the study will form a basis for further research and therefore open opportunity for other researchers to research on the Performance of community secondary schools in Tanzania.

1.7 Limitations of the Study

The study was constrained by short time frame and insufficient funds hence it was limited to selected community secondary school in Nzega District Council, because it was difficult to cover all ward secondary schools in the district.

Lack of cooperation from respondents was the first barrier researcher encountered when undertaking this study. To minimize the negative effects of this barrier a researcher made efforts such as to have a letter of introduction from Mzumbe University to introduce him wherever he planned to go collecting data, also the researcher took permission from the office of Nzega District Council Director and regional office, which allowed the researcher to be given information in schools and other district offices and places. Also, the researcher informed the officers and other respondents three to five days before meeting day so as to be prepared in case of other inconveniences.

Lastly, the researcher faced with the challenge of reluctance of the respondents to provide response due to fear of their job positions, this caused to get shallow information

or false information. The researcher tried his level best to rectify this by assuring respondent the safety of information and aim of the study also through creating friendly rapport with respondents.

1.8 Delimitation of the Study

The study was limited to ward secondary schools in Nzega District Council; this was based on the time and financial constraints in covering all ward secondary schools in Nzega district council, the study limited to the students, teachers, WEOs, head of schools, educational inspector and some parents.

Five schools within the district were selected for study these schools are Ward secondary schools. These schools are Mambali secondary school, Mogwa secondary school, Semembela secondary school, Bukene secondary school and Kili secondary school. These schools were selected due to their insufficient academic performance in five consecutive years (2012-2016) as per SEDP and BRNEd objectives on performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the following sub parts; Definitions of Key Terms and Concepts, Tanzania Vision 2025 have been highlighted to show reflection to Secondary Education with other Initiatives in it, Importance of Secondary Education, Factors Influencing Performance of Students Performance in Secondary Schools, Theoretical Framework, Conceptual Framework, Empirical Review from other Studies and Research Gap from Literatures Reviewed.

2.2 Definitions of Key Terms and Concepts

Secondary education is a post primary formal education provided to persons who will have succeeded to pass primary school leaving examination (PSLE) and have meet the required entry standards (URT, 1999). Under this study Ordinary Level Secondary Education has been contextualized as the levels from Form I to Form IV, which is performed by the community and government built secondary schools in Tanzania.

A community secondary school refers to schools owned by a local community or an institution on behalf of the community (URT, 1995). These schools are built by people and then handed over to the government to run by supplying them with teaching materials, teaching staff, workers, management and administration.

Academic performance is the school grade which depends on students' scores in a given examination. At individual level these are grades or scores awarded to students who sat for examination. Under this study, academic performance has been contextualized as the ability of an individual learner to present concepts learned during a specific period of time and conditions in a prescribed examination. This is the standard of achievement in the examination, and according to Lugayila (2002) asserts that scholars have conceptualised education performance in four groups; education inputs, education processes, education outputs and education policy.

Persistent poor performance is the consistency of poor performance, in this study persistent poor performance is contextualised as the situation whereby students of community secondary schools perform poorly in national examinations consistently without reaching national pass rate in national targets such as SEDP and BRNEd (URT, 2014); Todd & Attifield (2017). The SEDP target for improving performance was division I, II and III from 36.2% to 70% by 2009 (URT, 2014). The BRNEd target division was I, II and III performance to improve by 60% 2013, 70% in 2014 and 80% by 2015 (Todd & Attifield, 2017). The status of the five selected community secondary school from Nzega district council shows the percentage of candidates who got division IV and failure was 94.4% in 2012, 72% in 2013, 71% in 2014, 69% in 2015 and 78% in 2016. In consideration of the average of candidates who got division IV and failure from 2012 to 2016 which was 76.8%, the performance in these schools have been relatively poor and in the context of this study this has been contextualised as persistent poor performance.

An effective secondary school is the school with high performance, and that provides practical, skills, experience and knowledge with high social, economic, political and cultural and cultural self-reliance context (Mosha, 2000). In this study, it has been contextualised as the school with adequate essential learning requirement such as school inputs, appropriate teaching and learning processes, and the expectations of parent and learners.

School infrastructure are the basic facilities like classrooms, toilets, laboratories, libraries, offices, staff houses, water supply systems, playgrounds, dormitories, dining halls and kitchens (Mosha, 2000).

Education in the Tanzania Development Vision of 2025

The priority of tanzania vision 2025 is to make education sector as crucial pivotal in providing the desired social economic transformation required realise the national vision targets. The vision targets Tanzania to be a country with a well educated society by year

2025, as it states that “Education should be treated as a strategic agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving” (URT, 2001).

In order to achieve the vision 2025 Tanzania insists on education access expansion. Through the Primary Education Development Programme (PEDP), that eliminated tuition fees and expanded schools throughout the country (World Bank, 2014). This raised primary schools enrollment from 4.8 million to 8.4 million between 2001 and 2010, and won a Millennium Development Goal Award in 2010 for its success at expanding primary school access. Tanzania increased its primary net enrollment ratio from 49 percent in 1999 to 95 percent in 2011 and added more students in the primary education system than any of its eight neighboring countries (URT, 2014). According to World (2014) this success in PEDP led to large cohorts of graduates from primary schools, the country embarked on the Secondary Education Development Programme (SEDP), with emphasis on building schools in every ward. Enrollment in secondary schools has almost quintupled, with the net secondary enrollment ratio increasing from 3 percent in 2001 to 30 percent in 2011(*ibid*).

As part of its effort to transition of economy from low to middle income, Government of Tanzania adopted a comprehensive system of development implementation in 2013 (URT, 2012). This initiative is focused on seven critical sectors, including energy, agriculture, water, education, transport, resource mobilization, and business environment, to rapidly advance the nation’s development in accordance with the 2015 Millennium Development Goals (MDGs), the Five Year Development Plan 2011-16 and the 2025 Tanzania Development Vision. Education is the important way for socioeconomic transformation (HakiElimu, 2014). Currently, there has been a nation lament on the issue of poor performance in examinations, it has been evidenced that,

only 30.7% in 2012 passed primary school leaving examination, low from 58% in 2012. At secondary level, the pass rate for the Certificate of Secondary Education Examination (CSEE) has also declined in the last few years (Uwezo, 2013).

Secondary Education Programme (SEDP)

SEDP was implemented by the government of Tanzania so as to promote economic, social development and to reduce poverty through the development of human resources in secondary level (World Bank, 2014). Equity was observed in SEDP-I but the program was not specific for the underserved. The specific objectives of the SEDP were (1) to increase the number of needed age group who complete secondary education. (2) to improve students' learning performance of secondary grade, specifically at lower level; and (3) to enable the majority, including local authorities and private sector effectively manage secondary schools (URT, 2010).

According to MoEVT (2010), one of the success of SEDP I was the secondary education expansion to rural areas for more students to access, but there are defects that it has left in its work that need serious and sustained attention over the medium for a long term. There was fast increase in number of schools during SEDP I implementation which led to higher enrollment of students. The increase of number of enrollment helped to meet public demand for secondary education; the targets were overshoot which made difficulties in provision of necessary needs for effective secondary education system.

In particular, five major shortcomings were; (i) availability of teachers and capitation grants, (ii) below standard of teaching and learning (iii) inadequate empowerment (iv) school accountability and (v) fluctuating financing. There was a call for tackling these issues effective and sustainably (URT, 2010).

According to World Bank (2014) in order to address the post SEDP I challenges, a five years (2010-2014) programme was introduced by the government of Tanzania, SEDP II builds in outcomes, structures of institutions, and lesson learned from SEDP I.

Specific objectives of SEDP II are (1) to increase the number of the needed age group completing secondary education, specifically for underserved groups. (2) To improve learning outcomes of secondary students. (3) To enable the majority, to include local authorities and privates effectively manage secondary schools. The World Bank is one of the Programme financiers and in a high execution scenario; the Bank financing will meet only 22% of Program needs (URT, 2010).

As a prerequisite, World Bank-financed projects or programs require an environmental and social impact assessment to identify potential impacts that might be associated with the proposed project. Given the level of construction envisaged in SEDP II (rehabilitation, refurbishment, and completing already existing school buildings, with no new land acquisition; new construction limited to existing ‘old’ school premises) the programme triggers only one of the Bank’s ten safeguard policies, Environmental Assessment (World Bank, 2014).

Big Result Now Education (BRNEd)

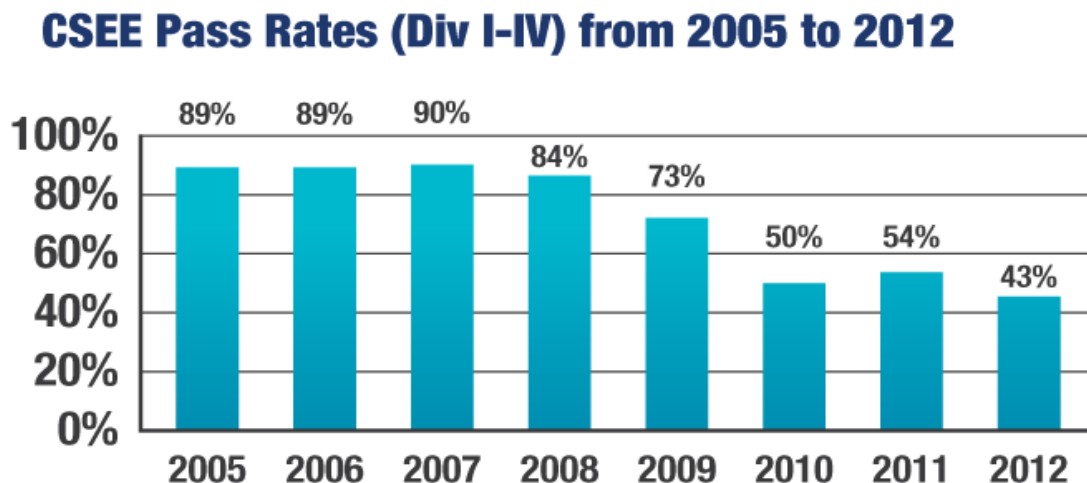
President Kikwete launched the Tanzanian government’s Big Results Now programme in early 2013. BRN was a transformational government programme which sought to adapt the successful Malaysian approach to economic development and improving service delivery (World Bank, 2014). This involved a switch to ‘business unusual’, through doing things in an open and accountable way with the focus on delivering tangible results in a given sectors. BRN initially focused on achieving a set of specific objectives by 2015 in six sectors: Education, Energy, Agriculture, Water, Transport and Resource Mobilisation (Todd and Attfield, 2017).

A six week ‘Delivery Lab’ was carried out for each of the six priority BRN sectors; Education, Agriculture, Energy, Water, Transport and Resource Mobilisation (World Bank, 2014). Facilitated by staff from Malaysia’s Performance Management and Delivery Unit (PEMANDU) and McKinsey, each Lab involved the participation of key Tanzanian experts and government officials. Each Lab identified a set of priority actions

and targets along with a detailed delivery plan (called a ‘3 Feet Plan’) setting out exactly what needed to be done by whom and when to deliver the proposed activities.

According to Todd and Attfield (2017), BRN arrived at a time when the Tanzanian education system was at a critical juncture. The past few years had seen a significant and rapid expansion of enrolment at secondary level where the number of students almost tripled in seven years from 0.68 million in 2005 to 1.8 million in 2012. Primary level enrolments had also increased rapidly in the early 2000’s following universal primary education (UPE) campaigns, but the rate had since plateaued around 8 million in 2012. Unfortunately these increases had not been accompanied by improvements in the quality of education received by the majority of Tanzanian children. Results in PSLE and CSEE have deteriorated markedly between 2005 and 2012 as **Figure 2.1** illustrates. Exam results are an imperfect proxy for educational quality but they are the best national measure available in Tanzania which captures performance at the end of primary and secondary levels.

Figure 2.1 Certificate of Secondary Education Examination (CSEE) pass rates in Tanzania between 2005 and 2012



Source: BEST (2016)

This deterioration in pass rates sparked a national debate about the reasons for the declining standard of education in Tanzania. This debate dominated the national media and led to heated discussions in the Tanzanian Parliament (Bunge). The debate continued throughout the first half of 2013 and came to a head in the middle of the year with the announcement that the 2012 CSEE results were to be re-graded, a process which led to the national pass rate for 2012 increasing from 34% to 43%⁸. There was also a change of leadership at the national examination council.

Crisis events and ‘shocks’ are recognised in public policy theory as having the potential to catalyse significant changes in practices which would not be considered in a period of equilibrium. If there is widespread acceptance and acknowledgement that there is a problem then this creates opportunities to challenge the status quo. Arguably the poor results and subsequent national debate on the state of Tanzanian education in 2013 created just such a window of opportunity for change and also contributed to education being included with the first six priority BRN sectors. As the past president of URT Benjamin Mkapa once said that, we need nation debate on our education (Mkapa, 2018).

2.3 Importance of Providing Secondary Education

Education is important in multiple ways, for both individuals and general society that is why secondary education has shown contribution to individual earnings and society growth of the economy (Cecil & Coleman, 2001). Education is associated with improvement of equity and social services (Cave 2001; Mahy 2003); it is also the tool for democracy in institutions and civic participation (Welsh, 2003).

Contribution to Growth and Poverty Reduction through Secondary education had evidenced, likewise individual productivity and personal earnings seem to increase due to education attainment. An important role played by education at national level is evidenced through economic growth, the rapid grow of economies depend on the creation, acquisition, distribution of knowledge use and this needs an educated and skilled population. Additionally there is growing evidence that may be half or even more

proportion of economic growth is due to increase in factor productivity rather than accumulation of either capital or labour (Easterly & Levine 2002).

2.4 Factors Influencing Performance of Students in Secondary Schools

2.4.1 Parents' socioeconomic status and academic performance

It has revealed that children who are from low income circumstances are in high risk of educational underachievement (Arias & de Vos, 1996). SES families' children are at higher risk than advantaged children for achieving higher grades and completion of their secondary education, the students' trend shows the connection between educational achievement of parents or relatives at home where children grow.

According to Bandura (1997) says truant or dropped out of school children are from not only economically poor families but also parents of low formal education. Researches show that children tend to be motivated by educated parents in school matters. Educated Parents influence their children in academic issues greatly, and it is the opposite issue for uneducated parents and their children (Mganza & Mizambwa, 1997).

More parents from low economy parents fail to give their children with necessary requirements for school including proper nutrition. Health development for children especially at early stages of growth plays pivotal role in giving the basis for success in school life (Best & Kahn, 2006). Adequate nutrition is important prevention of infections, diseases, injuries and children's brain development so as to become a quality learner (Booth, 1996)

2.4.2 Secondary Schools Management and Academic Performance

MoEVT is regularly conduct seminars and workshops for heads of schools so as to help them with leadership skills improvement. Nevertheless, most of performance of the schools is still in need. There is increase of low academic performance in some secondary schools. The low academic performance in secondary schools may be contributed partly with poor leadership. Some secondary schools lack the necessary

achievement requirement because of inadequate funds and poor leadership (Namirembe, 2005)

2.4.3 Language of Instruction and Academic Performance

The importance of language of instruction has been shown in various study, one of them is that of Mvungi (1996) which demonstrated importance of language in child's cognitive and emotional development. Language should be taken as an important factor in the total structure because of its involvement in child's mental capacity, the relationship between proficiency in the language of instruction and educational performance is great (ibid).

2.4.4 Availability of teaching materials and academic performance

Teaching materials includes books, classrooms charts, maps, teachers' guides, chemicals and laboratory apparatus, these are key ingredients in learning and teaching for enhancing students' academic performance, thus its status of availability is important (Wiggins, 1998). The relevance and sufficient teaching material are some of the factors which can lead to students' good performance; the opposite of it can lead to poor performance in secondary schools (Chonjo, 1994).

For community and government built secondary school it is the role of the government to provide learning and teaching materials (MoEVT, 2006), most of the community secondary schools face the problem of inadequate teaching materials which greatly contribute to students' poor academic performance in the schools. The problem of lack of teaching and learning materials has been there for a long time which is characterized by economic hardships of the government who is the sole supplier these materials, this problem hinders better performance of students in secondary schools (Umammeh, 2013).

2.4.5 School teaching/learning environment

The school learning environment includes; surroundings of the school which should be conducive for learning and teaching process. Learning is the process for acquiring and

retaining of the knowledge, skills and capabilities that cannot be attributed to inherited behavior (OECD, 2009). Learning also can take place without the advantage teaching and sometimes even in spite of it there is no effective teaching in the absence of learning, because teaching without learning is just talking (Angelo & Cross, 1998)

Superior education environment is the concern for good performance achievement, Fisher (2001) mentioned level of training teachers, instructional materials, class size, language of instruction and curriculum as principal factors for school performance. Earthman (2004) argues that in order for school systems to attain their goals; physical facilities such as instructional materials, school compounds, buildings with adequate facilities, teachers' houses, health facilities and other resources are most needed. The educational and training policy of Tanzania has directed all owners of secondary schools to make sure that standard infrastructure, facilities and equipments are present in their schools (URT, 1995).

Four necessary things were mentioned by Mosha (2000) for making school effective, these are; desirable internal characteristics (effective leadership, capable teachers, clear objectives, quality staff and students' time), supportive external environment (education system, children, facilities and parents) and good learning and teaching environment (curriculum, learning time and monitoring), and favourable school climate. Basque and Dore (1998) mentioned inform, communicate, collaborate, produce, scaffold and manage as six components for learning and teaching environment to function.

2.4.6 Number of qualified teachers and academic performance

The level of formal education, experience, specialisation and subject mastery are some of qualifications of teachers. A valid diploma achieved in recognised institution is the minimum qualification for secondary school teacher (URT, 1995). Lydiah and Nyasongo (2009) puts teachers into three groups; qualified teachers with academic and profession background; under qualified teachers with academic qualifications but without profession education , and unqualified teachers consisting of neither academic nor profession background.

Teachers' characteristics can affect academic performance of a given school, also the quality of students is directly although not exclusively related to teaching quality, therefore for learning improvement, teaching improvement is necessary (Adeyemi, 2010). Teachers are supposed to master subjects enough to convince the students. Whatever the case, the aim is to establish a concrete knowledge with skills on which students will be able build as they are exposed to real experience. Rivkin et al (2005) says good teachers are those who can translate information, judgment, experience and wisdom into needed knowledge that students can understand, retain and pass to others. Thus, it is important to have adequate and qualified teachers for better education.

2.4.7 Instructional Methods

Instructional method/technique is important in learning and teaching process because are the ways of imparting knowledge and skills to learners, these methods involve the way teacher presents materials and learning of a student. Whatever method used the goal should remain to promote students' learning activities (Mushashu, 2000), and Mosha (1995) asserts that there is relationship between students' performance and instructional methods used by teachers.

2.4.8 Students' assessment and Academic Performance

Assessment to students involve, home works, internal examinations administered and managed in various secondary schools, and their outcomes in the National Form II and IV External Examinations. This may contribute to academic performance of community and government-built secondary schools. To obtain useful feedback on how students' learning have taken place teachers need to make assessment, this also make teachers' teaching more effective (Hannova research, 2014). Teachers can make learning/teaching assessment through observation specifically on how students respond to teaching strategies (ibid).

2.4.9 Class size

Some of the indicators that can influence performance of students in a given school are; classroom, number of students, libraries, laboratories, toilets, dormitories, and school

furniture. Class size to accommodate students well is the factor which is considered during evaluating school effectiveness. There is a controversy of relationship between class size and students' academic performance, despite of that controversy many studies have shown direct relationship, for example Hattie (2005) agreed that there is relationship between class size and academic performance, and Bourice (1986) and Robinson (1990) found that there is relationship between teacher-student ration and students; performance in educational settings. Therefore, it can be concluded that teacher-pupil ratio is one of basic factors which determine academic performance.

In recent study, it has been found that there is positive relationship between variables such as class size, teacher-student ratio, and performance in examination. Larger classes and high teacher-pupil ratio evidenced poor performance while small size and lower teacher-pupil ratio evidenced good performance (Idienumah, 2017), other studies like Bozzomo (2000), and Bolton (2008) confirmed that there is no relationship between the size of the class and the performance.

Ojoawo (1989) said that class size negatively related to school academic performance, and Bolton (1988) found that there were no statically significant evidence in achievement scores between large classes and small classes in development English, adding that sometimes larger is better. Blachfold et al. (2007) concluded that class size of above 40 students have negative effect on students' performance. However, this does not mean that small class size alone does not ensure good performance but teaching quality, leadership of the school, parent involvement and other factors are important to consider (UNESCO, 2008)

2.4.10 Time for learning in school

Time management refers to clusters of behavioral skills that are important in the organisation of study load (Smith, 1999), and it is important to academic issues. Walker and Siebert (1980) mentioned planning in advance, prioritising work, test preparation and following schedules as part of time management skills. Academic performance may be achieved through time management balancing and effective study technique (Britton

& Tesser, 1991). In community secondary schools, time for learning seem to be a factor which influence academic performance in one way or another. Keita (1982) reported that a balance in the use of time for academic, and other related activities should be enhanced by leaders of schools so as to make students to perform well in examinations, thus, Aksoy and Link (2000) concluded that there is a positive effect on time management and students' performance.

Time has been associated with students' performance that is why effective schools are time conscious (Bloom, 1974), therefore, teachers should recognise time as an important asset if students are to learn satisfactorily.

2.4.11 Availability of library and books

Adequate resources should be available at school so as to influence quality teaching and learning, one of these crucial resources are libraries which are crucial for any school academic performance (williams & Wavell, 2001). Educational achievement have been identified in direct relation to students' performance, hence, the call for better understanding of the school libraries contribution to student learning is important. Oberg (2001) stressed that school libraries should be adequately staffed and resourced so as to have targeted impacts to students' performance. Therefore, community secondary schools should be accommodated with well equipped libraries.

2.4.12 School Inspection

To improve schools performance, the government under ministry of education needs effective school inspection which is essential instrument in education arena (Uwezo, 2010). However, the impacts of schools inspection depends on how the inspection is done, if it is not done effectively, if there is lack of communication and feedback on time, then school inspection is the waste of time.

Prompted by persistent massive failure rates among secondary students, especially in vital science and mathematics subjects, the National Audit Office of Tanzania (2008) conducted a performance audit of the Secondary Schools inspection programme. The

audit, which focused on assessing on whether inspection conducted, had achieved its goal to safeguard good quality of training, and whether it addresses the problem of poorly performing students in secondary schools (URT, 2008).

Adequate human resources has been a major challenge in ensuring quality education in Tanzania education system, this is evidenced in with poor students' examinations results (URT, 2010). One of the means to improve the situation is through school inspection which is always done to monitor the delivery of education, this is done to ensure that schools adhere to stipulated curriculum and standards set for safeguarding quality. School inspection is done in three ways which are;

- Whole school inspection: to cover all school aspects of learning through school plan;
- Special inspection: covering a specific problem, for example if there is irregularities in school resources management, or persistent poor performance; and,
- Follow up inspection: which is always done to check if there are changes after the previous inspection.

Whole inspection is supposed to be done once a year, however, lack of transport, inadequate personnel, a school can be inspected once after every two years.

The effect of this insufficiency in the handbook for inspection is mirrored in the actual conduct of whole as well as special school inspections. For example, based on scrutiny of a sample of 110 whole school inspections carried out between 2004 and 2006, the audit found that none of the reports comprehensively examined the problem of drop outs, pedagogical (instruction) performance and students' performance, and very few mentioned these issues at all (URT, 2010). The audit notes for instance that only 6% of the inspections said something about the need for additional training and only 19 percent said something about instruction performance (ibid).

2.5 Theoretical Framework

2.5.1 Motivation-Hygiene Theory

This is one of the theories proposed by psychologist Fredrick Hertzberg who investigated the wants of people in their places of work as an effort to determine the

drive for a person success and failure in a given task. He found that achievement, recognition, the work itself, responsibility, advancement and growth are intrinsic factors that tend to be related to a job satisfaction (Armstrong, 1997), he found also there are characteristics which lead to job dissatisfaction, these are extrinsic factors such as school policy and administration, supervision, interpersonal relations and studying conditions (ibid). Herzberg concluded that the opposite of satisfaction is not dissatisfaction as it was traditionally believed; he continued that removal of dissatisfaction factors does not mean that the task will satisfy; he explained that factors leading to task satisfaction are motivators which are separate from hygiene factors that lead to task dissatisfaction. Thus, educational managers should try to make pleasant workplaces by getting rid of factors that create job dissatisfaction, when hygiene factors are adequate educational practitioners will not be dissatisfied; however, neither will they be satisfied. There are characteristic that people find intrinsically not only rewarding but also motivating (Armstrong, 1997). Motivation under this study is assumed to be one of the challenges facing the student performance in secondary school. Therefore, Herzberg motivation-hygiene theory reflects what this study investigated.

2.6 Empirical review of other studies

Some of the relevant studies which had been done in other studies reflect that there are various factors for students' academic performance, hereunder are; Kapinga (2014) as he quotes Arias and De Vos (1996) found that children from low income families are at high risk of educational underachievement than advantaged children. There hindrance conditions for low income children, these conditions are; hunger, fatigue, irritability, headaches, ear infection, flu and cold. These illnesses could hinder a child to focus and concentrate (ibid). Children from high income families are favoured with availability of educational materials and healthcare services (Wood, 2002), not only that but also high income students have enough time to stay at school due to ability of their parents to pay fees and other contributions (Best & Kahn, 2006). Therefore, children from families under poverty line are less successful educationally compared to above poverty line children.

Komba et al (2014) concluded that; it is complicated process to influence students' academic secondary performance due to time and space. Important aspects of secondary school academic performance analysis are norms and values in academic excellence. Poor number of qualified teachers, unavailability of libraries and laboratories, poor communication among teachers and parents are some of the factors which may contribute to academic performance (ibid).

Concerning the factor of language of instruction; Mkapa, (2004) on September 19th (URT,2004), in the speech of quality education as key for globalisation explained that low mastery of language use as medium of instruction for teaching secondary school lead to poor performance in science subjects, mathematics and other subject.

A major cause of decline in academic performance in Nigeria is English language poor achievement, in addition Malekela (2003), contends that government policy of using English as language of instruction is detrimental to meaningful learning. Maliki and Zangani (2007), having difficult in understanding contents which are taught in English may contribute to poor performance.

It is argued that poor performance to some students in subjects is due to the use of English medium as language of instruction (Feast, 2002). Moreover, Polit et al (2003), addressed the problem related to the language barrier that students face when they study a language which is not their mother tongue also may led to poor performance to students not only that.

Apart from medium of instruction, the infrastructure factor should be considered due to its importance. Improve in school infrastructure should match with the increase of enrolment, that is why more secondary schools were built between 2003 and 2006; 1,083 in 2003 to 2,286 secondary schools were built so as to absorb the increase number of students from primary schools (URT, 2010).

Medium of instruction depends on the methods/techniques used by teachers to impart knowledge to learners, from this juncture Mushashu (2000), argued that whatever

techniques used in given topic, the concern should be to make sure the student understands, and Mosha (1995) concluded that there is direct relationship between teaching methods and students; academic performance.

With all the factors to be considered, it is also much advised that students' residence should be near schools, but most of the community and government built secondary schools are far away from people's homes and essential learning resources. The increasing demand for secondary education has forced the opening up of more secondary schools, which are likely to be ineffective due lack of facilities like dormitories (URT,1995).

Students sometimes have to travel long distances before they get to schools decreasing their productivity because they become tired. Long distances to schools promote truancy among students, resulting in missing the early morning lessons which in many secondary schools is mathematics. The empirical literature review, therefore, shows that students 'academic performance in community secondary schools can be influenced by the following factors; parents' socioeconomic status, equitable and qualified teachers, language of instruction, infrastructure, teaching and learning methods, and distance from home to school.

2.7 Research Gap in Literature Reviewed

From the above cited studies, it is evidenced that factors based on students, home and environment may influence secondary school academic performance in some areas. Factors such as English as medium of instruction distance from students' homes to school and instructional methods may affect educational performance of students and hence limit them from joining higher education.

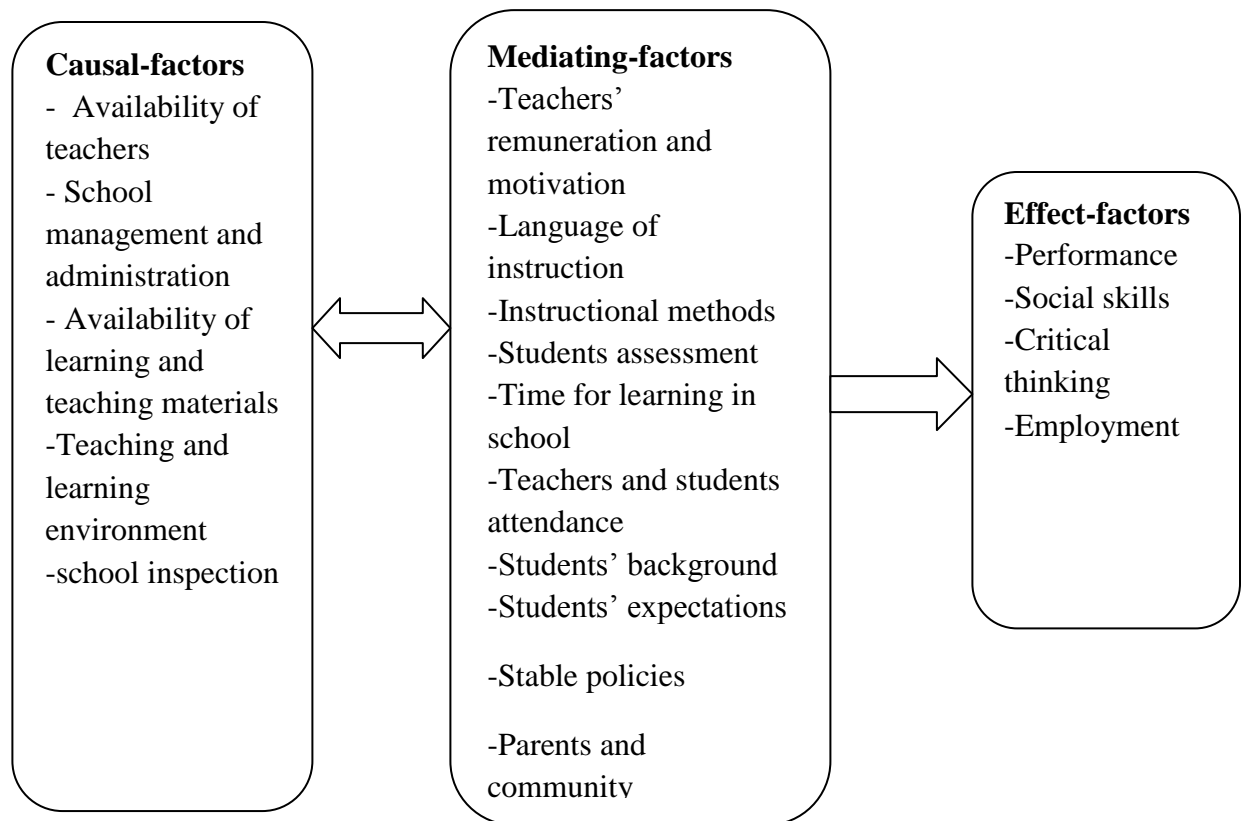
However, little attention has been paid on looking factors which may lead to persistent students' poor performance in community secondary schools. Therefore, this study bridges the mentioned gap of factors which may influence the persistent students' poor

performance in community secondary schools in Tanzania particularly in Nzega district council.

2.8 Conceptual framework

An abstract indicating how basic concepts and constructs are expected to interact with given settings and experiences that a base of the research studies, it refers to conceptual framework (Kothari, 2000). In this study there are five causal- factors that appear to influence students' academic performance in the selected schools through mediating factors. These factors interact in Tanzanian education setting consist of socio-economic, political, and cultural manifestations.

Fig 2.2 Conceptual Framework



Source: Adapted from Omari's (1995:196)

Figure 2.1 shows that availability of teachers facilitate learning process because the teachers are the main actors in teaching process, as it is known that if teacher-student

ratio is not friendly then the students will not be taught hence poor performance of students in national examinations. School management and administration; a school can have other facilities but if it is poor in management and administration then learning and teaching activities will not go accordingly (Namirembe, 2005), because teaching and learning process should be planned, therefore management and administration cover large part such as financial management, infrastructure and staff management in influencing school performance, availability of learning and teaching materials (Umammeh, 2013); these are crucial instrument in teaching and learning process, for example learning process cannot be smooth if books are insufficient, that means the student-book ratio is not good, therefore this aspect also influence students performance. Teaching and learning environment; there should be conducive (Mosha, 2000) so as to smooth learning and teaching process, this is characterised by aspects such as teachers' houses, sufficient and good classrooms and availability of social service (Earthman, 2004). School inspection; for the better control of delivery of education, educational quality assurance is essential to influence performance, critical thinking, achieving social skills and getting employment. But these depend on teachers' good remuneration and motivation; this makes educational practitioners to work accordingly since they will be able to fulfill their human needs, lack of remuneration and motivation can lead to low morale of work which may cause poor teaching hence poor performance of students. Language of instruction with the use of good instructional methods; the delivery of lesson in the class depends much on the language of instruction which carries the intended knowledge to be imparted to students and methods of teaching, poor use of language of instruction (Mvungi, 1994), and improper utilisation of teaching techniques are disasters in teaching process and may affect students' performance.

Planned and enough time for learning is essential for comfortable teaching step-by-step and understanding of materials. Also, teachers and students attendance is potential since they are the ones who are supposed to be involved in learning process effectively.

The conceptual framework illustrates the relationship of variables to community secondary schools performance since the aim of the government was to provide good

secondary education and expect the students to perform well in exams, then availability of teachers and teaching/learning materials, conducive learning environment, school inspection which is very essential according to Uwazi (2010) and good school management and administration are important.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter includes the research methodology with; research approach, research design, area of study, study population, sampling method, research sample, data collection procedure, data collection instrument, interviews, observation, and ethical considerations.

3.2 Description of the Study Area

This study was conducted in Nzega district council. Nzega district council is one of the seven districts of Tabora region, it is bordered to North by Shinyanga region, to South and Southwest by Uyui district council and to the East by Igunga district council, and it has 37 wards. Its geographical coordinates are 4⁰ 13' 00" South, 33⁰ 11' 0" East. According to the 2012 Tanzania National Census, the population of Nzega district council was 502,262 (URT, 2012). This area is chosen since it is one of the districts in Tanzania with persistence poor performance of students in community secondary schools.

3.3 Research Design

Exploratory research design was used because the focus was on exploring the situation of poor performance in selected schools, under this design sequential exploratory strategy was used because of giving a room for data to be collected qualitatively and quantitatively but finally to build results on qualitative base (Creswell, 2009).

3.4 Research Approach

This study based on qualitative approach with elements of quantitative approach. It is qualitative study because it keeps on changing where it helps to reveal the reality of the study. Qualitative research differs from quantitative research in the sense that it operates within the given setting where people create and maintain their social world (Neumann, 2000).

Human experience is collected meaningfully, through qualitative research data keeps on changing and additions become available (Miles & Huberman, 1994). The study embarked upon this kind of research with the aim of producing a detailed picture or a profile in words from the participants. In this case form four students, teachers, headmasters and headmistress, as well as parents were involved in the study. The rationale behind the choice of qualitative research is centred on its strength. According to Neumann (2000) says qualitative study is flexible and emphasises on people's experience, perceptions, assumptions, prejudgments and pre-supposition which are discovered and connected social world. The qualitative approach assisted the researcher to get in depth information on the persistence poor academic performance of secondary school students.

3.5 Study Population

In research, population includes all members, or individuals or things of a specific group that fit certain specification (Keya *et al.*, 1989). The target population in this study will include teachers, students from community built secondary schools, education administrators, as well as members of communities in Nzega District Council.

Nzega District Council has 29 secondary schools from which 26 were community built secondary schools and three were government built secondary schools (Tabora REO speech, 2009). Therefore, five secondary schools were drawn from 29. Out of the 3500 students, 403 students of form three and form four were used by which 10% which is 40 students were selected from community secondary schools. A total of 10 which is 10% of teachers were selected from 105 teachers from community secondary schools. 10 education administrators according to their positions with the needs of the study and 10 community members 2 members from each village the particular school is located were included in the study.

3.6 Sample size

A total of 70 participants as sample size were involved in this study. This study included 1 secondary educational officer, 1 educational quality assurer, 3 ward educational

officers, 5 will be heads of schools, 10 secondary teachers, 10 parents and 40 students from the sampled secondary schools, within Nzega District Council.

Table 3.1 Sample size

Participants Category	Sample Size
DEO	1
Educational Quality Assurer	1
WEO	3
Head of Schools	5
Teachers	10
Students	40
Parents	10
Total	70

Source: field (2018)

3.7 Sampling techniques

In this study, probability (simple random) and non-probability (purposive) sampling methods were used. This study employs Simple random Sampling (SRS) to give each element in the population an equal chance of getting into the sample and all choices are independent of one another.

3.8 Purposive Sampling

According to Punch (2002) purposive sampling enables the researcher to sample on the basis of his/her judgment as the most important kind of non-probabilistic sampling so as to identify the participants. The sample selection is based on the purpose of the research. In this study the purposive sampling technique was used in order to get primary participants depends on their roles and ability to enable the researcher to obtain relevant data. Informants that were purposively identified include head of schools, the educational quality assurer, WEOs, parents and the DEO. Schools' selection was based on the schools which perform poorly.

The sample of parents were obtained through under area sampling technique, by which a researcher selects groups of the given area, and then from each group the researcher

selects individuals (Kothari, 2011). In this study parents of the students from the school concerned were divided according to their villages with the help of the heads of schools, and then those from near the school were selected as a sample. This was done so as to simplify data collection process, 10 parents were selected 2 parents from each village the school is located.

3.8.1 Selection of Form III and IV Students

Simple random sampling was applied to get forty (40) students who are 10% of 406 of the form three and form four students were selected. These form three and form four levels were selected due to their experience of learning in the given schools for a long time compared to other students from other levels, therefore they regarded as mature enough to share experience per requirements of the study. In this study lottery method was used to obtain students participants, by tossing written pieces of papers assigned with words (selected and not selected) and allow students to pick randomly, those who picked “selected” were included in the sample. In this process Students were organised to get sampling frame within the respective class or form in school. Then respondent were organised in groups of male and female so as to solve the problem of including greater number of respondents of the same sex within the sample, also to allow unbiased representative sample to be included. Then from the list of female and male respondent, a sample of 40 students equal to 8 students from each school were fetched by the use of lottery method.

3.9 Data Collection

The study employed both qualitative and quantitative methods; two types of data were collected; primary and secondary data.

3.9.1 Primary Data

In this study, primary data were collected from households of parents/guardians, and from teachers and students from the selected schools by using questionnaires with open and closed questions. Personal interviews were also employed to collect data. It helped

to understand reasons of students to perform poorly and eventually to get their opinion on ways of reducing this problem.

3.9.2 Secondary data

In this study, the secondary data was collected from Nzega District Council Office and Zone Education Quality Assurer where the researcher got the number of qualified and unqualified teachers, infrastructures such as desks, libraries, dormitories, desks, students' book ratio, dining halls, teacher' houses and school inspection routine timetable. Also it captured important students' records about students' academic performance from heads of schools offices and from internet.

3.10 Data Processing and Analysis

Data analysis refers to a systematic procedure for identifying essential features and relationships (Coffey and Atkinson, 1996). This is due to the fact that in this study data were collected qualitatively mainly and some data quantitatively, therefore analysis was done qualitatively and quantitatively. The Qualitative Data Analysis (QDA) method was used for organising data into categories and identifying patterns among its categories (Macmillan & Schumacher, 2001). Thus, the process involved continual reflection about the data, coding the material into categories and finally interpreting the data for understanding meaning. Quantitative data was processed and analysed by Microsoft excel.

Initially the researcher generated units of meanings, classifying, categorising, ordering and structuring narratives to interpret and describe the contents of the collected data to determine the factors for students academic achievement in secondary schools. To complete the analysis, categories of themes were compared in order to identify similarities and differences based on three research objectives. By constant comparison the researcher noted and recorded thoughts and behavior which was finally used to refine and categorise themes.

3.11 Validity and Reliability of Research Instruments

Validity refers to the extent to which a measurement measures what it is supposed to measure and reliability refers to extent to which a measurement procedure yields the same results on repeated trials in a qualitative study (Carmines & Zeller, 1979).

In this study reliability was maintained by checking the procedures and documentation so that they should be precise. Collection of data was done bottom-up, starting from school/village level to district/Zone level. This model provided an opportunity to check precisely the information provided by the participants at different levels, thus assuring validity in data and information collection. Secondly, triangulation of data and information was to cross-check the validity and reliability of the data collected. Triangulation of methods is the use of a variety of data collection methods and sources (Henning et al 2004: 103). This includes data and information collected from different sources and methods which are crosschecked by the use of member checks and verbatim quotes of transcribed interviews to maintain their validity and reliability. Any information or data that was inconsistent or doubtful was discarded.

3.12 Research ethics

The study involved human participants, and therefore it was conducted in a manner that respects the dignity; this was done by observing human and public workers rights especially during interviews with parents, heads of schools and WEOs, respect to respondents and the supervisor was given priority during this study. Confidentiality and anonymity was highly observed throughout the study.

Safety also was observed by securing introductory letter from Directorate of Research, Publication and Postgraduate Studies (DRPS) of Mzumbe University, also introductory letter was secured from District Executive Director (DED) of Nzega district, District Commissioner and Regional Administrative Secretary during data collection.

Research rights were observed by adhering to Mzumbe University dissertation writing guidelines and avoidance of plagiarism. Checklist, templates and other guiding research documents were prepared for data collection, processing and analysis and there was no misuse of any of the information discovered.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings based on the major purpose of exploring the factors for the noted persistent students' poor performance in selected community secondary schools in Tanzania specifically in Nzega district council. The findings are organised and presented as per research objectives namely the main causes of persistence poor performance of students, the challenges facing students at community secondary schools as well as how and to what extent poor performance is addressed in selected community secondary schools in Nzega district council.

4.2 The main causes of persistent poor performance in selected community secondary schools

The purpose of this task was to identify the main causes of persistent students' poor performance in selected community secondary schools. The response were collected from, educational quality assurer, ward educational officers, heads of schools, teachers and students who were asked to identify and explain the main causes of poor performance in community secondary schools. Findings revealed that there are various causes of poor performance, this include; lack of school libraries, laboratories, teachers, text and reference books as it is shown in Table 4.1

Table 4.1 the main causes of students' poor performance

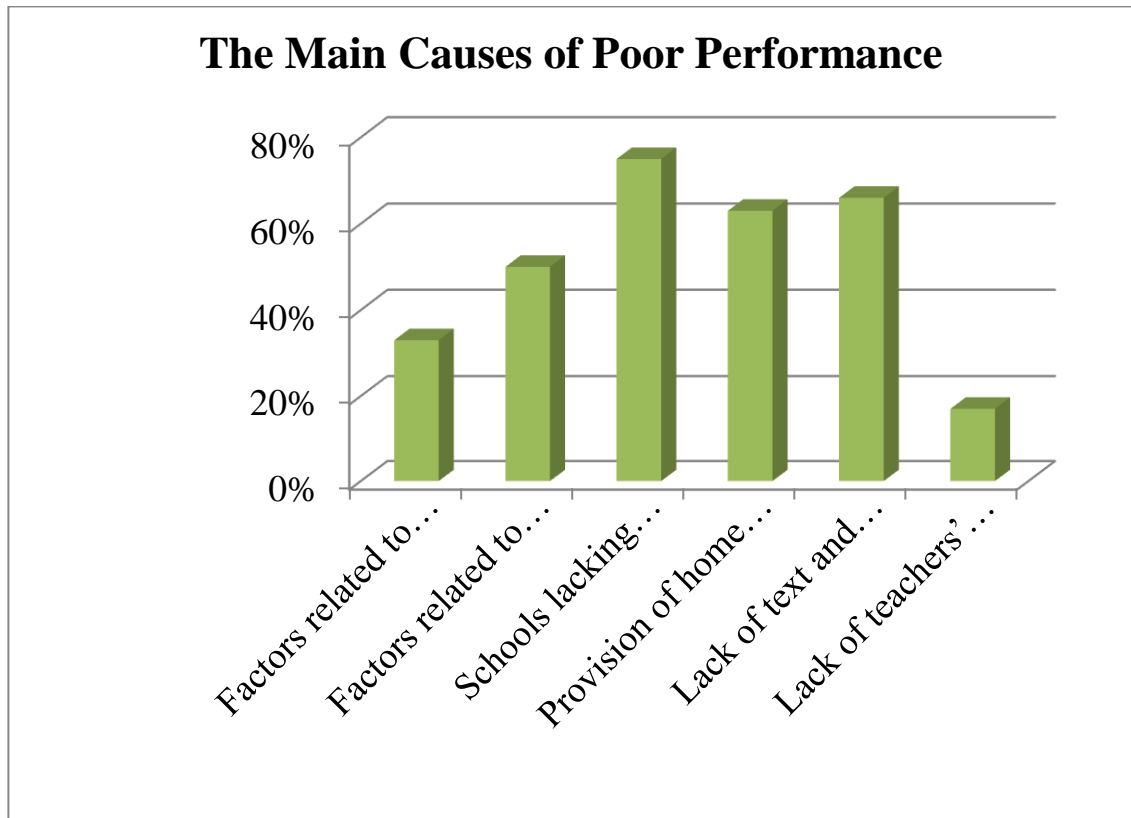
The main causes	Percentage (%)
Factors related to School location	20 (33%)
Factors related to teachers commitment and competence	30 (50%)
Schools lacking Libraries, Laboratories, teachers, and Classrooms	45 (75%)
Provision of home assignments	38 (63%)
Lack of text and reference books	40 (66%)
Lack of teachers' motivation	10 (17%)

Source: Data field (2018)

Table 4.1 summarises the main causes of poor performance in selected community schools, the list is topped by three causes which are; lack of school libraries,

laboratories, teachers and classrooms, lack of text and reference books and causes related to teachers commitment and competence.

Figure 4.1 The Main Causes of Performance



Source: Data from field (2018)

Information summarised in Table 4.1 indicates that there were several causes which were mentioned to students' poor academic performance in community secondary schools. Three quarters of the respondents 45(75%) mentioned schools lacking libraries, laboratories, teachers, and classrooms to be the causes influencing the poor academic performance of students in the community secondary schools. They mentioned the lack of libraries as the problem because some teaching and learning resources such as textbooks especially in science subjects were missing in many schools. It was learned that except in one school, all the other schools had no libraries and thus the books were being kept in head master's houses or headmaster's offices. One teacher said;

“Since the government is the one who is responsible for supplying books direct to schools via district educational office sometimes it is very difficult to cover the gaps of books insufficiency when books have ragged, because it take time the government to give new books with sufficient student- book ratio”

The respondents emphasised that students faced difficulties in accessing the textbooks or reference books when needed for their own assignments. It was very unlucky that in schools B, D and E science text books for forms 3 were missing while those in forms 2 and 4 were available but not adequate. The book-students ratio in those schools were 1:4,1:5 and 1:6 respectively against the ministry of education standard of 1:2 ratio. It was observed that although some few students possessed their own books, the books available at school were not enough for the big number of the students in community secondary schools. Therefore, it was difficult for students to share the available resources which in some cases delayed students to perform their assignments when provided by their teachers.

There were some respondents who mentioned that schools were lacking laboratories which were instrumental for students’ academic achievement in science subjects. One student responded that;

“Our fore brothers and sisters tell us that it is very difficult to pass science subjects since we are going to sit for alternative practical instead of real practical, and alternative practical is very difficult, when we are asking our teachers, they are saying there are no library apparatus and tools to do real practical”

Figure 4.2 Students sitting in the class which has not finished its construction



Source: Data from field (2018)

The study also analysed and evaluated the availability of friendly learning and teaching environment as one of the factor which may affect the students’ academic performance in secondary schools. The study identified the schools’ geographical location and the presence of libraries and laboratories. When one Ward Educational Officer was asked geographical location and distance from school to student’s home, he responded that;

“During the construction of these school a lot of factors were considered such as centre of the ward and population of people living at the given village, unfortunately regardless of consideration of all those factors still there are some students who are traveling 17 kilometers by bicycles from home to school”

From the above quotation it is clear that distance from home is still the problem in community secondary schools, students who travel this long journey to school cannot be motivated to learn well and it is very risk for girl students.

The study observed that among the secondary schools investigated, Kili and Bukene secondary schools seem to be at least near to the town center of Nzega District, this gives students opportunity to access book lending opportunity from different places found in Nzega town centre. It was also found that all secondary schools had no well equipped libraries and laboratories, some few books used by teachers for reference, and students' books are kept in teachers' offices.

Figure 4.3 Bicycles are major means of transport to students in community secondary schools at Nzega district council.



Source: Data Field (2018)

4.2.1 Number of Teachers

In this study, it was observed that all the selected schools had a limited number of teachers, the heads of schools from selected schools argued that none of them is happy with the number of teachers is having. This makes the available teachers to be overworked for the teaching load, thus, it reduces teachers' effectiveness and efficiency in delivering.

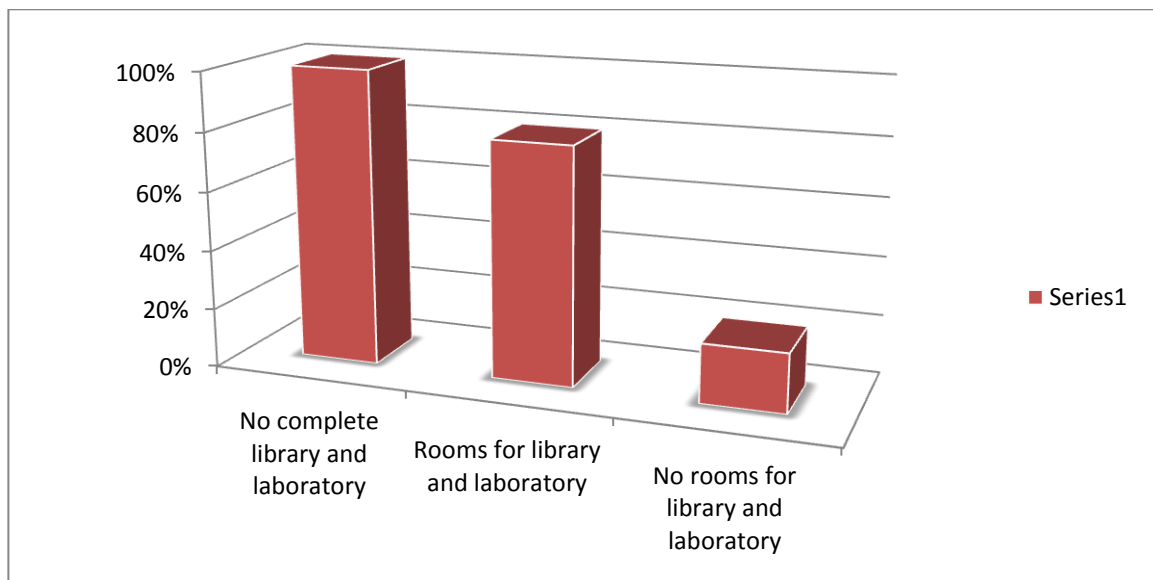
Table: 4.2 Number of Teachers and students

School	Mambali	Mogwa	Kili	semembela	Bukene
Number of Teachers	9	9	17	7	10
Number of students	447	250	386	173	350

Source: data from field (2018)

The figure shows the number of teachers against the number of students in each schools whereby the insufficiency can be seen in each school. For example Mambali secondary school has 9 teachers with 447 students, which is the ratio of 1:49 instead of 1:35 and Kili secondary school which it seems like it has enough teachers, 17 teachers with 386 students is not friendly ratio since this school has ordinary and advanced level, therefore the number is not enough.

Figure 4.4 Reliable Libraries and Availability of Laboratories

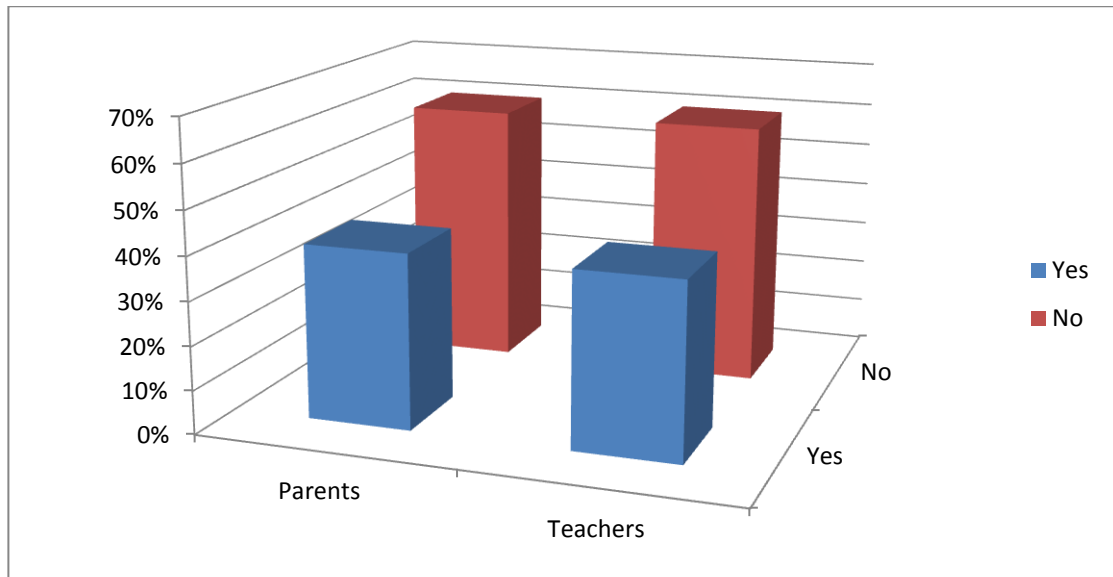


Source: Data from field (2018)

During the study it was observed that 4(80%) schools had rooms for laboratories and libraries, 1(20%) school had no even the rooms for laboratories and libraries, and 5 (100%) of the schools had no the complete laboratories and libraries. This is among the challenges facing community secondary schools in Tanzania (URT, 2010). Despite the absence of libraries and laboratories in the selected schools, students are still dreaming

of specialising in science, arts and commerce subjects by 59%, 24% and 07% respectively while 10% had no response in the areas of specialisation.

Figure 4.5 Parents and Teachers Communication



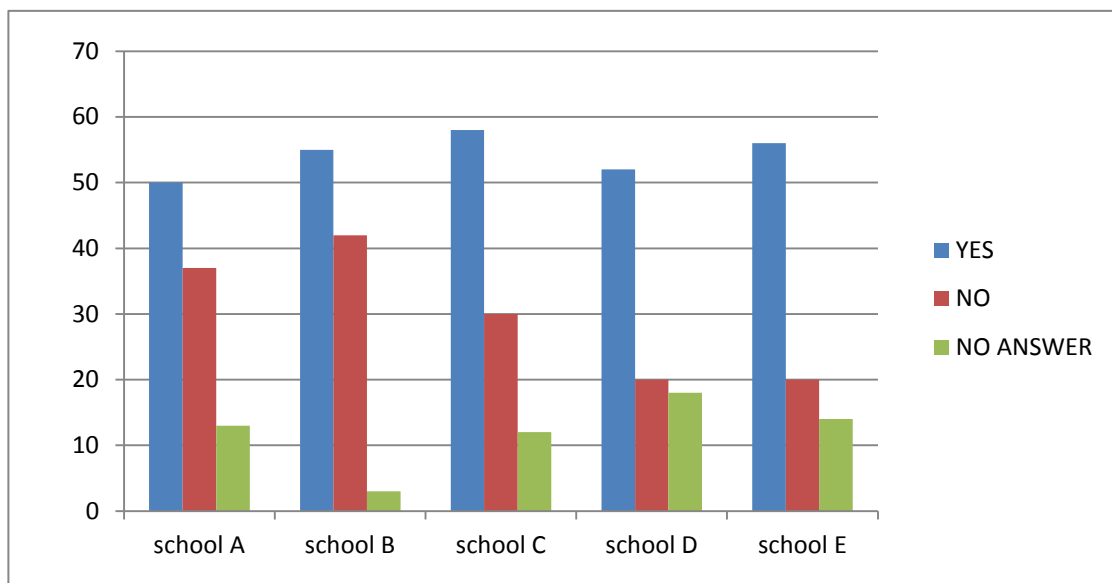
Source: Data from field (2018)

The data showed that among the questioned respondents on the communication between parents and teachers, 6 (60%) of parents do not have effective communication with teachers at respective schools and they do not make follow ups on their children’s academic performance, 4(40%) of parents do make follow up to their children and they have communication with children’s teachers. 9 (60%) of the teachers do not communicate effectively with parents concerning students’ academic issues, and 6(40%) of teachers agreed to have communication with parents.

4.2.2 Frequency of Teachers attending Classes

Effective participation and attendance of teachers in classes for teaching purpose can also influence students’ academic performance. Students response was; teachers; class attendance was satisfying despite of limited number of teachers. About 53% of students showed to some extent satisfaction on the rate of attendance, 29% were not satisfied, 18% had no answer.

Figure 4.6: Percent Satisfaction on Teachers’ Class Attendance Secondary School



Source: data from field (2018)

Figure 4.7 shows attendance of teacher in classes, the findings show satisfaction condition of teachers’ attendance. The respondents imply that they are satisfied with the situation though there are special cases which are almost negligible.

They added that the lack of laboratories affected both the teaching and learning processes as one of the respondents was quoted saying;

“Our school does not have a laboratory for handling practical in science subjects. Last year (2017) only 7 students out of 23 who set for biology exams scored a D grade in their form four national examinations. The rest scored F grade (failure) because for more than 4 years we have had a single biology teacher without a laboratory (Respondent in school B)”.

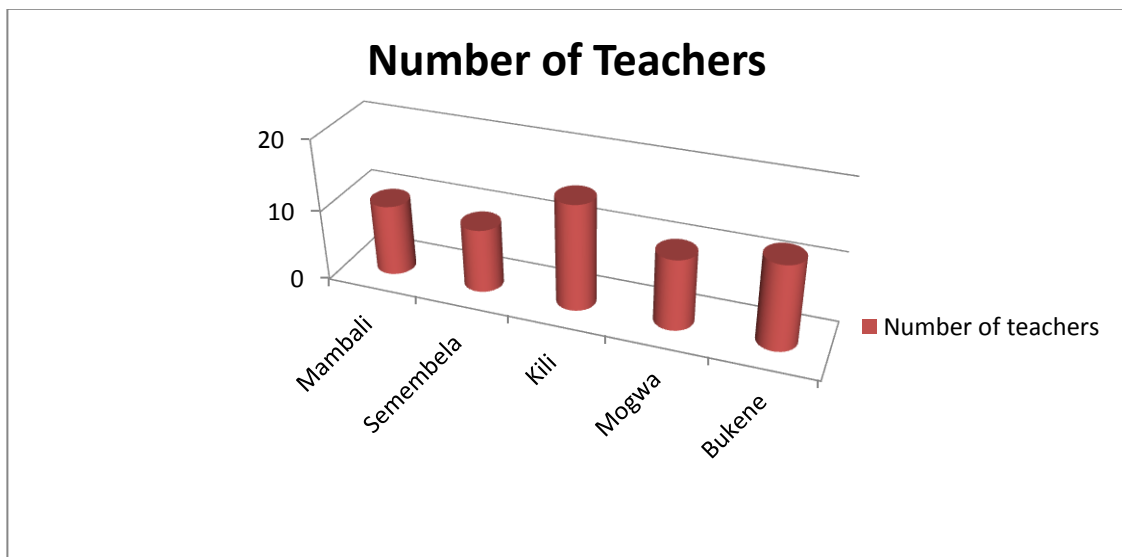
The information in the quotation implies that poor performance in science subjects in most community secondary school may have been caused by the lack of laboratory and its equipments. The respondents added that students’ performance especially in science subjects depended so much on the ability of teaching/learning resources in this case the laboratories. It was learned that the lack of laboratories in schools denied students and teachers the opportunity to put their theoretical lessons into practice. Therefore when it

comes to practical lessons for example in the biology examinations the students do not have any practical experience to apply. The researcher observed as well that lack of teachers and classrooms were the causes that influenced the persistent students' poor performance in selected community secondary schools. The researcher observed that almost all the schools had no enough teachers as shown in Figure 4.8

Not only the insufficient number of teachers in these selected schools but also the data show that environment of school determine the number of teachers to have, this means that if the school is located at the place where social services are available then the number of teachers is greater than those school which are in remote areas. That is why Bukene and Kili secondary schools have more teachers than Semembela and Mogwa, although it should be understood that Kili secondary has ordinary and advanced level students. As one respondent was quoted;

“It is difficult to live at school where there is no residents of many people because is very risk, also there are no houses, no social services around the school, that is the reason we are living far away from the school and some teachers left this school”

Figure 4.7 Numbers of teachers



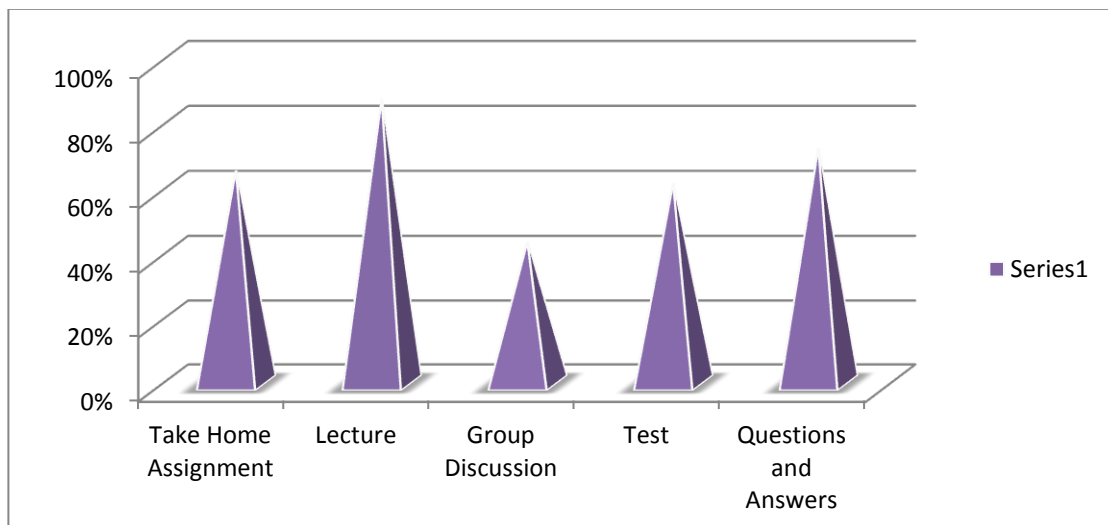
Source: data from field (2018)

Figure 4.8 shows number of teachers in selected schools, the number of teachers depend on if the school is located at the place where social services are available. This marks why the number of teachers in some schools is greater than other schools.

4.2.3 The Methods Used by Teachers to Impart Knowledge and Skills in Community Secondary Schools.

The purpose of this objective was to examine the main methods or strategies used by teachers to impart knowledge and skills in community secondary schools. The findings show that lecture method was mostly used followed by question and answers then take home assignment as shown in Figure 4.9

Figure 4.8: Common Teaching Methods Used in Community Secondary Schools



Source: Data from Field (2018)

The researcher asked the respondents in order to identify the commonly used teaching methods and strategies in community secondary schools in Nzega district council. The question was administered to secondary school teachers and secondary school students. The responses to the question were summarised and grouped into five major categories namely lecture method 40 (88%), questions and answers method 33 (73%), Group Discussion (44%), test 28 (62%), Take Home assignment (66%).

When the respondents were asked to mention the common teaching methods used by teachers in community secondary schools, more than three quarters 48 (88%) mentioned lecture method as a common method used in teaching. Lecture method is one of the non-participatory methods, which according to the respondents has less impact on students learning and understanding of the topic. The researcher wanted to know why the teachers used lecture method in their classroom teaching. The respondents said that they preferred to use lecture method in their teaching simply because of limited time (40 minutes) allocated for a single period in schools. They added that the teachers preferred to use lecture method due to the fact that with the use of lecture method in teaching, teachers can cover their topics or syllabus in time as the following response given by one respondents suggest.

“We must use lecture method in our teaching if we need to facilitate the coverage of the syllabus before the end of the school term. The time (40 minutes) per single lesson allocated for my subject is not enough to complete my syllabus. We have no other alternative but to use this method (Respondent in school A)”

Figure 4.9 congested students studying in one class



Source: Data from field 2018

Some other respondents mentioned the use of different participatory methods of teaching including question and answer method 33 (73%), and group discussion method 44 (44%). The researcher wanted to know why a small number of the teachers use these participatory methods in teaching. The respondents said that the use of participatory (student centred) methods is demanding and involving in terms of their preparations and management in the class. They suggested that teachers without commitment and morale can hardly use these methods. They added that the use of these methods provide freedom of interaction and sharing of knowledge among the students during the learning. The respondents commented that group discussion method is the most effective methods because they make students more creative, and they increase their participation and

interaction with their fellow students or teachers. The method enables students to become active not just listeners or receivers.

The researcher asked the respondents to comment on the criteria used by the teachers to select the teaching methods. To a great extent three major criteria seen to be used namely the students' ability of understanding; number of topics to be covered and the number of students to be taught. Finally the criterion was based on the requirement of the competence based curriculum. The researcher wanted to know how they came to use the first criterion namely the students' ability of understanding. They said that classrooms contain students with different academic abilities, some are slow learners and others are fast learners. They added that slow and fast learners in the class cannot be taught in the same way. One of the respondents was quoted as saying;

“Students in my class have differing abilities. There are slow and fast learners who need differing methods of teaching and learning if you want them to understand the new knowledge. I cannot use the same method for all the students” Said a teacher.

The respondents confirmed that there were some students in schools B, D, and E who could not be able to read and write English, so they needed not only remedial classes but also the use of different methods of teaching in their favour. They added that although students are in the same class, the truth is that they come from different families with socio-economic backgrounds. The respondents blamed the system because it selects candidates to join Form One who are completely illiterate. They said that illiteracy was one of the reasons for students' poor academic performance in many secondary schools.

In addition, the respondents commented that the number of topics to be covered and number of students to be taught was another criterion used to select methods of teaching in community secondary schools. They added that topics in some subjects are longer and therefore demands more time to be covered. For example, they said that it needs more time allocation to complete the coverage of the topics in history and geography subjects

for form four. The respondents in some schools said that under double systems there was limited time allocated for both morning and evening sessions in such a way that a single lesson is allocated 40 minutes. According to the respondents a period of 40 minutes was not enough for the teachers and students to discuss a topic in length and allow interactions among the students and the teachers after the discussion. This implies that some students did not find the lessons useful neither did they understand what was taught.

It was also learned that the number of students to be taught was also an important determinant for the choice of the method of teaching. They said that following the increase of students' enrolment in schools caused by the pressure of the SEDP that was established in 2004, in almost all observed classrooms in some schools and saw they were overcrowded. It was observed that in overcrowded classrooms, teachers were in a difficult position to help individual students as one of the respondents, a Mathematics teacher in school C lamented:

“Due to lack of enough classrooms in our school, form three students in all three streams are forced to meet together in a single class for every Mathematics lesson. When the three streams are converged together in one class the teacher students' ratio reaches 1:100-120 which is difficult for me to handle the class”.

The quotation provides an implication that in some schools such as school A and C the number of mathematics teachers is limited to such an extent that a single teacher teaches form 1 to form 4. Therefore it was an alternative that several streams in one form were converged together to form one class, although the congestion raised the teacher-students ratio and thus affecting the teacher's choice of the methods of teaching. They added that in such an environment, the teacher chose to use non-participatory methods such as lecture method which was not too involving.

In addition, the sitting arrangement did not leave the students to listen comfortably. This was mentioned as one of the reasons for students to lose their interest in schooling, and thus affect their performance negatively.

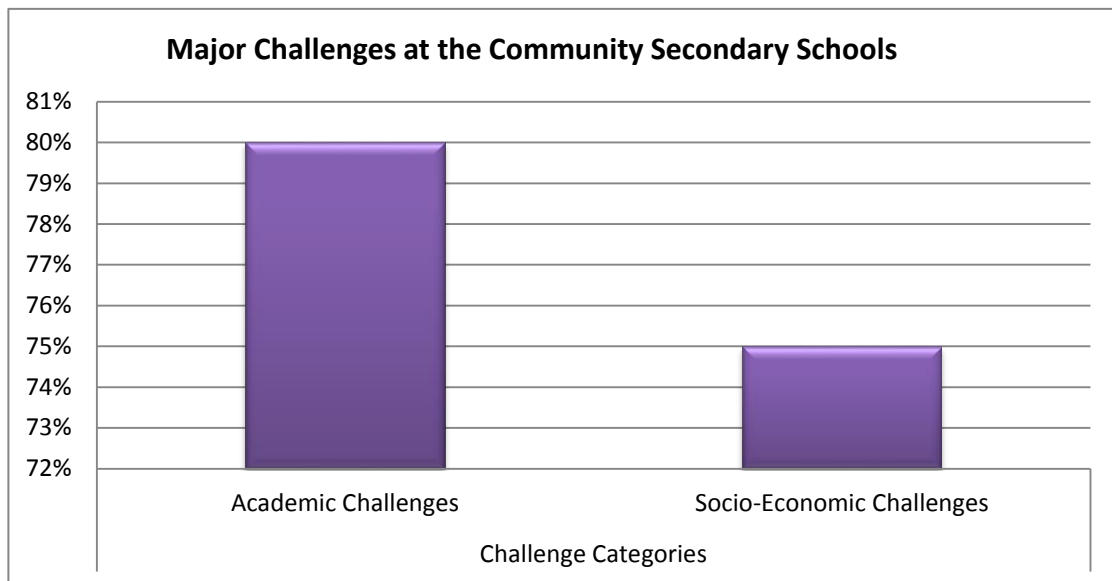
There were teachers who selected the teaching methods based on the requirement of the competence based curriculum. The researcher wanted to know what the requirement of the new syllabus was. The respondents said that the competence based curriculum demand classrooms which allow practical learning involving the students where learning actively. They said that the competence based curriculum does not encourage cramming and rote learning and therefore teachers like to choose such methods as the experiment methods, home assignment method, group work and discussion methods. For example a biology teacher in school B usually used the experiment and group work methods because they were adequately involving students and enabled them to remember what they were taught for a long time.

It was finally noted that the choice and the use of method of teaching influenced teacher students' relationship and its consequent effect on students learning in schools because if they hate the teacher they cannot like the subject taught by such a teacher. However, good relationship gives students the opportunity and freedom to learn and ask questions. Negative relationship isolates students from their teachers and creates fearful behaviour among the students.

4.3 The challenges facing students at community secondary schools

The purpose of this objective was to examine the challenges that face teachers and students in promoting academic achievement in community secondary schools. The findings show that academic and socioeconomic challenges were the most challenges in promoting students' academic. As it is summarised and presented in Figure 4.9

Figure 4.10 Major Challenges at the Community Secondary Schools



Source: Field data (2018)

Figure 4.8 shows that there was a mixture of opinions from the respondents on the challenges facing students in community secondary schools. However, their major emphasis was around two themes; academic challenges, and socio-economic challenges.

More than three quarters 40(80%) of the respondents mentioned several academic challenges facing students in community schools. They mentioned the lack of school libraries and laboratories, the lack of science teachers as well as inadequate classrooms that have influenced poor performance in community secondary schools. All these were thought to have affected the teaching and learning process. They said that there were some students who feared to sit for tests and attempt practical sessions while others were afraid to sit for examinations. They added that lack of these academic facilities tends to limit students' opportunity to engage in problem solving and practical sessions especially in science subjects.

The other group of respondents 35(70%) mentioned socio-economic challenges to be responsible for secondary school students' academic performance. They mentioned socio-economic challenges like schools being located at the ward centres where students easily misbehave without being noticed as being responsible for students' academic

performance. Those who come from economically poor families cannot afford the basic school facilities including transport costs. Some parents do not know the importance of education to their children and others still value the traditional initiation rites more than formal education.

They also mentioned the influence of globalisation on students' misbehaviour in terms of changes in their life styles. They said that this happens when students get into contact with television programmes, video films and pornography through the internet. They gave examples of the outcome of such misbehaviours. They said that students lack interest in their studies and involve themselves in sexual activities. In addition, there are some students from gangs which negatively influence their behaviours. Some students lose interest in their studies after joining such gangs. It thus becomes difficult to such students to reach the targets in their lives. One respondent had the following about such students:

“Our school is surrounded by social activities in which games like pool tables are a common play. I used to meet students playing games at pool tables during school hours instead of attending academic activities in classrooms”

The quotation implies that some students waste their times to playing pool table which happened to surround the school premises. The students were supposed to involve themselves in academic activities. It was obvious that the students who missed classroom academic activities usually performed poorly in their examinations. Therefore, although the schools were supposed to positively interact with the neighboring society, lack of fencing the schools has led to such interference and thus affecting their academic achievement negatively.

In addition, the respondents mentioned the family economic backgrounds as a challenge as well. They said that students, who do not get breakfast in the morning when leaving their homes, cannot be attentive in the class and this likely to affect his/her academic

efforts especially in day schools which do not provide food at school. As it is known that the government under free education had prohibited any contribution in schools. However, recently the government has declared that contributions such as that concerned with food can be going on under supervision of the parents with the school boards, but the response is very low. In this case, the so such children remain the whole day without food. It was also argued that hungry students stand a better chance of losing concentration in their studies. Economically some parents afford to adequately support their children in terms of transport fees, food supply and other school facilities. Some respondents said that students from well off families stood a better chance of receiving tuition studies which are usually provided after school hours.

The amount of money needed to pay for tuition studies wanted to be known by the researcher. They said that the teachers in the tuition centres demanded varying amount of money which ranged from 500/= Tsh. to 1,500/= for a single lesson per student. In some cases students were charged 3,000/= Tsh Per topic per student. That means, a single student was normally charged to pay between Tsh 25,000/= 50,000 per month which was said to be too much for the children from economically disadvantaged families. This implies that students from economically poor families had little chance of attending private tuition after school hours.

4.4 Strategies used to Address Poor Performance in Selected in Community Secondary Schools

The purpose of this objective was to find out how and to what extent poor performance is addressed in selected community secondary schools.

When the researcher asked about the initiatives taken by school towards improving students' performance 45(82%) agreed there are efforts which are taken by schools to address the problem, 5(9%) said there are no efforts and 5(9%) said they do not know. These efforts are; night studying sessions, remedial classes, peer teaching, weekly tests, and weekend classes as shown in Table 4.2.

Table 4.3: Some initiatives which were taken by schools

School	Initiatives
Mambali	Night studying sessions, remedial classes, weekly tests, and weekend classes
Semembela	Remedial classes, peer teaching, and weekend classes
Mogwa	Peer teaching, weekly tests, and weekend classes
Kili	Night studying sessions, remedial classes, weekly tests, and weekend classes
Bukene	Remedial classes, weekly tests, and weekend classes

Source: field data (2018)

When the researcher asked to what extent do these school initiatives address the problem of students' poor performance, 40(73%) of respondents argued that the initiatives are good but were not well implemented due to various reasons such as absence of teachers houses near the schools, insufficient number of teachers, distance of students' premises to schools, lack of source of energy (electricity) and lack of teachers' motivation, therefore the initiatives did not work out accordingly. While 10(18%) said the initiatives addressed the problem to their capacity, and 5(9%) said they do not know if the school initiatives addressed the problem or not.

Efforts such as introduction of night study sessions, remedial classes, weekly tests, weekend classes and peer teaching taken to address the problem of poor performance but these initiatives were hindered by some barriers such as distance from students' premises to school, teachers' motivation, lack of stable energy (electricity), insufficient number of teachers and teachers' houses.

“we are eager to teach in remedial and weekend classes, but we are few in number to our school and we are not leaving here near the school nor our students, we have heavy duty to perform through teaching when the time sessions end we are tired, therefore it is difficult to make remedial and weekend classes” said one teacher.

From the phrase above, it might be true that some initiatives failed to address the problem due to much known factors as the respondent responded, if those barriers could not be there then more positive results could be happening. One student said;

“I cannot attend weekend classes because it is the time my parents need me to help in some home activities which I did not do for the whole week” said the student.

This implied that there is a need for the construction of dormitories so that students should stay in school compounds in their school days in order to avoid unnecessary situation like the stated one especially construction girl dormitories. The barriers of lack of teachers’ motivation and unstable source of energy (electricity) were noted during data collection as one head of school lamented;

“In our school we don’t have electricity so we tend to use solar energy as the source of light to use in our night classes, this source is not stable and sufficient, but also most teachers need some incentives so as to teach in remedial and weekend classes and as a school we don’t have funds to afford that” he said.

The above quote illustrates how some efforts of the schools didn’t work accordingly due to the mentioned circumstances, this is different situation to other schools such as private and missionary schools where these challenges are taken care, if the government can remove these hindrances in community schools may be the problem of students’ poor performance in some selected schools could improve and there could be no the persistent of the problem.

4.5 Chapter Summary

The findings show the factors for the noted persistent poor performance of Students in in selected community secondary schools in this study that, among many main causes of poor performance, factors related to lack of schools’ facilities and teachers’ commitment and competence were leading causes. The academic and socioeconomic challenges were mostly noted, challenges such as poor families not being able to afford some necessary costs and less awareness of some parents on education importance. These findings reflect some realities from the Nzega district council area where parents and teachers

should be alerted on these challenges towards children's academic performance in given school education. With all the causes and challenges of persistent poor performance in selected schools, the schools had taken some initiatives to address the problem within the given schools, initiatives such as night studying sessions, remedial classes, weekly tests and weekend classes had been implemented among many initiatives raised.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents discussion of the study findings. The study intended to explore the factors for the noted persistent poor performance of Students in selected community secondary schools in Tanzania. To address this purpose, three research objectives were examined. First, to find out the main causes of persistence poor performance of students in selected community secondary schools, second to identify the challenges facing student and finally to find out how and to what extent poor performance is addressed in selected community secondary schools in Nzega district council.

5.2 The main causes of persistent poor performance of students in selected community secondary schools.

5.2.1 Number of Teachers

The findings found that all selected secondary schools had inadequate number of teachers, Adeyemi (2010) argued that teachers are among major means of improving learning, unluckily the heads of schools from the selected schools in this study argued that teachers are not enough for effective teaching and learning process. This affect directly the students' academic performance as it is known teachers are essential practitioners in education arena, the reality of the importance of teachers is revealed in this study's findings whereby poor performance had occurred yearly in selected schools.

The findings concur with the study of Rivkin et al (2005) that, it is important the school to have adequate teachers, because there is relation between number of teachers available at school and school's academic performance. Not only adequate teachers are needed for better academic performance but also qualified ones, as it is argued by Lydiah and Nyasongo (2009) that school should have adequate qualified teachers for academic prosperity. Therefore, the findings imply that, inadequate number of qualified teachers might be one of the factors for persistent students' poor performance in selected schools.

5.2.2 Reliable Libraries and Availability of Laboratories

The data implied that, absence of reliable libraries and laboratories in these schools is big enough to affect negatively the students' performance, through observation it was revealed that in all 5 schools there are no reliable libraries which makes the schools either to keep books in heads of schools offices or to the offices of academic teachers. The availability of reliable library is crucial for any school academic performance that is why Williams and Wavell (2001) pointed out that library services should be improved so as to focus on output. Oberg (2001) argued that the school libraries have to be well staffed and equipped, this is contrary to selected schools' situation where the findings showed there were no libraries and books were kept in offices which are not conducive to be used as libraries. During observation and interview with respondents the researcher it revealed that there were no complete laboratories in all 5 schools, but there were some schools with buildings which others were used as classrooms without laboratories apparatus, and one school had no even a laboratory building. This situation may catalyse poor performance to students as argued by Wiggins (1998) that laboratories are among ingredients in learning and teaching which enhances students' academic performance, this may hinder the visions of students who intend to go far academically especially in science subjects. With regard to motivational-hygiene theory which calls for job satisfaction at work places, absence of job satisfiers may slow the success of job (Armstrong, 1997), thus, the lack of reliable libraries and laboratories might be the trigger to persistent students' poor performance in selected community secondary schools.

5.2.3 Parents and Teachers Communication

The findings showed that most parents do not make follow up on their students' academic performance. In all secondary schools visited it was reported that during parents meeting at school there is always limited number of parents attending the meetings, this makes difficulties for teachers to take care children academic development and may block communication between teacher and a parent.

The findings agreed with the study of Komba et al (2014), who argued that among important issues to be considered for academic excellence for students is the

communication between parents and teachers and the social interactions between them for the betterment of students' academic achievement. Therefore less effective communication between parents and teachers might be among the factors influencing students' poor academic performance, although this can be debatable for boarding schools where parents take long time without visiting their children and still academic performance is positively convincing.

5.2.4 The Methods Used by Teachers to Impart Knowledge and Skills in Community Secondary Schools

The data showed that lecture and questions and answers are most used techniques in teaching, the respondents said that due to the pressure of SEDP, the increasing number of students has resulted into large classroom sizes in which the use of lecture method would be favourable, this is similar to Mushashu (2000) who agreed that whatever method used in teaching the aim should be to impart knowledge to a student. However, respondents admitted that the use of lecture method in teaching is not fruitful and it could not make students creative or understand the topic in depth because the teacher dominates the lesson, this concurs with Mosha (1995) who asserted that teaching method is essential and it has direct relationship with academic performance, therefore, proper selection of the method is necessary, from the above assertion it might be clear that better choice of teaching method may result in students' good academic performance.

From the cited literature of Mosha (1995) it can be concluded that teaching and learning methods/ techniques might be the catalyst for persistent for poor performance in selected schools.

5.3 The challenges facing students at community secondary schools

The findings revealed challenges such as the lack of school libraries and laboratories, the lack of science teachers as well as inadequate classrooms may have influenced poor performance in selected community secondary schools; all these were thought to have affected the teaching and learning process. Lack of academic facilities also may tend to limit students' opportunity to engage in problem solving and practical sessions especially in science subjects (Chonjo, 1994). Socio-economic challenges like schools

being located at the ward centres where students easily misbehave without being noticed as being responsible for students' academic performance. According to Arias and de Vos (1996) had found that children from low income families are at high risk of academic underachievement, this is because those who come from economically poor families cannot afford the basic school facilities including transport costs. Thus, these found challenges concur with Herzberg's Motivation-Hygiene theory which alert failure of a task might be due to extrinsic factors such as socioeconomic challenges. Therefore it might be true that academic and socioeconomic challenges might lead to students' performance to drop hence persistent poor performance in selected community secondary schools.

5.4 Strategies on addressing students' Poor Performance in Selected Community Secondary Schools in Nzega district council.

The findings show that at school level there were efforts such as introduction of night study sessions, remedial classes, weekly tests, weekend classes and peer teaching taken to address the problem of poor performance. All these initiatives were taken so as to give support to students, this kind of support is anchored by arguments of various researchers such as Clarke, (2001); Delgado, (2001); and Burden, (2005) have suggested student support may include; mentoring, counseling, coaching, tutoring, advice and guidance, together with the support through; remedial classes, extra lessons, and reading labs. These initiatives were hindered by some barriers such as distance from students' premises to school, teachers' motivation, lack of stable energy (electricity), insufficient number of teachers and teachers' houses, all these barriers slow down the effectiveness of the initiatives. Therefore, the initiatives taken by selected schools to address the problem were some of the needed means to support students in their academic improvement, (Clark & Delgado, 2001) in their literatures concur with these initiatives of supporting students, because students are the focal point of teaching and learning process, thus, these schools should be supported by all educational stakeholders to continue combating the problem of poor performance in secondary schools especially community ones.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND POLICY IMPLICATION

6.1 Introduction

This chapter represents summary, conclusion and policy implications of the findings obtained from exploring the factors for the persistent students' poor performance in selected community secondary schools that was conducted in Nzega district council.

6.2 Summary

The general objective of this study was to explore factors that contribute to the persistent students' poor performance in selected secondary schools in Nzega district council.

To achieve this, specific objectives were formulated including to find out the main causes of the problem of persistent poor performance in selected community secondary schools in Nzega District Council, to identify the challenges facing students at selected community secondary schools at Nzega District Council as well as how and to what extent poor performance is addressed in selected community secondary schools at Nzega District Council. The schools selected were Mambali, Mogwa, Bukene, Kili and Semembela.

The study found out that, inadequate number of; teachers, books, libraries, laboratories, also ineffective communication between parents and teachers, the use of less effective learning and teaching methods/techniques, academic and socioeconomic challenges were detrimental to the effectiveness of the students performance in community secondary schools and they catalyse the persistent students' poor performance in Nzega District Council.

The findings were based on main factors contribute to persistent students' poor performance in selected community secondary schools. In this study interview, questionnaire, observation and document review were used as tools for data collection, the research design was explanatory design, which gave the possible room for explaining

some phenomena of persistent students' poor performance. The target populations in this study were students, teachers, Parents, District Educational officer, school inspector, WEOs and head of schools. The sample size was consisting of seventy (70) respondents.

6.3 Conclusion

Results of this study are basing on the exploration of factors which seem to contribute for persistent students' poor performance in selected community secondary schools. Based on the findings, it can be concluded that the main causes of poor performance in selected schools may include, inadequate number of; teachers, books, libraries, laboratories, also ineffective communication between parents and teachers, the use of less effective learning and teaching methods/techniques. The selected schools also faced academic and socioeconomic challenges which seemed to hinder students' academic performance.

Apart from national initiatives which have been taken to solve the problem of students' poor performance in secondary schools, there are strategies which have been carried out by the selected schools to address the problem of persistent students' poor performance in selected community secondary schools. These strategies are; night studying session, remedial classes, peer teaching, weekend classes and weekly tests, but these initiatives were hindered by some barriers such as distance from students' premises to school, teachers' motivation, lack of stable energy (electricity), insufficient number of teachers and teachers' houses which alarmed all educational practitioners to add much efforts towards these schools which are uniquely the heart of Nzega district council secondary education because of large number of students they are used to have compared to other schools in the district council.

6.4 Policy Implications

Since secondary school education is delivered under free education policy whereby the government has decided to carry the load of the necessary expenses so as to make secondary education accessible to all citizens, this policy should be regulated so that to allow parents with ability to contribute on secondary education issues such as

construction of classes students' food, this should be done without affecting the good will of the government of making sure no child is left behind in accessing basic education.

The current policy of free education which was implemented by circular 5 under the Education and Training Policy of 2014 the central government is the supplier of such resources, this hinders the on-time delivery of these materials when are in need, it is better for district level to be concerned with this activity.

Findings have shown that highly centralised management is non- participatory and tends to ignore the peculiarities of various areas in the educational development process. It was noted that the powers and decision making in the management and administration of education and training institutions was remained heavily concentrated at ministerial level. It is time for the new Education and Training Policy of 2014 to be implemented effectively by involving regions, districts and communities in the management and administration of education and training institutions in their areas.

6.5 Recommendations

This study explored the factors for the noted persistent students' poor performance in selected community secondary schools in Tanzania, specifically in Nzega district council.

Findings show some causes and challenges which might influence the persistent poor performance, in order to address the persisting problem it is recommended that, the government should continue to employ science and art teachers, because the findings show that community secondary particularly rural schools have less teachers regardless the subjects they teach.

With regards to Perth declaration of UNESCO (2007) and the new Tanzania education policy of 2014 it is better for the government to enforce the science and technology in schools particularly in teaching and learning this will influence and motivate students to

study hard, also the use of modern instruments such as overhead projector, Liquid class Display projector (LCD), and computers make conducive learning environment.

The government should direct local governments to design new programmes to address the problem of persistent students' poor performance in community secondary schools; these programmes should also consider the importance of motivation to teachers by raising teachers' salaries and increasing the non-monetary incentives such as training especially in response to the new formed school curriculum.

This study focused only on the public schools. More studies are recommended to involve both private and public schools in other geographical areas. The sample size can also be increased to involve NGOs, CBOs and political leaders to collect more views and opinions on the matter.

Findings in this study allow an extensive study of various factors influencing the academic performance of ward secondary schools in Tanzania generally and deep insight of the necessary interactions for improvements.

There is a need to collect more information in order to have a good generalization and better understanding of the factors affecting the academic performance of community secondary schools in Tanzania.

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APPENDICES

Appendix I

Interview Schedule for the Heads of Schools

- (1) How do you explain the students' academic performance for the past three years (2015-2017) in your school?

- (2) What are the most common methods/techniques use by teachers in teaching and learning in your school?

- (3) How many teachers did the school have in 2008?

- (4) How many teachers did the school have in 2016?

- (5) How many times do you inspected by educational quality assurers per year?

- (6) How does the use of these methods affect classroom teaching and learning?

- (7) What are the main challenges facing students and teachers in your school in relation to academic issues?

- (8) How do these challenges affect students in academic performance?

- (9) How does your school address the challenges to promote students' academic performance?

- (10) What are your own opinions for improving students' performance?

- (11) What were the positive impacts of BRNEd in your school?

Appendix II

Interview Schedule for DEO

- (1) How do you explain the students' academic performance for the past three years (2015-2017) in your district?

- (2) How do you comment on the availability of teaching and learning resources in schools in your district?

- (3) How does the availability of teaching and learning resources affect academic performance in your district?

- (4) What are the main challenges facing secondary school students and teachers in your district in relation to academics?

- (5) How do these challenges affect students' academic performance in your school?

- (6) What were the positive impacts of BRNEd in your district?

- (7) How does your district address the challenges in order to promote students' academic performances in your district?

- (8) What are your own opinions for improving students' performance?

Appendix III

Interview Schedule for WEOS

- (1) How do you explain the students' academic performance for the past three years (2015-2017) in your ward?
- (2) How do you comment on the availability of teaching and learning resources in schools in your ward?
- (3) How does the availability of teaching and learning resources affect academic performance in your ward?
- (4) What are the main challenges facing secondary school students and teachers in your ward in relation to academics?
- (5) How do these challenges affect students' academic performance in your ward?
- (6) How does your district address the challenges in order to promote students' academic performances in your ward?
- (7) What are your own opinions for improving students' performance?

Appendix IV

Interview Schedule for School Quality Assurer

1. What are the commonest methods or techniques used by teachers in secondary schools in your district?
2. How does the use of the methods or techniques used by teachers in secondary schools affect students' academic performance?
3. How many times do you inspect secondary schools per year?
4. What are the main challenges facing students and teachers in secondary schools in relation to academics?
5. How do these challenges affect students' academic performances in your district?
6. What is being done to address the challenges in order to promote students' academic performances in your district?
7. What are your own opinions for improving students' performance?

Appendix V

Questionnaires for Community Secondary School Students

Part One: Introduction

I, Joseph Chakupewa am a student pursuing a Master of Arts in Education degree (MAED) at Mzumbe University. Currently, I am conducting a research on the Persistent Students' Poor Performance at selected Community Secondary Schools at Nzega District Council, as per requirement for the programme. In this case, I am kindly requesting you to spare some few minutes to fill in this questionnaire. I wish to ensure you that, the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise.

Part Two: Demographic Information

1. Name of your Council _____
2. Region in which your Council is located: _____
3. Sex (please tick where appropriate)
 - a. Male
 - b. Female
4. Age: _____
5. Educational level (please tick where appropriate)
 - a. Form three
 - b. Form four

Part three: questions

6. How do you rate the teachers' attendance in the classroom as per timetable?
 - a. Excellent.....
 - b. very good.....
 - c. good.....
 - d. Average.....
 - e. very rare.....
 - f. not at all.....
 - 7 Do you think the teachers' attendance rates affect classroom teaching?
 - Yes
 - No
 - I don't know
- If yes explain how it affects.....
.....

8. What are the main methods or techniques frequently used in teaching and learning?

(Tick by giving number 1-5)

- a. Take home assignment ()
- b. Lecture ()
- c. Group Discussion ()
- d. Test ()
- e. Not at all ()

9. Which method(s) do you think are most effective for you? (Mention them and give reasons)

.....
.....

10. Which method(s) do you think are not effective for you? (Mention them and give reasons)

.....
.....

11. Are there any subjects you performed poorly in your examination because of the teachers' way/methods of teaching?

- Yes ()
- No ()
- I don't know ()

If your response is **YES** mention them and explain how it affected you academic performance.....

12. How do you rate teachers' competence and commitment in their teaching at your school?

- Very low ()
- Low ()
- Moderate ()
- High ()
- Very high ()

Explain how teachers competence and commitment affect students learning in your school

13. Is there any family support for your academic achievement?

Yes ()

No ()

If yes, mention what support and explain how it has affected your academic performance

.....

14. Tick where appropriate against the item if available at your school

Item

Yes

No

School library

Laboratory

Enough Text books

Enough reference books

Enough teachers

Enough chair and tables

Enough classrooms

15. What should be done to improve students' academic performance?

.....

.....

Appendix VI

Questionnaires for Community Secondary School Teachers

PARTY ONE: INTRODUCTION

I, Joseph Chakupewa am a student pursuing a Master of Arts in Education degree (MAED) at Mzumbe University. Currently, I am conducting a research on the Persistent Students' Poor Performance at selected Community Secondary Schools at Nzega District Council, as per requirement for the programme. In this case, I am kindly requesting you to spare some few minutes to fill in this questionnaire. I wish to ensure you that, the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise.

Part Two: Demographic Information

1. Name of your Council _____
2. Region in which your Council is located: _____
3. Sex (please tick where appropriate)
 - a. Male
 - b. Female
4. Age: _____
5. Educational level (please tick where appropriate)
 - a. Diploma
 - b. Undergraduate
 - c. Post graduate
 - d. Others (please, specify)

PART THREE: QUESTIONS

- 6 What are the major methods or techniques you mostly use to teach your subjects in this school?
- a
 - b
 - c

7. Which methods are mostly effective in your teaching? (Mention them and explain why they are effective)

.....
.....

8 Which methods are not effective in your teaching? (Mention them and explain why they are not)

.....

9 What criteria do you use to choose your methods of teaching? (Mention them and explain why)

10 Do you think that your choice of teaching method(s) affect students learning positively?

a. Yes () b. No () c. I don't not know ()

If yes, explain how

.....
.....

11. Do teachers and students attendance in the classroom affect students learning in your school?

A. Yes () b. No () c. I don't know ()

If yes explain how it affects

.....
.....

12. How many times do you inspected by educational quality assurers per year?.....

13. Do you think that teachers commitment affect students learning in your school?

Yes () No () I do not know ()

If yes explain how it affects it

.....
.....

12. How do you rate students' commitment in your subject at your schools?

a. Very low () b. Low () c. moderate () d.High () e. Very high ()

13. Do you think students' commitment in their studies affects their academic performance in your school?

a. Yes () b. No () c. I do not know ()

If yes, explain how it affects it

.....
.....

14. Tick where appropriate against the item if available at your school

Item	Yes	No
School library		
Laboratory		
Enough Text books		
Enough reference books		
Enough teachers		
Enough chair and tables		
Enough classrooms		

15. What should be done to improve students' academic performance?

.....
.....
.....

Thank you for your co-operation

Appendix VII

Interview schedule for Parents or Guardians

QUESTIONS

1. Do you think that student classroom attendance affect students learning in your school?
2. Do you think students commitment affect students academic performance in your school?
3. Do you support school to posses necessary teaching and learning resources? If yes, How? If no, why?
4. Do schools provide to your students with home activities?
5. Is there any family academic support to the students on their home activities?
6. Does the family support student's academic performance at school?
7. What are the challenges facing the students both at home and school that affect their academic performance?
8. How do these challenges affect students' academic performance at this school?
9. On your view, what can be done to address the challenges?