

**FACTORS INFLUENCING STUDENTS' POOR PERFORMANCE
IN GEOGRAPHY SUBJECT IN TANZANIA: THE CASE OF
COMMUNITY SECONDARY SCHOOLS IN MOROGORO
MUNICIPALITY**

**By
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**A Dissertation Submitted to the Faculty of Social Sciences in Partial Fulfilment
of the Requirements for Award of Masters of Arts in Education (MAED) of
Mzumbe University**

2017

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommended for acceptance by the Mzumbe University, a dissertation entitled **Factors Influencing Students' Poor Performance in Geography Subject in Tanzania: The Case of Community Secondary Schools in Morogoro Municipality**, in partial fulfilment of the requirements for award of the degree of Masters of Arts in Education of Mzumbe University.

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DEAN OF FACULTY OF SOCIAL SCIENCES

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I, Fidelis Mwesiga, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

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LIST OF ABBREVIATIONS AND ACRONYMS

BEST	Basic Educational Statistics in Tanzania
BRN	Big Results Now
CBG	Chemistry, Biology and Geography
CDs	Compact Discs
CSEE	Certificate of Secondary Education Examination
DED	District Executive Director
EGM	Economics, Geography and Mathematics
FGDs	Focus Group Discussions
FTNA	Form Two National Assessment
FTSEE	Form Two Secondary Education Examination
HGE	History, Geography and Economics
HGK	History, Geography and Kiswahili
HGL	History, Geography and English Language
INSET	In-Service Training
MoEC	Ministry of Education and Culture
MoEST	Ministry of Education, Science and Technology
MoEVT	Ministry of Education and Vocation Training
MSEO	Municipal Secondary Education Officer
NECTA	National Examination Council of Tanzania
PEDP	Primary Education Development Programme
PGM	Physics, Geography and Mathematics
PMO-RALG	Prime Minister's Office - Regional Administration and Local Government
SEDP	Secondary Education Development Programme
SPSS	Software Package for Social Sciences
SQAs	School Quality Assurers
TIE	Tanzania Institute of Education
URT	United Republic of Tanzania
ZPD	Zone of Proximal Development

ABSTRACT

The study was mainly aimed at investigating factors influencing students' poor performance in Geography subject in Morogoro Municipal community secondary schools. The problem persisted despite the availability of qualified geography teachers and some basic infrastructure such as classrooms. The target population was 4 community secondary schools which were selected based on their performance in previous Geography national examinations. The respondents were selected purposively include: 4 heads of schools, 4 senior academic masters/mistresses, 12 geography teachers, MSEO, and 2 SQAs. However, 72 students were selected through stratified random sampling. The study used case study research method. Questionnaires were used for both teachers and students. Interview was conducted to the school administrators, geography teachers, MSEO and SQAs. Focus Group Discussions were used for students. Furthermore, classroom observation technique was used. Checklist was used to find out the availability of relevant resources in the schools. The collected data were classified, analysed through SPSS-version 20, then interpreted using descriptive statistical techniques, and qualitative data were subjected to content analysis.

The study recognized that there was little special attention to Geography subject. Teachers were not attending in-service training to update their knowledge items of content and pedagogy, and study tours were irregularly conducted. Except one school, other schools had no geography resource rooms. They lacked teaching and learning resources such as geography textbooks, internet services, maps, photographs, globes, and survey apparatus. Other factors were poor mathematical and drawing skills, poor English background among students, and lack of motivation for teachers and students.

To improve performance, Geography subject should be given special priority by establishing geography resource rooms, and providing adequate teaching and learning resources. Also, the MESTVT in cooperation with PMO-RALG should organize in-service training for geography teachers to update them with new skills and knowledge required in teaching and learning Geography subject.

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CHAPTER ONE

PROBLEM SETTING

1.1 Introduction

This chapter is an introduction part. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitations of the study and organization of the study.

1.2 Background to the Problem

In Tanzania like in other countries, the major parameter used to measure educational output is performance in examinations. Students' academic performance in both Form Two National Assessment (FTNA) and Certificate of Secondary Education Examinations (CSEE) in recent years has been declining. For instance, pass rates (Division I – III) in CSEE has fallen from 35.6% in 2007 to 27.6% in 2016 where as division 0 scores increased from 9.7% in 2007 to 29.9% in 2016 (BEST 2006-2014; Tanzania Today, nd; & NECTA, 2017).

While acknowledging that there might be many reasons that contribute to increasing failure rates, some scholars such as Sikali (2010) and Soin (2012) associate the failure rates with expansion of Primary Education sector under Primary Education Development Programme (PEDP) I and II of 2002-2006 and 2007-2011 respectively; and Secondary Education sector under Secondary Education Development Programme (SEDP) of 2004-2009. To them the programmes led to inadequate supply of teachers and other resources due to the fact that the sources of grants from the World Bank and the Government were not adequate to setup the demands for improving quality of education (Babyegeya, 2002; & URT, 2014a p.3).

The foregoing argument seem to hold water because data show that there were more mass failures after 2007 compared to the years before in CSEE (BEST 2006-2014). The years after 2007 were years when community secondary schools started to produce form four graduates. This scenario suggests that increasing failure rates in national examinations are contributed by many students who perform poor in

community secondary schools (Table 1.1). That is why the researcher was interested to conduct a study in community secondary schools.

Table 1.1: CSEE General Results (in %) –at National Level (2006-2013)

	2006	2007	2008	2009	2010	2011	2012	2013
Division I	4.5	5.1	3.5	1.9	1.5	1.1	0.9	2.2
Division II	6.9	8.6	6.4	4.4	2.8	2.4	2.8	6.2
Division III	24.3	21.9	16.8	11.6	7.1	6.5	5.9	12.8
Division IV	53.4	54.7	56.9	54.7	38.9	43.6	35.0	36.0
Division O (Fail)	10.9	9.7	16.3	27.5	49.6	46.4	55.4	42.8
Division IV + O	64.3	64.4	73.2	82.2	88.5	90.0	90.4	78.8

Source: BEST Revised National Data, 2006-2010; BEST Revised National Data, 2007-2011; BEST National Data, 2008-2012; BEST 2014

From the data in Table 1.1, it can be clearly observed how the performance was increasingly becoming poor in CSEE over the years. For example, the number of candidates who scored division IV and O rose from 64.3% in 2006 to 90.4% in 2012.

As a result of poor academic performance, many researchers have attempted to investigate why failures but most of these studies were too general in the sense that they were not focused on specific subjects. For example, Soin (2012); and Mollel (2013) who dealt with academic performance in Morogoro Municipal secondary schools. Some studies such as those conducted by Mosha (2014); King'aru (2014); and Mbugua, Kibet, Muthaa, and Nkonke (2012) tried to investigate subject specific failures but they were not done in Morogoro Municipality and the focused subjects were natural science, Mathematics and English language.

Rupia (2007) and Ochieng (2013) tried to investigate the performance in Geography subject, however, whereas students' performance can be influenced by the context under which studies were conducted. They said studies were mostly out of Morogoro Municipality and thus missing the context in Morogoro Municipality which might be contributing to students' poor performance in Geography subject. Hence, there was limited documented source of information on why students perform poorly in

Geography subject in Morogoro Municipal secondary schools. Moreover, the studies done by the previous researchers were mostly based on central government secondary schools. That is why the researcher was interested in conducting a study in community schools specifically for Geography subject which was not well performed.

Despite the potentiality and key role that Geography subject plays in students' academic progress and in the society at large, its performance in both Form Two National Assessment (FTNA) and Certificate Secondary Education Examinations (CSEE) has been noted to be poor. For example, between 39% and 70% of candidates who sat for the Geography paper CSEE at national level in 2012-2014 had failed the Geography examinations (Table 1.2). Table 1.2 further shows that the performance trend in Geography subject (CSEE) for four years at national level (2011-2014).

Table 1.2: Geography Summary Results (CSEE-2011-2014) Nationwide

Year	Candidates' performance in Geography subject	
	Passed (%)	Failed (%)
2011	42.2	57.8
2012	30.5	69.8
2013	33.8	66.7
2014	60.0	40.0

Source: NECTA 2012, 2013 and 2015, Examiners' Report on the Performance of Candidates.

The data in Table 1.2 suggests that generally the subject was poorly performed at national level. Moreover, a total of 161,006 candidates equal to 40% of 400,895 candidates who sat for Geography FTSEE/FTNA in 2014 at national level failed the examination (NECTA, 2015).

Thus, the general question for researcher was: "*Why students were performing poor in Geography subject?*"

The study therefore, intended to investigate factors affecting ordinary level community secondary school students' performance in Geography subject in Morogoro municipality.

1.3 Statement of the Problem

Geography subject is among the basic subjects at ordinary level Tanzanian secondary school education. It is therefore, the subject which can enable the nation to achieve her expectations of keeping education perspective with the socio-cultural, economic and technological demands of the 21st century (URT, 1995).

Like in other subjects, students' performance in Geography is expected to be at a maximum of 'A' grade, which is interpreted as 75+ marks. However, many students in ordinary level community secondary schools in Morogoro Municipality were able to score below 30% in Geography which is interpreted as 'F' grade. This poor performance had persisted despite the contribution of the Government in provision of funds for purchasing teaching and learning materials, assurance of availability of geography teachers and basic school infrastructure especially classrooms to ensure provision of quality education. The CSEE and FTNA results shown in Table 1.2 and Figure 3.1 respectively prove this.

The subject being poorly performed limited a number of students qualified to join advanced level education and other courses in higher education; hence in future the nation might have shortage of specialists on Geography related disciplines. The factors for poor Geography subject performance in Tanzanian secondary schools were less investigated than other subjects such as natural science subjects, Mathematics and English language subjects.

Whereas Geography subject plays a key role in advanced level secondary education combinations, and whereas the subject was not well performed, the subject had not received much attention from the community of researchers to investigate why students perform poor and what could be done to address and redress the situation. Thus, this study was set to investigate: *Why ordinary level community secondary school students in Morogoro municipality were performing poorly in Geography subject.* The study, therefore, sought to investigate factors related to academic performance in Geography subject ordinary level community secondary school students in Morogoro Municipality.

1.4 Objectives of the Study

1.4.1 Main Research Objective

The overall objective of the study was to investigate factors influencing students' poor performance in Geography subject in Morogoro Municipal community secondary schools.

1.4.2 Specific Research Objectives

The specific objectives of the study were to:

- i. Assess teaching and learning methodologies used in teaching and learning Geography subject.
- ii. Assess teachers' professional development opportunities in teaching Geography subject.
- iii. Examine the role of students' academic related characteristics on performance of Geography subject.
- iv. Collect suggestions on how to improve students' performance in ordinary level Geography examinations.

1.5 Research Questions

The study was guided by the following questions:

- i. What are the teaching and learning methodologies applied in teaching and learning Geography subject?
- ii. What professional development opportunities are in place for Geography teachers in Morogoro Municipality?
- iii. How students' academic related characteristics affect Geography subject performance in community schools?
- iv. What are possible measures to be taken so as to improve students' academic performance in Geography subject?

1.6 Significance of the Study

The findings of this study may be useful to tutors and lecturers when training Geography teachers in teachers colleges and universities as they will know the gaps student-teachers have in teaching the subject, hence assist them accordingly.

Moreover, the findings may help policy and educational decisions makers, and school quality assurers in improving teaching and learning Geography in schools. Furthermore, the study has been useful to the researcher himself for widening knowledge on how performance in Geography subject can be improved. Finally, the study lays a foundation for further investigations about students' performance not only in Geography subject but also other social science subjects.

1.7 The Scope of the Study

The scope of this study was for the ordinary level community secondary schools of Morogoro Municipality. The study involved form two, three and four students, geography teachers, heads of academic departments, heads of schools, municipal educational officer (secondary education sector) and school quality assurers who were responsible for Geography subject. It focused on the factors influencing poor performance in Geography subject among community secondary school students.

However, the study did not include form one students, school quality assurers who were not responsible for Geography subject, and the schools which had no all the stated classes (form two, three and four). This was done purposively so as to assure specific information on why poor performance in Geography subject because the respondents were regarded to be more experienced and directly affected.

1.8 Limitation of the Study

Limitations are constraints which might hinder effectiveness and efficiency of the study (Msabila & Nalaila, 2013). During data collection, some minor limitations arisen. Most of these were due to contradiction between the school calendar and timetable and researcher's previous arrangement which in some of the schools were not in line with the tentative researcher timetable for data collection. Since the schools were visited a week before with the planned time for data collection, the researcher's schedule was re-arranged in cooperation with the heads of the respective schools, hence things went well. However, apart from the efforts done, the researcher failed to meet one of the heads of department, and he failed to conduct focus group discussion to students in one of the targeted schools. However, the rest were met and

they noted to have similar responses towards focus group discussion guiding questions posed by the researcher, thus relevant information was collected from them. Therefore, the study was not affected by that kind of limitation. The copies of tentative and actual data collection timetables have attached as appendix VIII and IX.

1.9 Organization of the Study

The study was arranged into six chapters: Chapter one consists an introduction of the chapter, background of the problem, statement of the problem, objectives of the study, research questions, significance of the study, the scope of the study, limitations of study, and the organization of the study. Chapter two is all about literature review, which starts with introduction, then theoretical literature review including: definitions of operation terms, objectives of teaching Geography in Tanzanian secondary schools, general Geography subject competences, the role of Geography subject in our education system and life in general, teaching methodology, and teachers capacity building on academic performance. The theoretical literature review followed by description of constructivist learning theory, empirical analysis of literature, knowledge gap from literature, a summary of literature review, and ends with conceptual framework of the study.

Chapter three focuses on research methodology which includes: introduction of the chapter, research approach, research design, area of study, target population, sample size and sampling techniques, data collection methods and techniques, data analysis procedures, and ethical issues. Chapter four deals with data presentation, and chapter five entails discussion of research findings. Finally, chapter six gives a summary of study, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of different works which are relevant to the present study. The chapter is generally about the definitions of operation terms, objectives of teaching Geography, general subject competence, role of Geography subject in our education system and life in general, the role of teaching methodology on performance, the role of instructional resources in teaching and learning, review of supporting theory, empirical analysis of studies and the conceptual framework for studying the problem.

2.2 Theoretical Literature Review

2.2.1 Definitions of Operation Terms

i) Concept of Geography as a Discipline

According to Harper and Schmittle (1978), Geography is the study of spatial variables. It involves the examination of the complex interrelationships between people and earth's environment (ibid). Therefore, the term Geography can be generally defined as the study of human activities in relation to his/ her environmental materials of the earth's surface and solar system. As a secondary school subject, it enables students to explore and understand the relationship between the earth and its people through the study of space, place and environment.

ii) Students' Academic Performance

Performance has been defined by Armstrong (2007) as the achievement of qualified objectives which can be resulted in better or worse performance at the end of the activities. Nsubunga (2003) defines performance in academic context as the students' test scores, examination results, students' ability to socially apply what is learnt, and the rate at which students move to high institution of learning. The ability of the school to transform students to requisite skills for survival is what is referred as performance (ibid).

In this study, performance refers to students' overall examination scores in relation to standard passing grades in the examinations. On other hand, Aremu (2000) defines students' poor academic performance as what is judged by the examinee and some other significant as falling below an expected standards.

Moreover, examinations provide a framework for setting and evaluating educational objectives. Public examinations constitute a powerful indicator of the educational standards used to judge individuals and institutions, and how much children have learned. In many countries, public examinations are the only tools used to select students for further education levels in the education system (Kellaghan & Greaney, 2003). Aas, Askling, Dittrich, Froestad, Hang, Lycke and Moitus (2009) support that examinations are essential instruments for assessing the quality of education and the acquisition of knowledge at various levels. In case of this study therefore, poor academic performance refers to the examination results whereby students or candidates score below 30%, 'F' grade or division '0'.

iii) Secondary School

Secondary school in Tanzania context refers to the post primary school that offers formal education to individuals who have successfully completed primary education (URT, 1995). The secondary schools are categorised into two categories which are: ordinary level secondary schools and advanced level secondary schools. All aim at provision of secondary education. Lewing (2000) argues that effective secondary schooling offers the individuals access to abstract reasoning and the kind of flexible thinking skills that are not offered at the primary level.

iv) Community Secondary Schools

Community secondary schools are those schools which are built by the help of people in their localities and later handed over to the government which then supplies teaching staff, teaching and learning materials, and overall management (Mlozi, Kaguho & Nyamba, 2013). Therefore, in the context on this study a community secondary school refers to a kind of secondary school established due to the initiative of a particular community under the government support to serve the children especially those within that particular community area.

2.2.2 Objectives of Teaching Geography in Tanzania Secondary Schools

Every discipline of learning has the purposes towards the development of the learner. The objectives of teaching Geography in Tanzanian secondary schools according to URT (2010) are: to enable a student to develop awareness of the country as his or her heritage; develop awareness of the extent of their resources that can be developed to raise the standard of living of people; identify major world social and economic constraints and suggest ways of overcoming them; develop methods of observation, measuring, recording and interpreting the phenomena; identify and compare social and economic interactions between Tanzania and other countries; acquire skills for environmental conservation and management; and acquire social economic skills for competing in the labour market with the globalised world.

2.2.3 General Geography Subject Competences

General competences are expressions that describe what a secondary school student does as a result of teaching and learning of the subject (URT, 2010). It is therefore expected that: a geography student demonstrates the ability to understand this country and value it as his/her heritage; use natural resources sustainable to raise the standard living; use different ways to overcome day to day social and economic constraints; show an understanding of interactions between their country and other countries and draw lessons to solve existing problems; observe, record, analyse, interpret geographical phenomena and conducts research; utilise skills and take appropriate measures to manage the environment; and use socio-economic skills to successfully compete in the labour market within the globalised world (ibid).

Therefore, basing on the objectives and competences suggested, it can be argued that Geography is among the potential subjects which can support the aspirations of the Tanzania Development Vision 2025 as well as Sustainable Development Goals. For instance the Tanzania Development Vision 2025 aims at reducing poverty, hunger, diseases, illiteracy, environmental degradation and discriminations by 2025 (URT, 1999; & URT, 2007). The questions here were: *How the geography syllabus is implemented in our community secondary schools? Do the teaching and learning*

strategies employed enable students to achieve the objectives? The research findings were expected to come up with the answers.

2.2.4 Role of Geography Subject in our Education System and Life in General

Geography is one of the three basic social science subjects in ordinary level secondary education; the other two are History and Civics. Social sciences enable learners to develop an understanding of their rights and responsibilities, create self awareness, and cope with social, economic, political, cultural and technological changes taking place within and outside the society (URT, 2007).

Specifically, Geography subject has multi-disciplined features because of being in relation with both natural and social sciences. Students' mastery of the subject provides qualifications which might enable them to solve problems; they may also have independent and pure vision, and manage to cope with their daily lives easily.

Moreover, the subject provides a bridge between the social sciences, languages and the natural sciences, through the provision of an understanding of the dynamics of cultures, societies and economies on the one hand, and those of physical landscapes and environmental processes on the other. Furthermore, Geography subject plays important role in generating specialists such as geologists and environmentalists who are potential to national socio-economic development. Geographers are exceptionally equipped to understand and address challenges facing the world. A good understanding of geography helps people to be more responsible for issues like social and environmental justice and the efficient, equitable and sustainable use of resources.

According to URT (1995), geography subject is important because it addresses spatial distribution of geographical phenomena; and it details the nation's wealth in terms of resource endowment such as minerals, mountains, valleys, water, soil, flora and fauna, and the general biodiversity. Not only that but also, the subject is interdisciplinary and is honoured to link a number of advanced level combinations offered in Tanzania such as Physics, Geography and Mathematics (PGM), Economics, Geography and Mathematics (EGM), Chemistry, Biology and

Geography (CBG), History, Geography and English Language (HGL), History, Geography and Kiswahili (HGK), and History, Geography and Economics (HGE).

Therefore, out of thirteen (13) advanced level subject combinations currently offered in Tanzania, Geography subject links six (6) subject combinations. This means the more the students perform well in CSEE in Geography subject the higher the possibility of joining advanced level studies.

Furthermore, at university level the subject is more specialised across different subject domains like geography and environmental sciences; environmental engineering; geography and resource management; land-use management; environmental conservation and food security; statistical geography; land survey and general practice in geography; environmental impact assessment; population geography and development; physical geography and geomorphology; climatology studies; geology and many other related geography courses (Mtitu, 2014). This implies that good performance in Geography among students creates a wide chance for them not only to join advanced level studies but also be able to get a wide chance of specialisation at university level. Hence, they become potential people on the socio-economic development within and outside the nation.

2.2.5 Teaching Methodology

Nunan (1990) points out that methodology is a link between theory and practice, therefore competence based teaching and learning helps learners to take a responsibility for their own learning, hence develop competences, it also promotes integrated learning and makes the classroom and the school at large an active learning community. This implies that teaching methodologies have a great impact on students' academic performance.

i) The Role of Teaching and Learning Methods on Performance

Chand (2008) argues that effective teaching and learning are the results of love for the pupils, sympathy for their interests, tolerance, and a defined capacity for understanding. Supplementing that, Mwangiru, Wand and Njue (1985) added by saying, students are unable to relate theory and practice in Geography because they

lack exposure to geographical reality in the field and due to their non-participation in carrying out the actual measurements and observations.

According to Dewey (1938) and Vygotsky (1978), classroom interaction is one of the important aspects for effective and meaningful classroom practice. Dewey believed that the teacher should be a guide to the student's natural curious disposition. Also, Mtitu (2014) in his study on learner-centred teaching in Tanzania observed that when teaching Geography, teachers' achievement in their teaching process were determined by students' achievement and performance in the respective instructional objectives as per syllabus guidelines and not by the ability of students to assimilate and integrate their life experience into the knowledge construction process. This indicates that teaching methodologies have great impact on students' academic performance.

Furthermore, D'Angelo, Touchman, Clark, Mayer, Dean and Hmelo-Silver (2009) argue that constructivist pedagogy proposes that instruction must take students' prior ideas, experiences, and knowledge into account while providing opportunities for students to construct new understanding. This implies that for effective teaching and learning process, teaching methods applied should consider students' prior ideas, experiences, and knowledge.

ii) Teaching and Learning Materials on Performance

According to the World Bank (2001) teaching and learning materials are critical ingredient in learning that the intended curriculum cannot be easily implemented without them. That means, for effective teaching and learning there should be sufficient supplies of teaching and learning resources. These include current students' geography text books, supplementary books, libraries, well equipped geography resource rooms for geography students and other teaching aids.

Ng'eno (2015) also argues that the limited use of various and appropriate instructional resources is a factor that poses a challenge to teaching and learning Geography subject. He added that for effective teaching, instructional materials must be directly relevant to the Geography lesson. Inappropriate teaching method can lead

to poor performance in Geography subject. The poor performance has been caused by poor teaching- learning environment due to lack of adequate or absence of laboratories, libraries, toilets, classrooms, dormitories/hostels, teachers' houses, text books and lunch to students (Mlozi et al., 2013). Moreover, Douglas (1968) identifies that learning takes place through the contribution of five senses which are sense of taste (1%), sense of touch (1.5%), sense of smell (3.5%), sense of hearing (11%) and sense of sight (83%).

Therefore, effective teaching should involve many learners' senses to enable them remember what they learn, (Winman, 1972). Erickson and Curl (1972) emphasize that audio visual materials provide rich opportunities for learners to develop communication skills while engage actively in meaningful problems solving through individual activities, in groups or in class project. Also, Jacobson, Eggen, and Kauchak (1989) support that good classroom manager uses audio-visual and other resources to make lessons interesting by presenting subject matter in a vital and enthusiastic manner.

This implies that by using teaching aids, the teacher gives the learner a chance to use the five senses, allowing him/her to interact with the environment and allowing him or her to participate fully in learning process. The task of teacher is to look for appropriate materials and the way they can be used effectively in teaching/learning process. Therefore, instructional resources enable teachers to cover the topics effectively by giving an accurate impression to the learners.

In this study, teaching-learning materials or resources are instructional resources or materials used by the teacher and students in the teaching and learning process. They include objects, facilities, equipment, reading materials and other sources of instructional support.

2.2.6 Teachers' Capacity Building Programmes on Performance

Capacity building is something to do with the allocation of, and investment in physical resources, intellectual or human especially when other intervening variables have failed within a given institutional or social context (Egbo, 2011). In education sector it implies that the efforts made by educational stakeholders to improve in-service teachers' abilities, skills and expertise towards their teaching professional is what referred as capacity building among them. Generally, capacity building programmes through in-service training aim at making teachers be up to date and competent in teaching, hence possibilities of contributing to good students' academic performance.

Adeniyi (1993) noted that development of manpower in a country depends on the quantity of well qualified teachers within the country. This implies that there is no way on how education objectives of a country can be achieved when learners are taught by incompetent teachers. Thus, there is a close relationship between teacher's competency and performance. A competent teacher is one who meets teacher's professional qualities. Ajayi (2009) says that professional qualities of a well trained teacher include sense of organization, subject matter mastering, able to clarify ideas and motivate learners, able to involve the learners in meaningful activities when teaching, good imagination, management of the details of learning and regular monitoring of students academic progress through tests and examinations.

Eggen and Kauchak (2001) explained teacher's mastery of subject matter in three ways which are: knowledge of content, knowledge of pedagogical content, and general knowledge on pedagogy. This means that there is a need for a teacher to be familiar with what he/she is supposed to teach, and how to teach it so as to enable students learn what is aimed to them.

Kimui (1988) argues that instructional resources cannot be used in any manner simply because they are supposed to be used. Hence, the selection of the resources depends on the degree of awareness on teachers on the availability, importance and potentialities of the existing resources.

This implies that poor selection and use of instructional resources may lead to poor performance among students in a particular subject.

According to Gurney (2007), the five factors for effective teaching which provide a good teaching foundation are: teacher knowledge, enthusiasm responsibility for learning; classroom activities that encourage learning; assessment activities that encourage learning through experience; effective feedback that establishes the learning processes in the classroom; and effective interaction between the teacher and students, creating an environment that respects, encourages and stimulates learning through experience.

The implication is that, good performance in both internal and external examinations which enable students be academically committed and desired to pursue the subject to further levels of education for career purposes is a result of effective teaching. Learners normally gain a lot from teacher's attitude to the subject and his/ her competence in relation to the subject matter.

2.2.7 Students' Perceptions, Prior Knowledge and Interests on Performance

Students who are interested in what they are learning are motivated to pursue learning experiences of ever-increasing complexity and difficulty (Glasser, 1988). Also, Dewey (1938) pinpoints that education should work with students' current understanding, taking into account their prior ideas and interests. Jia (2010) argues that constructivism teaching theory emphasises that knowledge is uncertain; the learning process of knowledge is also the construction process. Students are the main body of learning activity. Teachers on the other hand are the helpers and drivers for students constructing knowledge. This means for good academic performance students' current understanding and their prior ideas and interests should not be ignored in teaching and learning process.

2.3 Constructivist Learning Theory

This study was guided by constructivists' theory of learning. The main theorists involved in the theory are Jean Piaget (1896-1980), Lev Vygotsky (1886 - 1934) and John Dewey (1859-1952). The basic beliefs of constructivism are the emphasis on

how individuals actively construct knowledge and understanding. Constructivist approach assumes that the learner comes from to knowledge by recognising the meaning of what is found in the environment. The main idea in constructivism is that learners construct knowledge for themselves; each learner individually and socially constructs meaning as he/she learns.

Generally, it is agreed that constructivist thinking originates from the work of Jean Piaget. Piaget was a genetic epistemologist who studied child development in order to discover or understand psychological structures that underlie the formation of concepts. He was a biologist and was interested in animal evolution. Piaget's experiments involved presenting a series of problems for his own three children to solve. Through the experiments done, he came up with a theory of learning referred as cognitive constructivism (Piaget, 1977). According to his theory, he believe that human beings are capable of constructing knowledge by using mental or cognitive structures which they are born with .

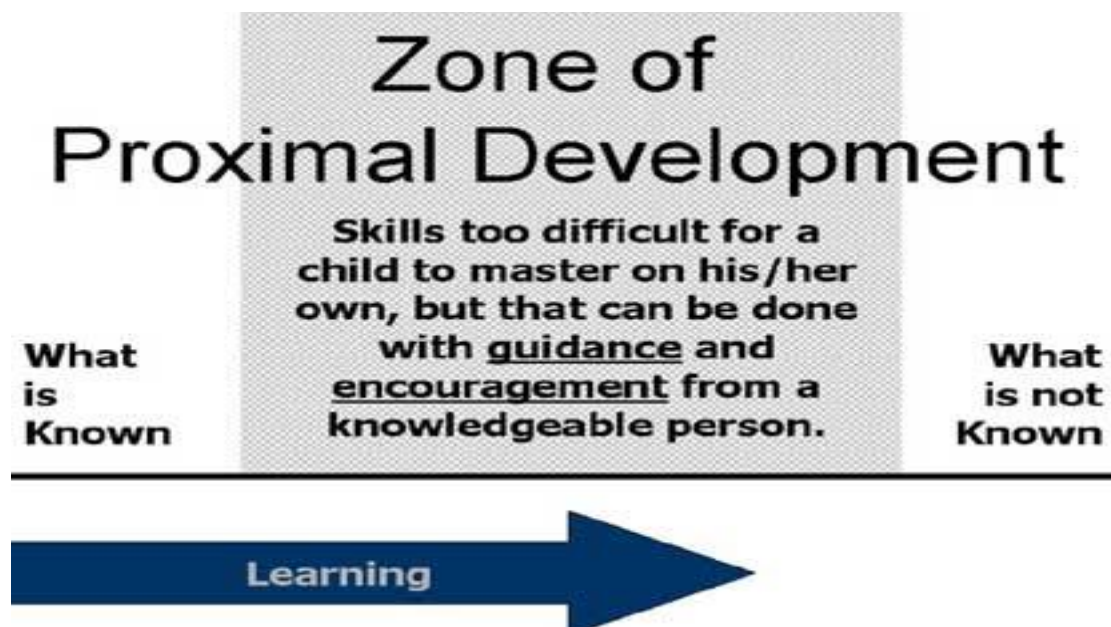
Lev Vygotsky (1886-1934), a Russian psychologist and sociologist is another main contributor to the constructivist theory. Unlike Piaget's studies and findings focused on individual children, Vygotsky emphasis was on how individuals learn within social settings. He did not assign much importance to the stage of development at which a child might be as Piaget did, instead he believed that learning takes place in a social setting (Philips, 1997). That is the idea that, learning occurs in cultural context and involves social interactions, hence social constructivism. Human beings live in a very reach environment which is full of objects and experiences. The human brain is continuously transforming our understandings into concepts-words and ideas or processing information about different phenomena around him or her.

He also emphasizes the role of culture and language in developing students thinking and the way in which teachers and peer assist learners in developing new ideas and skills. Language plays critical roles in cognitive development as it is the main means by which adults transmit information to children and language itself becomes a very powerful tool of intellectual adaptation (Vygotsky, 1962).

Furthermore, Vygotsky explains that learning involves negotiation of meaning and that the ability of an individual to construction of knowledge is increased when there is an expert's help. It means that a learner may have social interaction with parents, teachers, peer, and other competent members of the society. Vygotsky belief in the importance of social influences especially instructions, on children cognitive development are reflected in his concept of Zone of Proximal Development (ZPD). ZPD is the distance between what a learner can accomplish independently in a domain and what the same learner can accomplish while working with a more skilled adult or peer (Vygotsky, 1978). The distance or zone defines an area of immediate potential for the learner because what the learner can do with the assistance today is likely to be what the learner will soon be capable of doing independently (ibid).

Zone of Proximal Development is Vygotsky's term for the range of tasks that are too difficult for the child to master alone but that can be learned with guidance and assistance of adult or more skilled children (Figure 2.1).

Figure 2.1: Zone of Proximal Development



Source: <http://www.simplypsychology.org/vygotsky.html>

Therefore, basing on Vygotsky's ZPD curricula should be designed to emphasise interaction between learners and learning tasks since learners learn much through interaction. Also, through the concept of ZPD Vygotsky suggests that in organizing classroom activities instruction should be planned to provide practice in the zone of proximal development for individual students or for groups of students.

Moreover, Dewey (1938) rejects the notion that schools should focus on repetitive, rote memorisation and proposed a method of "directed living"- students would engage in real-world, practical workshops in which they would demonstrate their knowledge through creativity and collaboration. Students should be provided with opportunities to think from themselves and articulate their thoughts.

Therefore, cognitive theories include a variety of approaches to understanding the relationship between the individual and his/her environment. Most cognitive approaches on learning have the notion that knowledge is constructed by the learner and affected by the learner's prior experiences. For that matter, all cognitive theories are constructivist in nature in that they all emphasize the active role of learners in making meaning out of their experiences.

Generally, the constructivists argue that: (i) learning is an active and constructive process, and learners construct their own understanding and knowledge; (ii) learning is influenced by the prior knowledge. Means learners may view perceive, and interpret issues within their own social backgrounds (beliefs and attitudes) and knowledge; and (iii) learning should be related to the real life environment. This means that learners have to see that what they learn in classroom can be applied in their real life situation. Learning situations, environments, skills, content and tasks are relevant, realistic, authentic, and represent the natural complexities of the 'real world'.

Constructivist theory of learning relates to this study in the sense that the ordinary level secondary school geography syllabus has been designed by focusing on change in paradigm from that of content based to competence based curriculum (URT, 2010). In addition, according to URT (2007) in teaching and learning process a

student has to get opportunities to interact with environment through well organized tasks, dialogue and reflections on learners' conceptions and eventually arriving at agreed solutions through use of various senses and in built multiple - intelligences.

In this sense, teachers are facilitators; their role is to plan and design relevant tasks that have to let students to question, think critically, form new ideas, create artefacts and therefore bring sense in the learning process. This methodology promotes the acquisition of intended skills and competences stipulated the geography syllabus.

In other words, based on the constructivists' argument about knowledge construction, it could be argued that students construct knowledge under certain conditions which are: his/her stable mind for cognition; his/her prior knowledge and experience; the social environment; and subject matter. Knowledge construction take place when learners are involved in classroom processes, the task of teacher is to provide enough opportunities for learners to share their experiences connecting with the subject matter thus creating new understanding of the concepts, ideas and principles (Fosnot, 1996). Also, the teacher must plan activities that encompass what students can perform on their own and what they can learn with the help of others. Thus, cooperative learning activities should be planned with groups of children at different levels who can help each other learn.

On other hand, to enable the application of constructivism approach for effective teaching and learning then good academic performance, Gibbs (1995) identifies a number of aspects that:

- i. learner must be highly responsible for his/her learning;
- ii. For better learning, involvement and participation are necessary;
- iii. Relationships between learner-learner and learner – teacher should be high;
- iv. The teacher should serve as a facilitator and resource person; and
- v. The learners' prior knowledge (experiences) is fundamental part of learning.

Such achievements go together with provision of adequate facilities for teaching and learning process, also the availability of competent and motivated teachers. Thus, there was a need to consult education stakeholders in order to hear from them on

whether the geography syllabus demands, teaching and learning facilities, teaching and learning methods, student academic related characteristics, and availability of competent and motivated geography teachers are among the factors affecting students performance in the subject or not.

2.4 Empirical Literature Review

Empirical literature review is all about the previous research findings highlighted by other researchers on similar studies. Hence, different studies were reviewed to this part so as to get better understanding of this work. The related studies had done by Malasusa (2000), Rupia (2007), Mosha (2014), King'aru (2014), Mbugua et al., (2012), Ng'eno (2015), Soin (2012), Sikali (2010), Rubaha (2008), and Shindika (2008).

A study by Malasusa (2000) on factors influencing poor performance in geography certificate of secondary education examinations in Tanzania, a case of Dar es Salaam and Mbeya regions revealed that the decline of geography performance in the Certificate Secondary Education Examinations (CSEE) overtime was due to: inadequacy of competencies and skills among geography teachers; overcrowded geography syllabus; lack of teaching and learning materials in geography; poor preparation of examination items; and insensitivity to gender issues. The study is in line with the current one, however the previous study was conducted in central government schools, and it was conducted several years ago.

A study by Rupia (2007) on poor students' performance in Geography examinations in Tanzania; an enquiry into a possible role of the teacher methods in selected advanced level secondary schools revealed that there were many problems which Geography teachers faced in teaching and learning process. Some of those were deficiency in application of teaching methods, little supply and use of teaching and learning resources, weakness in instructional planning, and poor involvement of students in independent project work.

To minimise the problem, she suggested that Geography teachers should be well trained, offered in-service training related to the subject, and be enabled to prepare relevant instructional materials. Also, the government should increase education budget so as to meet all the basic education demands. The study is similar to this one but since it was conducted in advanced level secondary schools, the reasons might vary.

Mosha (2014) conducted a study on factors affecting students' performance in English language in Zanzibar rural and urban secondary schools. In her findings, there were shortage of English teachers, absence of teaching and learning materials; under-qualified and trained teachers in schools who were incompetent as a result they were skipping to teach some difficult topics in the syllabus; irregular use of English language at both school and home; large number of students per class; poor responsibilities among teachers; poor classroom environment for learning; poverty and limited home support environment. To overcome the situation, she suggests in-service training for teachers' enhancement in English skills; rational distribution of English teachers in schools; and adequate teaching facilities.

A study conducted by King'aru (2014) on factors contributing to poor performance of science subjects, a case of secondary schools in Kawe division, Kinondoni Municipality revealed that the main factors for poor performance were poor pedagogy in science subjects; negative attitude towards science subjects among students; and lack of resources such as books and well equipped laboratories. He suggests that to improve science performance in secondary schools students have to be involved in practical lessons with the help of well qualified personnel; teaching and learning materials have to be made available; also students have to be motivated so as to build positive attitude towards science subjects.

A study by Mbugua et al. (2012) on factors contributing to students' poor performance in Mathematics at Kenya certificate of secondary education, a case of Baringo county- Kenya observed that the factors contributing to poor performance included under staffing; inadequate teaching and learning materials; lack of motivation; and poor attitudes by both teachers and students.

A similar research conducted by Ng'eno (2015) on challenges facing effective use of Geography instructional resources by teachers in public secondary schools, Bureti sub-county, Kericho county-Kenya". The purpose of the study was to investigate challenges facing geography teachers in use of teaching and learning resources in Bureti sub-county public secondary schools. The questionnaires and observation guide were used for data collection from geography teachers and students. Also, interview guiding questions were used. For example, one of the questions was: *"What are some problems teachers and students face when using teaching and learning instructional materials for geography?"*

The study recognized that teachers are very crucial in teaching and learning process though they face challenges in the use of different and relevant resources when they teach Geography. The schools also lacked instructional materials such as textbooks and maps. He argues that the availability and quality of geography instructional materials are important for teaching and learning geography, hence good performance in the subject. He suggests that for effective teaching, there should be the provision of relevant and adequate textbooks, teachers guide books, supplementary readers, facilities and other required teaching and learning aids in the schools.

The study is relevant to this study as it was focusing on the challenges which geography teachers face in effective use of geography instructional resources in public secondary schools. This is because challenges among geography teachers in effective use of instructional resources are likely to lead to poor performance of the subject. Apart from the study being relevant, it was conducted in a different country; so, there might be some aspects which are not applicable in our country.

Thus, the need to conduct a similar study in Morogoro municipality to hear how stakeholders talk on factors influencing students' poor performance in Geography subject which is among the basic subjects in ordinary secondary school education.

Another related research was conducted by Soin (2012) in Tanzania on understanding the causes and effects of poor academic performance: insights from selected case of public secondary schools in Morogoro Municipality. The study aimed at understanding and examining the causes and effects of poor academic performance in the national examinations in public secondary schools where both qualitative and quantitative approaches were applied. The tools used for data collection were observation, closed and open - ended questionnaires and interview methods. Structured questionnaires were used to interview individuals from each group of the sample while closed and open - ended questionnaires were organized to capture information.

The findings of the study realised that the causes of poor performance in Morogoro public secondary schools were high student-teacher ratio; ownership of the school; poor home environment; non indigenous medium of instruction; ineffective remedial classes; poor leadership style; poor motivation among teachers; poor internet services; lack of academic study tours; poor laboratory and equipment; and poor library services.

The study is relevant to what the researcher was intending to investigate; however, it did not sample the subjects which were highly performed poorly in those schools. Also, it based on both central government and community secondary schools in which performance normally differ significantly. Thus, the need to conduct this study in the same Municipality in order to hear from stakeholders the factors influencing students poor performance specifically in Geography subject in community secondary schools.

Another study is by Sikali (2010) on assessment of the factors affecting performance in primary schools in Mvomero district council'. The study aimed at assessing the factors affecting performance improvement in primary schools, where both qualitative and quantitative approaches were employed. The data were collected by using questionnaires; observation and interview for primary data, and the secondary data were collected from documentary review such as books, reports and internet.

The study revealed that the major factors that were affecting performance improvement in primary schools in the study area were physical factors such as shortage of teachers, shortage of books, lack of teachers houses, shortage of classrooms, lack of lunch services, and long distance from home to schools; mental factors which include ability of pupils, behaviour and qualification of teachers; and social factors included the relationships between teachers, community and leadership.

A study conducted by Rubaha (2008) on factors influencing good performance in Tanzanian schools; a case of St. Francis, Msolwa and Marian secondary schools of Mbeya, Morogoro and Pwani regions respectively revealed that good performance was due to a number of factors. Some of these factors according to the findings were the use of discussions and question-answer strategies, availability and well utilised of teaching and learning materials, motivation for both teachers and students, commitment to studies among teachers and students, students' good academic background, availability of qualified teachers, reasonable teacher-student ratio and good relationship between teachers and students in teaching and learning process. The study is relevant as it identified factors for good academic performance in schools which could help the researcher to investigate factors for poor performance which might be the opposite.

Similar study conducted by Shindika (2008) titled determinants of students' outstanding performance: The case of Multicultural private secondary schools in Dar es Salaam; aimed at identifying the determinants of students' outstanding performance in secondary schools using survey method.

The survey method for data collection used structured interview, and the respondents were heads of schools, subject teachers, and students. Also, the study employed questionnaires and documentary reviews including students' administration information, records of examination results, school magazines, minutes or reports on previous workshops, and informal discussions in order to gain relevant information for the research.

The study found that when a school, parents, teachers and students work closely to ensure that students opt for subjects of their interest and their ability is well nurtured through parents and teachers provision of full support, they were very likely to score A* and As. Therefore, through hypothesis testing it was concluded that the interest in the subject (s), students learning ability, teachers support, and parental support were among the factors which were affecting outstanding performance in the schools.

The study is relevant to this study as it was focusing on performance, however it did not explore much on how the factors affect an individual subjects because mass failure among students is not necessarily a result of all the subject papers attempted by students. The suggested measures may fail because some of the subjects are compulsory for each student regardless their ability and interest. Thus, the need to conduct this study in Morogoro municipality to hear how stakeholders talk on factors influencing students poor performance in Geography subject as among of the basic subjects in ordinary secondary education.

2.5 Knowledge Gap from Literature

Analysis of relevant literature on performance indicates small number of researches on factors affecting students' performance in Geography subject and in social science subjects at large. Moreover, many studies that investigated the factors for poor performance in Morogoro municipal secondary schools dealt with the problem as either general problem for all subjects or specifically for science, mathematics and English language subjects. For example, Soin (2012) and Mollel (2013) who dealt with academic performance generally in Morogoro Municipal secondary schools. Also, people such as Mosha (2014); King'aru (2014); and Mbugua et al. (2012) tried to investigate subject specific failures though they focused on science, Mathematics and English language subjects.

Few studies like those conducted by Rupia (2007) and Ochieng (2013) which tried to investigate performance in Geography subject specifically were mostly conducted out of Morogoro Municipality and other out of the country.

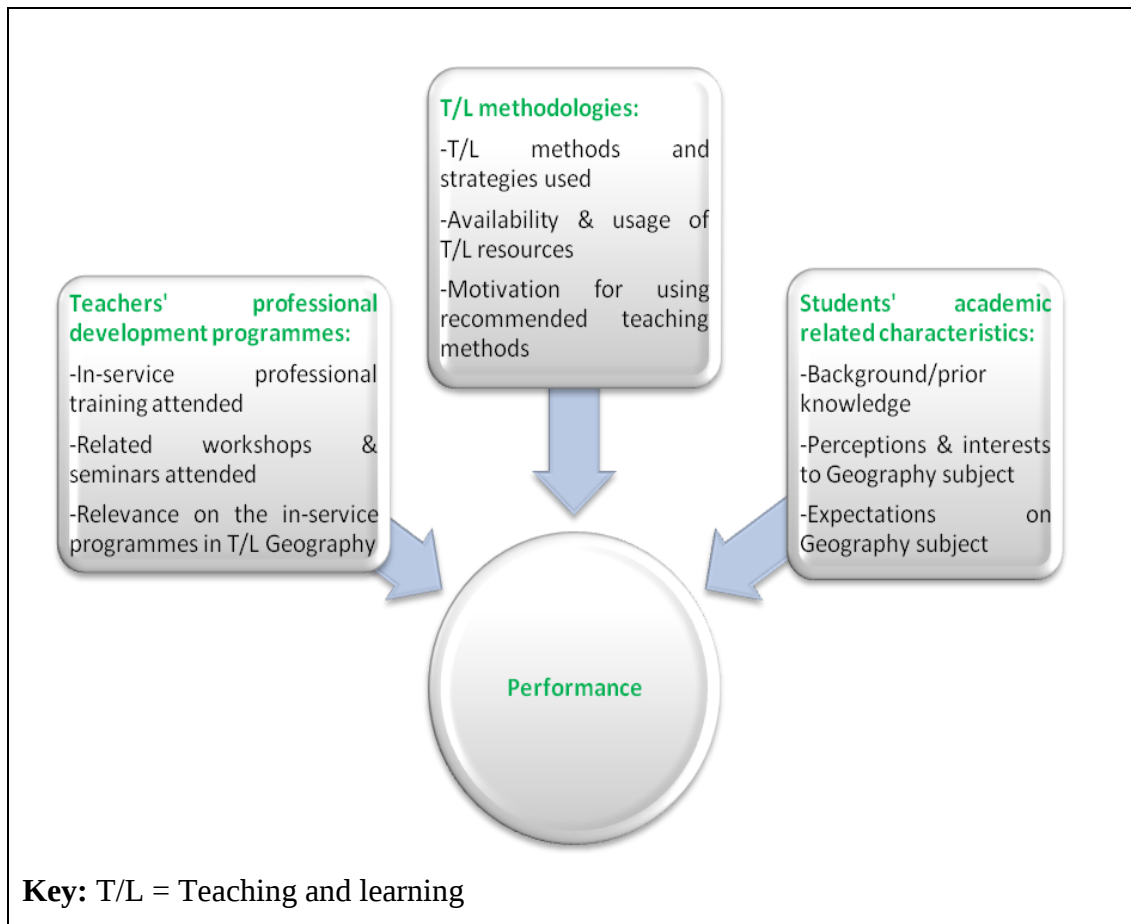
In other words, there was little attention on why students perform poor in Geography subject. In addition, most of these studies had been done in central government schools rather than in the newly community secondary schools most of which were established in 2004 onwards. Thus, to large extent these done studies had their concentration on the factors for poor performance in central government secondary schools and did not trace much whether the factors identified in central government secondary schools were similar to those in the community secondary schools. That is why the researcher was interested to conduct a study in community schools specifically for Geography subject.

Therefore, this study intended to investigate why ordinary level community secondary school students were performing poor in Geography subject in Morogoro municipality. The study involved four leading poor performing community secondary schools in Geography as measured by the Form Two National Assessment (FTNA) in a period of five years from 2011 to 2015.

2.6 Conceptual Framework of the Study

The conceptual framework designed by the researcher is as shown in Figure 2.1.

Figure 2.2: Conceptual Framework



Source: Researcher's own construction, 2017

Description of the Framework

Figure 2.1 shows how independent variables affect dependent variable. For that case, teaching methodologies, teachers' professional development programmes and students' academic related characteristics were investigated as independent variables, and the performance in Geography as dependent variable. The framework had been constructed based on constructivists' arguments that learning is an active and constructive process, and learners construct their own understanding and knowledge; it is influenced by the prior knowledge; and it should be related to the real life environment. Therefore, the shown independent variables were considered by the researcher as possible factors which might affect academic performance of Geography subject.

i) Teaching and Learning Methodologies

According to Rundell and Fox (2007), methodology is the methods and principles used for doing a particular kind of work, especially scientific or academic research. Also, Business Dictionary (nd) defines methodology as a system of a broad principles or rules from which specific methods or procedures may be derived to interpret or solve different problems within the scope of a particular discipline. Basing on the given definitions and purpose of the study, the research was set to assess teaching and learning methodologies used in teaching and learning Geography subject. Hence, for the sake of this study, teaching and learning methodologies refer to methods, and teaching and learning resources used by teachers. This is because academic performance depends much on teaching and learning methods used by teachers; availability and usage of teaching and learning facilities; and on whether teachers and students are motivated for recommended teaching methods.

The currently designed 2010 geography teaching curriculum takes the ideas with the use of methods and techniques of the constructivist. So, Geography teachers should prefer suitable methods, approaches and teaching materials according to the programme and prepare activity based learning environment. Viswanathappa and Jangaiah (2008), write that classroom should be an atmosphere of inquiry and discovery, with emphasis on problem solving and reflective critical thinking, rather than a mere coverage of subject matter. It implies that motivated teachers' creativity, availability and usage of the facilities do lead to good academic performance among students.

The study therefore, was aiming at assessing the way how Geography subject was taught. It was mainly focused on whether teaching and learning was active and participatory or not; and whether the process enabled students to relate what they learn to their real life as it is argued by the constructivists. Then, the reasons for poor performance in the subject among students had to be recognized.

ii) Teachers' Professional Development Programmes

Teacher's professional development refers to provision of occasions for teachers to reflect critically on their practice and to fashion new knowledge and beliefs concerning content, pedagogy, and learners (Darling-Hammond & McLaughlin, 1995). It means that the programmes run by educational stakeholders to improve in-service teachers' abilities, skills and expertise towards their professionalism is what is referred to as teachers' professional development programmes.

A study by Ochieng (2013), indicated that teacher's ability to deliver the content depends on both his/ her qualifications and the in-service courses which keep him up to date with the new development in teaching method of the subject. This means in-service training is an endless process for teachers throughout their teaching professional life. However, the question was: *Were geography teachers in community secondary schools offered in-service training?* Since teachers' capacity building programmes affect academic performance, the study was intended to determine the availability of the programmes and their relevancy on teaching and learning Geography in the schools.

To emphasize on the importance and sustainability of teachers' professional development programmes the Government through the Ministry of Education had prepared Education circular No. 10 of 2009 on in-service training for secondary school teachers (Appendix X). According to the Circular, in-service training for secondary school teachers at district level is under district councils. Each council has to budget for the training, identify the areas which teachers need to be trained, co-ordinate training and make follow up on how teaching and learning has improved after a particular training. The circular highlights that: the Ministry of Educational and Vocational Training was responsible to organize and co-ordinate in-service training for teachers at national level.

iii) Students' Academic Related Characteristics

According to Omari (2011a), students' characteristics refer to levels of development, abilities, aspirations and interest towards learning. Students' characteristics are among the potential factors that might contribute to poor or better academic performance of students (ibid). Hence, the objective was set to examine students' academic related characteristics particularly with respect to performance of Geography subject.

The focus was on students' background whereby kind of previous primary schools in relation to the medium of instruction in secondary education was considered; the effect of their prior knowledge in teaching and learning Geography; their perception on Geography performance; and their expectations in relation to the subject. *Are they aware on importance of Geography subject to their current and future life?* With good background, positive perceptions and expectations to Geography subject students might perform better in the subject and vice visa.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in conducting the study. It explains various means and ways which enabled the researcher to obtain data and its relevant information. The chapter consists of research design, research approach, study area, population and sample size, sampling procedure, units of study analysis, and methods of data collection, data analysis and implementation, validity and reliability as well as ethical issues.

3.2 Research Approach

The study involved both quantitative and qualitative approaches. The decision of using those approaches was made based on the nature of the data expected to be collected through interview, questionnaires, focus group discussions, observation and documentary review. Thus, both techniques were used in collecting and analysing data. Hence, pie charts, tables, and bar graphs were used.

3.3 Research Design

Research design is a plan or detailed outline of how an investigation will take place (Msabila & Nalaila, 2013). It means the way a particular study is going to gather information in consideration of research purpose. The study employed a case study design so as to undertake an in-depth investigation of factors affecting ordinary level community secondary school students' performance in Geography subject.

Unlike other research designs such as survey research design, the case study allowed the researcher to focus much on one entity which was Morogoro Municipality. The researcher believed that by using case study he would get detailed and in-depth information to the topic from respondents. Also, this study design ensured the reliability of the research findings, as each component which was involved in the study, was studied closely so as to get a clear picture of the problem in the sampled schools. Moreover, the case study provides insights into other, similar situations and

cases, thereby assisting interpretation of other similar cases (Cohen, Manion & Morrison, 2007).

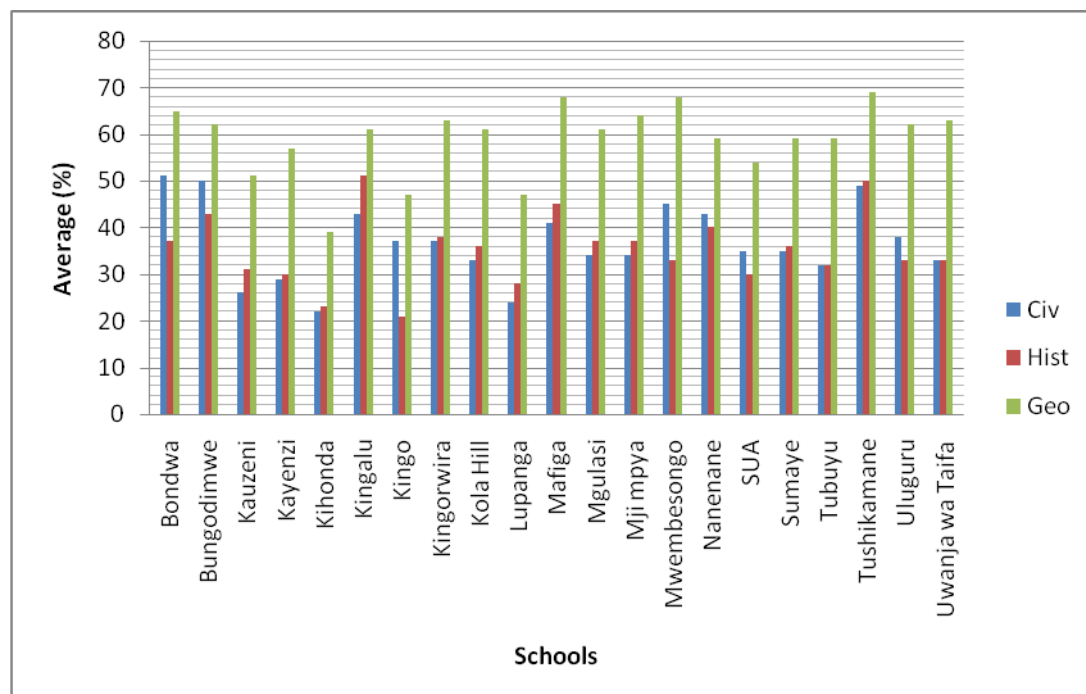
The case involved five data collection methods which were: interview, questionnaires, focus group discussions, observation and documentary review. Before developing data collection tools the researcher conducted a pilot study in one of the community secondary schools within Morogoro Municipality which helped to improve data collection instruments to capture what the study is set to investigate.

3.4 Area of Study

The study was carried out in Morogoro municipality, in Morogoro region-Tanzania mainland, focusing on ordinary level community secondary schools. Morogoro Municipality is one of the two councils of Morogoro district with a total of 21 community based secondary schools by that time. The region had seven districts namely Morogoro, Gairo, Mvomero, Kilosa, Kilombero, Malinyi, and Ulanga. Due to ethics issues the names of schools involved in this study are symbolic. Therefore, in this report the schools are referred as school “A”, “B”, “C” and “D”.

The municipal had been linked with poor performance among students especially in community secondary schools for both FTNA and CSEE, thus the desire of the study was to investigate reasons behind it and specifically in Geography subject. Geography subject had been chosen to be investigated on its performance because it was among of subjects that were not performing well. For instance, according to the available data of FTNA results (2011-2015) of the 21 community secondary schools found in the Municipality the subject was averagely performed poor compared to other social science subjects (Figure 3.1).

Figure 3.1: Average (5 years) in % of Candidates who Scored Below 30% in FTNA/FTSEE (2011-2015) in Social Science Subjects



Source: Data converted by the researcher from School Inspectorate, East Zone (2011- 2013); NECTA, 2014 and 2015 - Form Two National Assessment Results

Figure 3.1 justifies that there were more mass failures in Geography subject compared to Civics and History subjects in FTNA over all the five years. So, that is why the researcher was interested to investigate the reasons behind for mass failure in Geography subject.

3.5 Target Population

Kothari (2004) defines target population as a group from which the researcher is interested in gaining information and drawing conclusions. For the purpose of this study, the study involved the following education stakeholders from Morogoro Municipality as targeted population: Municipal Secondary Education officer; heads of schools; academic masters or mistresses; geography teachers; Eastern Zone Geography School Quality Assurers; and form two, three and four students. The intention was to investigate why students' performance was not good in ordinary level community secondary schools in Morogoro Municipality.

3.6 Sample Size and Sampling Techniques

3.6.1 Sample Size

Kothari (2004) defines sample size as the number of items to be selected from the universe to constitute a sample. A sample is a subset of the population that is selected for investigation purposes; hence it is a representative portion of a population. The sample is normally taken from entire population for the purpose of representing it. There is no clear cut for the correct sample size depends on the purpose of the study and the nature of the population under scrutiny (Cohen et al., 2007). Therefore, in this study, the sample included 95 respondents as clarified on Table 3.1.

Table 3.1: Sample Size of the Study

Kind of Respondent(s)	Expected Respondent(s)	Response rate
Municipal Secondary Education Officer	1	100%
Heads of schools (01 from each school)	4	100%
Senior academic masters or mistresses (01 from each school)	4	100%
Geography subject teachers (04 from each school)	12	100%
Form two, three and four students (02 from each class; made a total of 18 from each school)	72	100%
School quality assurers of Geography subject	2	100%
Total	95	-

Source: Researcher, 2017

3.6.2 Sampling Procedures and Techniques

Both purposive and stratified random sampling procedures were used in selecting the study sample.

3.6.2.1 Purposive Sampling

Purposive sampling is done with a purpose, the researcher purposely chooses a person who, in his or her judgement about some appropriate characteristics required of the sample members, is relevant to the research topic and easily available to him or her (Rwegoshora, 2006). Four community secondary schools namely as: school “A”, “B”, “C” and “D” were selected purposely basing on performance. The last four schools therefore, after average calculation in Geography FTSEE/FTNA (2011-2015) were selected as sampled schools. Then, head of school, senior academic master or mistress, and geography teachers from each sampled school were purposively

selected. Also, Municipal Secondary Education Officer (MSEO), and two (2) School Quality Assurers (SQAs) were purposively selected since these were expected to have the necessary information on the study focus (Table 3.2).

3.6.2.2 Stratified Random Sampling

Stratified random sampling involves dividing the population into mutually exclusively and mutually exhaustive subgroups or strata and then taking a simple random sample in each subgroup (Singh, 2007). Eighteen (18) students from each sampled school were selected through stratified random sampling in which students were categorised into their respective classes (Form II, III and IV). Then, six (6) students were selected from each form II and IV basing on the performance rank in 2016 annual geography examination results; for form III, FTNA geography results (2016) were used.

The examination performance ranks were categorised into three subgroups as: subgroup 'A' involved students who scored 0-30%, subgroup 'B' for those who scored 31-60%, and subgroup 'C' for those who scored 61-100%. Thereafter, two (2) students from each subgroup were selected through simple random sampling. Ndunguru (2007) emphasises that simple random sampling has the property that every possible combination of objects in the population to be studied has an equal chance of being selected. Therefore, the researcher selected the two (2) students from each subgroup basing on students' names ascending alphabetic order which made a total of six (6) students per class, and 18 students per each sampled school. Hence, 18 (students) x 4 (sampled schools) made a total of 72 students (Table 3.2).

Table 3.2: Summary of Sample, Sampling Techniques and Data Collection Methods Used

S/No.	Kind of respondents	Number of respondents	Sampling techniques	Data collection methods
1	Municipal Secondary Education Officer	1	Purposeful	Interview
2	Heads of schools	4	Purposeful	Interview
3	Senior academic masters or mistresses	4	Purposeful	Interview
4	Geography subject teachers	12	Purposeful	Questionnaire, interviews and classroom observations
5	Form two, three and four students	72	Stratified random sampling	Questionnaire, focus group discussions
6	School quality assurers of Geography subject	2	Purposeful	Interview
Total		95		

Source: Researcher, 2017

3.7 Data Collection Methods and Research Instruments

Data collection methods refer to the methods that the researcher used in order to gather information from the respondents. The methods used for data collection were guided interview, questionnaires, focus-group discussions, and classroom observation as primary data source, and documentary review as secondary data source. Hence, both primary and secondary data were collected.

3.7.1 Questionnaires

A questionnaire is a form containing a series of questions and providing space for their replies to be filled in by the respondent (Tripathi, 2007). The technique was used to allow wide coverage of collecting data within a short time and free expression of individuals. Both closed and open-ended questionnaires were organized to capture both the qualitative and quantitative information.

The questionnaires were filled in by teachers and students due to the fact that they were many in number compared to other respondents, thus the questionnaires helped the researcher to get information from them within a short time. Also, teachers and students were expected to have more information on reasons for poor performance of Geography subject as they were directly engaged in teaching and learning process.

The information on teaching and learning methodologies used, teachers' professional development, and students' academic related characteristics on performance were collected. The respondents were also required to give suggestions on how to improve performance in Geography subject.

3.7.2 Interview

The structured interview schedules as one of the types of interview which provides a guide for questions and topics that must be covered in the study was conducted personally by the researcher to the Municipal Secondary Education Officer (MSEO), 4 heads of schools, 8 geography teachers (2 teachers from each school) and 4 heads of academic departments included 1 from each sampled school. Also, 2 School Quality Assurers (SQAs) were interviewed. The method was chosen because the researcher wanted to explore deeply into a topic as well as to comprehend the views given by the mentioned educational stakeholders. It was also chosen because most of these respondents were administrators hence they had deep and crucial information on academic performance among students.

3.7.3 Classroom Observation

Direct observation refers to the circumstance of being in or around an ongoing setting and recording facts as they are observed, listened or experienced (Ndunguru, 2007). The researcher entered the classrooms so as to observe directly the way how teaching and learning took place in the classrooms. To be specific on the required data, classroom observation guide was used during classroom observation (Appendix V). The guide considered the basic elements for effective teaching of the subject include the use of instructional resources, and the teaching method and strategies employed.

The classroom observation was used purposely to supplement the information obtained from questionnaires and ascertain whether what the researcher observed in the classrooms. The observation was done in form two, three and four once per class. The focus was on how a teacher was involving students in teaching and learning, how teaching aids were used and their relevance, and how lesson objectives were

delivered (lesson development). The technique also helped to see whether teachers made proper preparation before they entered the classrooms for teaching.

3.7.4 Geography Resources Observation Checklist

The researcher prepared an observation checklist of geography teaching and learning resources available and used in sampled schools (Appendix VI). This intended to see if there were teaching and learning resources as recommended in secondary school geography syllabus of 2010 in sampled schools and if the resources were well utilised. The resources included text books, video cassette and Compact Discs (CDs), diagrams, reference books, graphs, charts, wall map, globes, pictures, photographs, models, specimen/samples, surveying equipment, Stevenson Screen and its contents, geography resource room instruments for measuring weather, atlas maps, video tape recorders and cameras.

3.7.5 Focus Group Discussions (FGDs)

According to Slocum (2005), focus group discussion is a planned discussion among a small group (4-12 persons) of stakeholders facilitated by a skilled moderator. It involves organized discussion with a selected group of individuals to gain information about their views and experience of a selected thematic area (Rwegoshora, 2006). The individuals who are invited to participate in a focus group must be able and willing to provide the desired information of interest (Stewart & Shamdasani, 1990). This means members should be carefully selected according to the data expected to be obtained. For that matter, focus group discussions involved not less than 9 students from each sampled school, in which each class was represented by at least 3 students, and the total did not exceed 12 students as it has been recommended.

Students for focus group discussions were selected from those 18 who filled in the questionnaire. To obtain them the researcher gave a chance for those who were willing to be involved in the discussion, wherever the number exceeded 4 students per class the required number were obtained basing on their names alphabetically. The discussions controlled by guiding open - ended questions (Appendix IV);

however other questions were formulated according to the situation in relation to the research objectives.

3.7.6 Documentary Review

Documentary review method is where a researcher collects information through reviewing existing documents. For research purpose, published books, manuscripts, journals, research reports, newspapers and other unpublished literary works are example of documentary sources of data (Ndunguru, 2007). The method is important for both qualitative and quantitative research because such documents are acquired relatively easily and at low cost (Denzin & Lincoln, 2000). In addition, some information provided through documentary method cannot be obtained through oral conversation; hence the method is useful for data collection.

Thus, heads of geography departments and senior academic master or mistress in cooperation with geography teachers from each sampled school were consulted so as to get the information on the availability and use of geography subject related teaching and learning documents. The documents were checked by the researcher so as to observe how they were prepared and utilised. Also, the researcher collected some relevant information through reviewing existed Geography subject reports from school quality assurance office.

3.8 Data Analysis Procedures

Both quantitative and qualitative data were collected. The data were organized and coded on broad sheets of paper according to the questions provided. After coding process, the prior quantitative data analysis was done through Software Package for Social Sciences (SPSS version 20). The programme gave descriptive statistics such as means, mode, frequency and percentages. Also, the analysed data were tabulated using graphs, tables, and charts. The purpose was for drawing up conclusions on particular observations. The qualitative data was analysed by arranging responses according to research objectives and questions. The data were put into content analysis and interpretation, and open ended responses were organized in tables to facilitate comprehension. By definition content analysis is the process of

summarising and reporting written data- the main content of data and their message (Cohen et al., 2007). Thereafter, the researcher drawn inferences, recommendations and conclusion based on the research findings.

3.9 Validity and Reliability

3.9.1 Validity

Validity is concerned with the degree to which an empirical measure or several measures of a concept accurately represent that concept (Orodho, 2009). It means the situation whereby a measuring instrument measures what is supposed to be measured. So, to achieve validity the study involved the following techniques:

3.9.1.1 Triangulation

Triangulation refers to the comparison of different kind of data and different methods to see whether they corroborate one another (Silverman, 2010). To maintain rigour of the study, a variety of methods were employed in collecting data such as questionnaires, observation, interviews, focus group discussion and documentary reviews.

3.9.1.2 Back Translation

Back translation is the process of translating previous translated content back into original or source language. To ensure and simplify communication with the respondents, both Kiswahili and English languages were used. Therefore, some questionnaires, interview guides and focus group schedules developed in English language were translated into Kiswahili language for some respondent groups so that the respondents understand well and could communicate easily to the study. Then the responses were translated again into English language as a source language (back translation).

3.9.2 Reliability

Patton and McMahon (2006) define reliability as the consistency with which repeated measures produce the same results across time and observers. This means a reliable research method is one which comes up with the consistency results across

different time and respondents. The researcher ensured this by making a pilot study using research instruments in one of community secondary schools out of the intended ones before conducting actual field study. The process ensured the clarity of the interview guides, questionnaires, and focus group discussion guides that were used in the study.

3.10 Ethical Issues

To maintain human rights, privacy, as well as policies, rules and regulations of the country, the following ethical issues before, during and after conducting the study in the field were considered: before going to the field, a researcher looked for a research clearance letter from the office concerned at Mzumbe University as a permit for data collection process; also he collected research permit letters from the District Executive Director (DED) Morogoro Municipal Council; once more heads of schools where the study was done were consulted a week before and the consent of other respondents of this study; moreover, consideration was made on days and time schedule.

During data collection in the field, the information obtained from respondents was treated with high level of confidentiality; respondents' names as well as real names of sampled schools are not mentioned in the report in order to ensure confidentiality or anonymity (secrecy). The dissertation copy will be freely available to respondents interested as well as researchers who will undergo relating study to this.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

The study sought to investigate factors influencing poor performance of Geography subject among students in Tanzanian ordinary level secondary schools; a case of community secondary schools in Morogoro municipality. The objectives in which the study was based on were to: assess teaching and learning methodologies used in teaching and learning Geography subject; assess teachers' professional development opportunities in teaching Geography subject; and examine the role of students' academic related characteristics on performance of Geography subject. It also sought to collect suggestions on how to improve students' performance in ordinary level Geography examinations. The study involved 95 respondents, including 72 students, 12 geography teachers, 4 heads of academic departments, 4 heads of schools, 1 Municipal Secondary Education Officer, and 2 School Quality Assurers.

This chapter presents research findings obtained from the administered questionnaires, interviews, classroom observation, focus group discussions and reviewed relevant documents. The presentation of findings was based on research objectives. As the initial stage, the quantitative data were analysed, coded and tabulated through SPSS (version 20) programme.

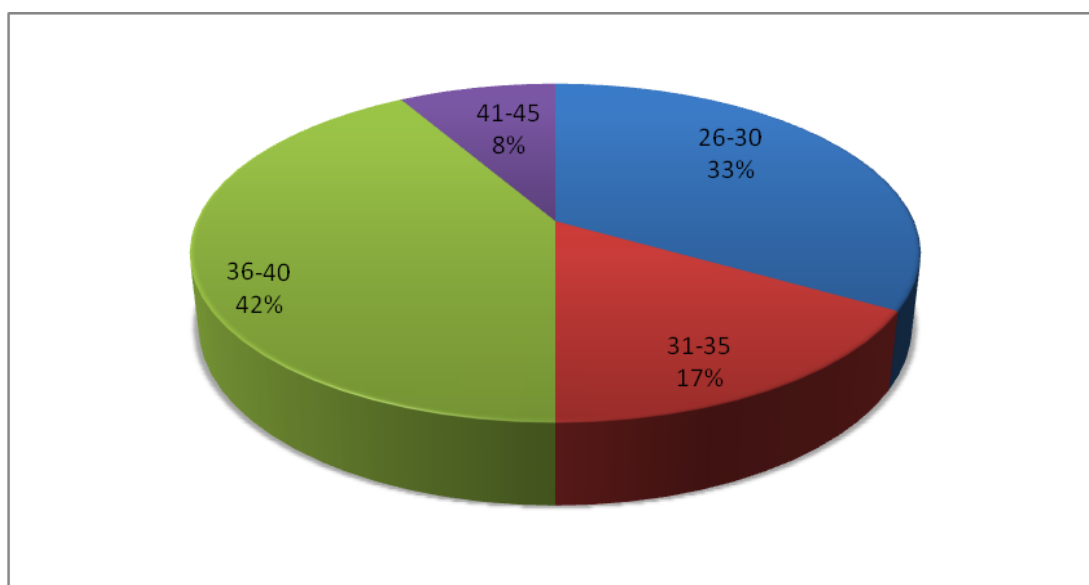
4.2 Demographic Information

This section presents the demographic data of the geography teachers who were among the respondents in the study in terms of age, academic qualification, their teaching experience, and teaching load. The researcher sought to determine teachers' demographic information so as to recognize their capacity to implement geography curriculum. The respondents were required to indicate their demographic information as asked in the questionnaire.

4.2.1 Teachers Age

The study required to find out the age distribution of the respondents especially teachers. This was because the researcher assumed that, the more maturity teachers are the more seriousness and effectiveness in teaching. The findings revealed the results as presented in Figure 4.1.

Figure 4.1: Geography Teachers Age



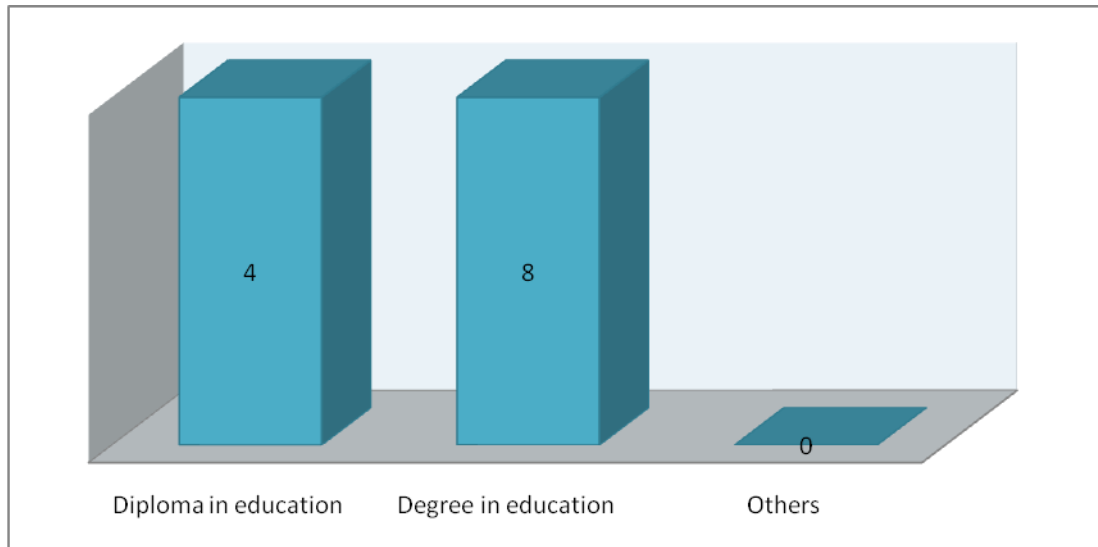
Source: Field data, 2017)

Figure 4.1 indicates that 42% of the teachers involved in the study were aged 36-40, followed by 33% who were aged 26-30. Then 17% who were aged 31-35, and lastly 8% who was aged 41-45.

4.2.2 Teachers' Academic Professional Qualification

The study sought to find out the geography teachers highest qualifications because there might be close relationship between teachers' academic qualification and effective teaching. The findings are presented in Figure 4.2.

Figure 4.2: Teachers Highest Professional Qualifications



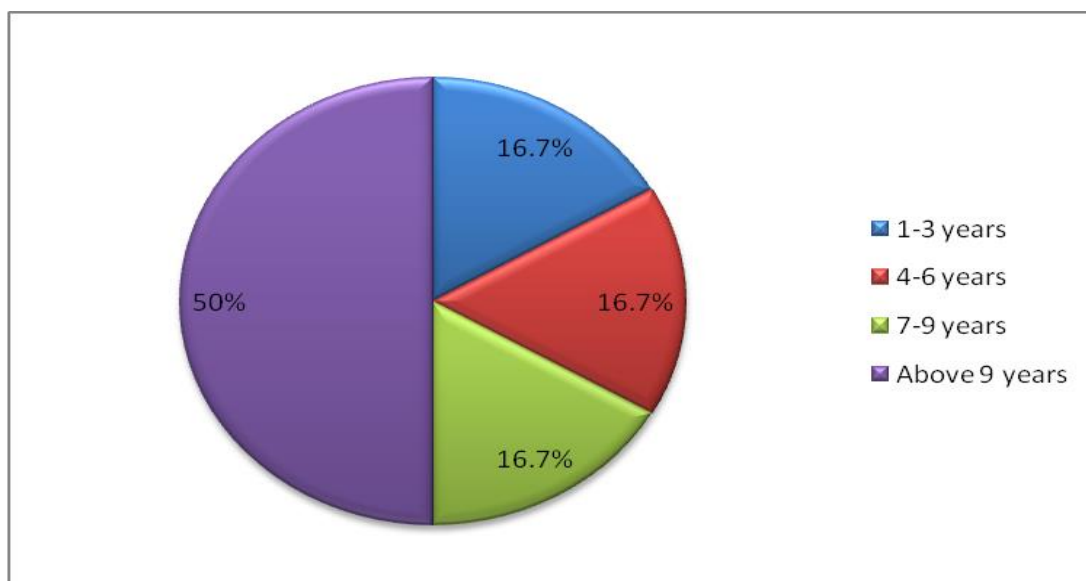
Source: Field data, 2017

Figure 4.2 shows that 8 (66.7%) had a degree in education while the minority 4 (33.3%) had a diploma in education. This indicates that all the teachers involved in the study were teachers by profession, hence expected to handle the teaching of Geography subject. Moreover, the researcher thought that qualification of geography teachers counts much on their effective teaching and on enhancing students to learn effectively and meaningfully.

4.2.3 Teaching Experience

Teachers were requested to signify the period for which they had taught the subject in school. This was because the more experienced teachers expected to have more potential information to the study. In response, Figure 4.3 presents the findings.

Figure 4.3: Teaching Experience among Geography Teachers



Source: Field data, 2017

Figure 4.3 indicates that 6 (50.0%) of the respondents had taught the subject for more than 9 years. It also, indicates that the periods of 1-3, 4-6, and 7-9 years each had 2 teachers in terms of experience (16.7% each). The research findings revealed that the majority of geography teachers interviewed had taught for a long period of time. The information collected therefore, considered by the researcher to be reliable as it was given by experienced experts.

4.2.4 Teaching Load per Week

The optimum teaching load for an ordinary level secondary school teacher should be a maximum of 30 periods and a minimum of 24 periods per week (URT, 2007). Due to the fact that teaching load affects effectiveness in teaching, geography teachers were requested to indicate the number of periods they had to teach per week. The study revealed that 6 teachers equal to 50.0% their teaching load per week ranged from 0 - 9 periods while the rest 6, equal to 50.0% their teaching load ranged from 10 - 19 periods per week. So, none of the teachers had even the minimum number of periods suggested per week.

4.3 Teaching and Learning Methodologies

The study assessed teaching and learning methodologies used in teaching Geography subject in Morogoro Municipal sampled community secondary schools. It was thought that processes involved in teaching and learning might influence students' performance. To understand the methodologies applied in teaching Geography, the researcher administered questionnaires, interviewed the respondents, and conducted Focus Group Discussions. Also, he had the opportunity to observe life teaching sessions.

Under this objective, the study aimed at assessing teaching and learning strategies used by geography teachers; availability and usage of teaching and learning resources in the schools; and to observe whether geography teachers were motivated for using the recommended teaching methods.

4.3.1 Teaching and Learning Method and Strategies Used

Through questionnaires, students were given a list of different teaching and learning strategies and asked to indicate to what extent they were applied by geography teachers while teaching. The aim was to note the dominant teaching and learning strategies that would enable one to draw conclusion on how they affected the performance of the subject. Table 4.1 presents the findings.

Table 4.1: Students’ Responses on Application of Different Teaching and Learning Strategies (n=72)

Teaching strategies	No. of Respondents				Percentage			
	Often	Rarely	Never	Total	Often	Rarely	Never	Total
Lecturing	42	21	9	72	58.3	29.2	12.5	100
Small group discussion	28	40	4	72	38.9	55.6	5.6	100
Questions and answers	53	17	2	72	73.6	23.6	2.8	100
Study tour/educational trips	5	37	30	72	6.9	51.4	41.7	100
Practical work	6	43	23	72	8.3	59.7	31.9	100

Source: Field data, 2017

As shown in Table 4.1, the questionnaire administered to students revealed that the most common teaching and learning strategies applied by geography teachers were questions and answers, and lecturing; the responses were 53 equals to 73.6% and 42 equals to 58.3% respectively. The practical work, small group discussion and study tour strategies were rarely applied, and the responses were 43 (59.7%), 40 (55.6%) and 37 (51.4%) respectively. Moreover, 30 respondents equal to 41.7%, and 23 respondents equal to 31.9% respectively said that teachers never use study tour and practical work as teaching strategies when teaching Geography subject.

During the interview one of the teachers from school “A” had the following to say pertaining to teaching and learning strategies used in his school:

...The mostly used teaching and learning strategies are questions and answers, and lecturing. Pure participatory method is difficult to apply due to lack of teaching and learning materials, for example I have only one textbook for the class I teach. Also, the syllabus is overloaded, taking example of form two and three, there are so many topics to be taught within a year. For this situation sir, how can I teach by using small group discussion for example?

The similar answer was given by another teacher from school “D” who said that:

To be frankly, almost all the geography teachers in our school use teacher-centred method, in which lecturing is highly dominating. The reason for this is due to lack of teaching and learning materials. For form two for example, there are only four copies of geography textbooks, and the class has a total of 170 students. Apart from overcrowdings of the syllabus, it is also difficult to teach some of practical oriented topics such as ‘Elementary Survey and Map’ because the school has no relevant equipment.

The same was observed during classroom observations, the teachers who observed noted to apply much lecturing, and questions and answers while teaching. The researcher managed to observe different Geography subject teaching sessions in the selected schools; hence he came up with that observation. In school “A” for example what took place in a geography class, is explained briefly as follows:

Classroom observation took place in form IV. The lesson was on ‘Introduction to research’. The teacher introduced the lesson by asking some questions on the previous lesson. Thereafter, he started to explain the types and importance of research while writing the notes on the chalkboard and students were busy copying the notes. The teacher had no any teaching aids and he had no lesson plan. He asked whether students had question to ask. Only one student asked the question, and the lesson ended by students being assigned to read more about research. The researcher did not observe any related textbook in the classroom, only teacher had teaching notes. Generally, the lesson was typically teacher-centred, since students were less involved in the session. However, the teacher seemed to be competent on the subject matter.

Therefore, dominant teaching strategy in that geography class was lecturing. Students were just listening and few of them were taking some notes.

Also, another geography teacher in school “D” observed applying questions and answers when he was teaching. The questions which were asked to students were so direct, and seemed to be simple to almost all the students. In other words, the questions were not made students to think critically, hence there was no room for students to construct their own understanding and knowledge.

Moreover, the Geography subject mid-year report from July to December, 2016 by School Quality Assurance Department, Eastern zone in which one of the sampled schools was involved in the report supports the same issue, as one of its parts was read as follows:

The dominant teaching method especially in inspected secondary schools was teacher-centred method. The method was applied by 75% while student-centred was by 25%. The subject teachers were advised to maintain competence based teaching approach during teaching and learning process so as to enable students to be academically competent (URT, 2016, p. 3).

During the interview with the heads of the sampled schools, it was discovered that the kind of study tours done were not effective. The head of school from school “A” gave the following story:

I can say that teachers and their students do normally go for “tour” instead of “study tour”. As a school we do not have fund for study tour, as a result students themselves under supervision of their subject teachers do organize the tours which involve all the students who are able to contribute the agreed amount of money regardless their class level. So, you may find a trip consist some form one, two, three and four students. Also, from my experience below 10% of each respective class are able to contribute for a trip. Hence, the majority who are unable to pay never go for the trip. Also, it becomes difficult for teachers to set the objectives as the trips involve different academic level of students. Therefore, they end with tour instead of study tour.

To obtain their opinions on how teaching and learning method and strategies affect performance of Geography, students and teachers were asked to indicate their level of agreement with different statements. This was tested on a five point likert scale of: “Strongly agree”, “Agree”, “No opinion”, “Disagree” and “Strongly disagree”. However, during data analysis strongly agree and agree considered as “Agree”, and “Disagree and strongly disagree” considered as “Disagree”. The results were as presented in Table 4.2 and 4.3

Table 4.2: Students' Responses on Teaching and Learning Strategies and Environment

Responses	Agreed		Disagreed		No Opinion	
	No. of students	%	No. of students	%	No. of students	%
There are too many students per classroom.	8	11.1	61	84.7	3	4.2
Students are given few exercises and homework	40	55.5	29	40.3	3	4.2
Practical teaching strategies such as study tour are not applied	52	72.2	15	20.8	5	6.9

Source: Research findings, 2017

Table 4.3: Teachers' Responses on Teaching and Learning Environment (n= 12)

Response	Agreed		Disagreed		No Opinion	
	No. of teachers	%	No. of teachers	%	No. of teachers	%
There are too many students per classroom.	5	41.7	7	58.3	-	-

Source: Research findings, 2017

From Table 4.2, it can be observed that 40 students (55.5%) agreed that the poor performance of Geography subject among students apart from other factors was due to few exercises and homework given to students. Also, 52 students (72.2%) agreed that lack of practical teaching strategies like study tour led to poor performance in Geography. On other hand, the factor of many students per class as the reason for poor performance of Geography subject among students was disagreed by both students and teachers. Then, the study revealed that 61 students (84.7%) and 7 teachers (58.3%) disagreed on the said factor (Table 4.2 and 4.3).

4.3.2 Availability and Usage of Teaching and Learning Resources

Availability and usage of teaching and learning resources are the possible factors which may affect academic performance. In this study, the researcher assessed the contribution of availability and usage of teaching and learning resources to the Geography subject performance, and the findings are presented below:

a) Availability of Teaching and Learning Resources

Basing on the teaching and learning resources as recommended in the secondary school geography syllabus of 2010, the researcher used observation checklist to check availability of the resources. Table 4.4, also Tables 4.5, and 4.6 present the findings.

Table 4.4: Print Resources

Teaching and learning resources	School A		School B		School C		School D	
	Available	No. students	Available	No. students	Available	No. students	Available	No. students
Text books	10	776	20	819	35	355	22	575
Reference books	8	776	8	819	4	355	5	575
Atlas maps	2	776	20	819	10	355	02	575

Source: Research findings, 2017

As shown in Table 4.4, the study found that the sampled schools had a very serious shortage of print resources such as Geography text books and reference books. For example, the average geography textbook-student ratio for school “A” was 1:78, school “B” was 1:41, school “C” was 1:10, and school “D” was 1:26, while the recommended book-student ratio is 1:1. The said ratio is recommended because each student is supposed to have a copy of textbook so as to enable them to study the books deeply and use them to do different assignments, and homework when they are out of normal classroom sessions. Moreover, the findings revealed that 42 students equal to 58.3% were computer illiterate.

Table 4.5: Non-Projected Resources

Teaching and learning resources	School A		School B		School C		School D	
	Available	No. students	Available	No. students	Available	No. students	Available	No. students
Graphs	Nil	776	10	819	Nil	355	Nil	575
Charts	Nil	776	4	819	Nil	355	Nil	575
Wall maps	1	776	5	819	4	355	3	575
Globes	3	776	4	819	1	355	1	575
Pictures	Nil	776	5	819	Nil	355	Nil	575
Photographs	Nil	776	4	819	Nil	355	Nil	575
Models	Nil	776	15	819	Nil	355	Nil	575
Specimen/samples	Nil	776	5	819	Nil	355	Nil	575
Surveying equipment	Nil	776	Nil	819	Nil	355	Nil	575
Stevenson Screen and its contents	Nil	776	Nil	819	Nil	355	Nil	575
Diagrams	2	776	5	819	Nil	355	Nil	575
Instruments for measuring weather	Nil	776	5	819	Nil	355	Nil	575

Source: Research findings, 2017

Table 4.5, shows that there was an acute shortage of non-projected resources in the sampled schools apart from being recommended to be used in teaching and learning process in the authorized geography syllabus of 2010. For example, none of the schools had surveying equipment, instruments for measuring weather, and Stevenson Screen and its contents.

Table 4.6: Projected Resources

Type of teaching and learning resources	School A		School B		School C		School D	
	Available	No. students	Available	No. students	Available	No. students	Available	No. students
Video cassettes and CDs	Nil	776	10	819	Nil	355	Nil	575
Camera (s)	Nil	776	Nil	819	Nil	355	Nil	575
Video tape recorders	Nil	776	Nil	819	Nil	355	Nil	575
Television	Nil	776	Nil	819	Nil	355	Nil	575

Source: Research findings, 2017

As shown in Table 4.6, the study found that apart from print resources and non-project resources, the resources such as television, relevant video tape recorders, and video cassette and Compact Discs (CDs) were not there. Hence, they were not used during teaching and learning Geography. Only school “B” had 10 video cassettes.

Moreover, to get more information on the availability of teaching and learning resources for Geography subject, students and teachers asked to rate the statements given in the questionnaires, and the response are shown in Table 4.7 and 4.8 respectively.

Table 4.7: Students’ Responses on the Availability of Geography Textbooks in their Schools (n= 72)

Response	Agree		Disagree		No Opinion	
	No. of students	%	No. of students	%	No. of students	%
There is an acute shortage of geography textbooks in the school	60	83.3	8	11.1	4	5.6

Source: Research findings, 2017

Table 4.8: Teachers’ Responses on the Availability of Teaching Resources in their Schools (n= 12)

Responses	Agreed		Disagreed		No Opinion	
	No. of teachers	%	No. of teachers	%	No. of teachers	%
There is an acute shortage of geography textbooks in the school	12	100.0	-	-	-	-
There are no relevant instruments equipment in survey for teaching Geography	11	91.7	1	8.3	-	-

Source: Research findings, 2017

As shown in Table 4.7 and 4.8, the majority 60 (83.3%) of the involved students in the study agreed that there was an acute shortage of geography textbooks in their schools while only 8 (11.1%) disagreed. However, 4 (5.6%) had no opinion on that. On the other hand, all the teachers 12 (100.0%) agreed that there was an acute shortage of geography textbooks (Table 4.8). Furthermore, 11(91.7%) of the involved teachers in the study agreed that there were no relevant instruments for teaching ‘Elementary survey as among of practical oriented topics in Geography subject. Only 1 teacher (8.3%) disagreed on that.

During reviewing documents, the Geography subject mid-year report of July to December, 2016 by School Quality Assurance Department, Eastern zone in which one of the sampled schools was involved in the report, the report highlights that: *“There was an acute shortage of Geography text and reference books in the inspected schools. The average book-student ratio was 1:50. Also, there was lack of enough teaching aids”* (URT, 2016, p.3).

b) Usage of the Available Teaching and Learning Resources

The extent to which teaching and learning resources are used in teaching and learning process affect students’ academic performance. Also, the regularity and effective use of teaching and learning resources depends on their availability and teachers’ creativity. To observe this, students through questionnaire were asked to indicate the extent geography teachers use instructional resources when teaching.

The questionnaire was translated into Kiswahili language, also the researcher explained before to the students what it meant by instructional resources. Table 4.9 presents the findings.

Table 4.9: Students' Responses on the Use of Instructional Resources among Geography Teachers (n=72)

Responses	No. of respondents	Percent
Always/often	18	25.0
Rarely	47	65.3
Never	6	8.3
Total	71	98.6
Missing	1	1.4
Total	72	100.0

Source: Research findings, 2017

As it is shown in Table 4.9, it was realized that out of 72 students from the sampled schools, only 18 students equal to 25.0% indicated that teachers were always using instructional resources when teaching. Also, 47 students equal to 65.3% recognized that instructional resources were rarely used by teachers when teaching Geography subject in their schools while 6 students that is equal to 8.3% said that teachers never use instructional resources when teaching the subject. Moreover, 1 student did not indicate anything.

In addition, through questionnaire students were asked to indicate whether they share geography textbooks or not, and if they share they had asked to specify the number of students shared a single book, the responses are shown on Table 4.10 and 4.11.

Table 4.10: Students' Responses on Geography Textbooks Sharing among Students (n=72)

Responses	No. of respondents	Percentage
Yes	57	79.2
No	15	20.8
Total	72	100.0

Source: Research findings, 2017

Table 4.11: Students Responses on Geography Textbook-Student Ratio (n=72)

Responses	No. of respondents	Percentage
Two students	4	5.6
Three students	3	4.2
Four students	6	8.3
Five students	11	15.3
More than five students	33	45.8
Total	57	79.2
Missing	15	20.8
Total	72	100.0

Source: Research findings, 2017

Table 4.10 shows that 57 (79.2%) agreed that students shared geography textbooks and 15 (20.8%) disagreed. To the question of the number of students shared a single geography textbook, 33 students equal to 45.8% said that a textbook was shared by more than five students, 11 students equal to 15.3% said that it shared by five students, 6 (8.3%) said four students, 3 (4.2%) said three students, and 4 students equal to 5.6% said that a single text book was shared by only two students (Table 4.11).

Adding more views on availability and usage of teaching and learning resources one of the heads of school from school “C” said:

The issue of teaching and learning resources especially textbooks is a big challenge in our schools. This is because according to the available directives, me as the head of school I am not responsible to buy the books. It is the task of the Central Government under the Ministry of Education to supply the resources. The case of other teaching and learning resources, teachers try to innovate, however most of them have no self-motivation on this. For example, you may find a geography teacher teaching “Soil” as a topic without even sample of the soil, hence the topic become difficult to students. We do encourage them to utilise the available local materials when teaching but it is still a big challenge. I really tell you that some teachers are rarely use teaching aids; they are not either creative or motivated to teach.

Moreover, during classroom observation which was done in all the four visited schools for the study, the researcher did not come across with any geography teacher who had teaching aids when teaching. Also, he did not observe any classroom with relevant displays, hence even classroom environment were not much attracting students to learn Geography subject.

4.3.3 Motivation for Using Recommended Teaching Method and Strategies

Motivation on teaching and learning is the possible factor which may influence academic performance. A motivated teacher may teach his or her subject more effectively including the use of relevant instructional resources when teaching. Also, students can be intrinsically motivated to learn when classroom environment is conducive for learning (Omari, 2011b).

On the issue of motivation the study revealed among 12 geography teachers who filled questionnaire, 8 that were equal to 66.7% recognized the presence of poor motivation among them in their schools. However, 3 teachers equal to 25.0% did not agree on being unmotivated while only 1 teacher equal to 8.3% had no opinion on that.

Moreover, during the interview one of the geography teachers from school “C” had this to tell:

To me I believe that unlike for other subjects, there are so many local resource materials to be used as teaching aids for Geography subject almost everywhere within and out of school compound. The challenge for us apart from individual readiness is where to keep the resources safely after being collected. The school has no geography resource room, our staffroom which of course is a partitioned classroom as you see how it is overcrowded. I remember one day I collected some rock samples and put them beside my table in the staffroom, after a month I found nothing. I did not blame anybody because they were not kept at a proper place. Therefore, I can say if the school could have geography resource room most geography teachers could be motivated to collect local instructional resources and keep them in the room ready to be used as teaching aids.

On the issue of teachers being motivated to teach another teacher from school “A” commented:

To be open I am not motivated to teach the subject effectively. I am a diploma and degree holder but my salary is low contrary to my education level, I have not been promoted for 8 years, and teaching resources for Geography subject are limited. Dear researcher, under this situation how can I keep busy myself preparing teaching aids; it is difficult, I perform what is necessary; I do enter the classroom and teach according to the situation.

In addition, on the same issue one of the interviewed geography teachers from school “D” who was also the head of geography department had the following to emphasize:

Telling the truth, lack of motivation is the basic reason for poor performance in Geography subject. The school has no geography resource room, I have never attended any in-service training and never selected for marking any National examination. The issue of being promoted is another daily song, because I have not been promoted for seven years now. I sometimes consider myself as an ignored teacher, so how can I support my subordinates in the department to teach effectively.

4.4 Teachers’ Professional Development Programmes Opportunities

Teachers’ professional development programmes are the promising factors which may manipulate academic performance among students. In this study, the researcher assessed the contribution of geography teachers’ professional development programmes on the subject performance.

Teachers through questionnaire were asked whether they had attended any in-service training related to Geography subject including professional short courses, workshop and seminar. The findings are indicated in Table 4.12

Table 4.12: Geography Teachers In-Service Training Attendance (n=12)

Responses	No. respondents	Percent
No	12	100.0
Yes	0	0

Source: Research findings, 2017

As shown in Table 4.12, all the involved geography teachers (100%) from the sampled community secondary schools indicated that they had never attended any In-Service Training (INSET) related to Geography subject.

Table 4.13: Teachers’ Opinions on Why Poor Performance in Geography Subject (n= 12)

Responses	Agreed		Disagreed		No opinion	
	No. of teachers	%	No. of teachers	%	No. of teachers	%
Classroom teachers are not involved in preparing geography programmes at curriculum development level	11	91.7	-	-	1	8.3
Some topics are very difficult to teach	11	91.7	1	8.3	-	-
Geography teachers are not competent due to lack of in-service training	9	75.0	3	25.0	-	-

Source: Research findings, 2017

Table 4.13 shows that, out of 13 geography teachers involved in the study, 11 teachers equal to 91.7% agreed that classroom geography teachers are not involved in preparing programmes at curriculum development level like being involved in syllabus changes, and the same number (11) agreed on the presence of some difficult Geography topics and subtopics to teach which was an indicator of lacking relevant professional and development, while 1 teacher equal to 8.3% had no opinion on teachers’ involvement, and another teacher (8.3%) disagreed on availability of difficulty topic. Also, 9 teachers equal to 75.0% agreed that geography teachers are not competent due to lack of in-service training.

In addition, during the interview between the researcher and some geography teachers and the head of academic departments, it was also revealed that “Elementary Survey and Map”; “Weathering”; “Erosion and Deposition by running water, ice, wind and wave action”; “Application of simple statistics; and “Introduction to research” were difficult topics and subtopic for some teachers to teach. The information was complemented by questionnaires, which also revealed the same findings as summarized in Table 4.14.

Table 4.14: Difficult Geography Subject Topics/Subtopics to Teach (n=12)

Topics/subtopics	Frequency	Percentage
Elementary Survey and Map	11	91.7
Weathering	7	58.3
Erosion and Deposition by running water, ice, wind and wave action	9	75.0
Application of simple statistics	6	50.0
Introduction to research	7	58.3
Soil	3	25.0
Climate and Natural Regions	4	33.3

Source: Research findings, 2017

From the findings Table 4.14, the more difficult Geography topics and subtopics to teach were Elementary Survey and Map; Erosion and Deposition by running water, ice, wind and wave action; Weathering; Introduction to research; and Application of simple statistics; which were mentioned by 11 91.7%, 75.0%, 58.3%, 58.3% and 50.0% respectively. On other hand, 4 teachers equal to 33.3% and 3 teachers equal to 25.0% mentioned Climate and Natural Regions, and Soil respectively as among the difficult topics.

During interview with some geography teachers from the sampled schools and the Municipal Secondary Education officer, it was discovered that most of challenges teachers face in teaching the subject was due to lack of active and sustainable teachers' professional development programmes for geography teachers. One of the geography teachers from school "D" said:

I have been teaching Geography subject since 1998, now I am experienced teacher for more than 17 years. Unfortunately, I have never attended any in-service training on Geography subject, and I do not remember if I ever come across with any geography teacher attended such kind of training. What I know, the existing training are mostly for Mathematics teachers and science subjects teachers. Also, Kiswahili and English language teachers do attend some training. So, what we do in order to cope with the geography curriculum demand is to be close to those who attend training, for example on the issues of paradigm shift whereby student-centered is emphasized. However, we get little from them because there some challenges which are specifically to Geography subject. For example,

some teachers find that some topics such as “Elementary Survey” are difficult to teach, where they can solve the challenge if not through professional capacity building.

On other hand, another geography teacher from secondary school “C” had similar views, but he added:

Our subject (means Geography) has put less priority from national level; even in Big Result Now (BRN) programme it is not considered. Something has to be done. Look, for example currently we are talking about establishment of many industries in our country, as one of strategies to be among the middle income nations. How is it possible to achieve this while ignoring Geography subject. The subject is all about environment, natural resources and the like things which are part and parcel to the concept of industrialization. To me I think the subject need special attention from the national level to school level.

On the same issue of teachers’ professional development opportunities, the Municipal Secondary Education Officer realised on the lack of in-service training for geography teachers at national, regional and district level. He said:

There is no any official professional development opportunity for geography teachers in the Municipality, and I think even at regional and national levels there is no such thing. By the way, the issue of professional development training to teachers is mostly the responsibility of the central Government under the ministry concerned. The officials normally organise and conduct in-service training to teachers basing on the observed demands and priorities. For example, up to date there are special in-service programmes for Mathematics, pure science subjects and language teachers. In addition, at district or municipal level we do not have enough budgets for conducting in-service training to geography teachers apart from the truth that they face a number of challenges.

Furthermore, one of the school quality assurers specialized in Geography subject when interviewed, had the following to tell:

As a school quality assurer, one of my responsibilities is to provide academic and professional support to teachers. We normally do this though not effectively due to the limited time and funds. During classroom observation, I do observe different aspects include students and teacher interaction, the use of teaching and learning materials, competencies demonstrated by a teacher, motivation and feedback, and innovation and feedback. For every lesson observed a teacher concerned is given feedback, and he/she is allowed to speak out about the work observed. Once I found very serious challenges on what has been observed, I take some minutes to discuss and assist the teacher accordingly, though not

intensively due to time limit. Frankly speaking, geography teachers lack organized and sustainable in-service training from us as the subject quality assurers, we do not have funds to conduct such intensive training. The situation has led most of geography teachers to be outdated on teaching and learning strategies, and others do either escape or teach partially some topics because of being difficult for them to teach.

4.5 Students' Academic Related Characteristics on Performance of Geography

Students' characteristics such as their levels of development, abilities, aspiration and interest are the potential factors which may affect their academic performance. For the sake of this study, the researcher assessed students' academic related characteristics which include their academic background in terms of medium of instruction and geography prior knowledge; their perception and interest to Geography subject; and their expectations on Geography subject.

To examine the role of students' academic related characteristics on performance of Geography subject, students and teachers asked to rate the statements given in the questionnaires, and the responses are shown in Table 4.15 and 4.16

Table 4.15: Students' Perceptions and Expectations on Geography Subject Performance (n= 72)

Responses	Agreed		Disagreed		No Opinion	
	No. of students	%	No. of students	%	No. of students	%
Poor background in English language affects students' understanding Geography	50	69.4	21	29.2	1	1.4
Students could understand Geography better if they were taught in Kiswahili	24	33.3	35	48.6	13	18.1
Most of Geography topics which are taught have no practical application in students' day to day life	4	5.6	68	94.4	-	-
Many students do not like Geography	18	25.0	42	58.3	12	16.7
Poor geography background from primary schools affects students understanding of the subject	45	62.5	22	30.6	5	6.9

Source: Research findings, 2017

Table 4.16: Teachers' Perceptions on Geography Subject Performance among Students (n= 12)

Responses	Agreed		Disagreed		No Opinion	
	No. of teachers	%	No. of teachers	%	No. of teachers	%
The geography which is taught in schools has no practical application in student future life	3	25.0	9	75.0	-	-
Students are less interested to Geography subject	3	25.0	9	75.0	-	-
Poor background in English language affects students' understanding Geography	10	83.3	2	16.7	-	-
Students could understand Geography better if they were taught in Kiswahili	2	16.7	9	75.0	1	8.3
Poor geography background from primary schools affects students understanding of the subject	7	58.3	4	33.3	1	8.3

Source: Research findings, 2017

4.5.1 Students Academic Background

Table 4.15 shows that 50 (69.4%) students agreed that poor back ground in English language among students was negatively affecting performance in Geography subject while 21 students equal to 29.2% disagreed on that, and only 1 (1.4%) student had no opinion. Moreover, 24 students equal to 33.3% agreed that students could understand better Geography subject if they were taught in Kiswahili while 35 students equal to 48.6% disagreed that students could understand better Geography subject if they were taught in Kiswahili; and 13 students equal to 18.1% had no opinion. In addition, 45 students equal to 62.5% agreed that poor geography background from primary schools was affecting student understanding of the subject while 22 students equal to 30.6% disagreed on that, and only 5 students equal to 6.9% had no opinion.

Also, Table 4.16 indicates that 10 teachers equal to 83.3% agreed that poor background in English language among students, was affecting students' understanding of Geography subject while 2 teachers equal to 16.7% disagreed. Moreover, 9 teachers equal to 75.0% disagreed on the point that students could understand Geography better if they were taught in Kiswahili.

In addition, 7 teachers equal to 83.3% agreed that poor geography background from primary schools was affecting student understanding of the subject while 4 teachers equal to 33.3% disagreed on that, and only 1 teacher equal to 5.6% had no opinion.

During interview, teachers were asked on whether students mastered English language as a medium of instruction, they responded with different views. One geography teacher from school “B” said:

Sir if you want to lose them let you teach in English from the first minute to the last minute of the lesson. In short, most of our students do not master English language, they prefer code switching. Most of them ask questions in Kiswahili instead of English, though we discourage this.

Likewise, another geography teacher from school “D” had the related views but she added:

Through my experience, I have noted that those students who came from English medium schools, though they are very few in our school, are trying their level best to speak in English when asking and answering questions in class while the rest mix both Kiswahili and English. But we encourage them to do the same.

On other hand, one of the heads of academic department from school “A” had the following to tell:

To me I believe students come with poor Geography subject background from primary schools. However, primary school teachers should not be blamed on this because the subject during standard seven national examination is not examined as independent subject, it combined with other subjects hence named as social sciences. Thus, the teachers concerned forced to teach the subject partially while in secondary school the subject is more detailed.

4.5.2 Students’ Perception and Interest to Geography Subject

Table 4.15 shows that 18 students equal to 25.5% agreed that many students dislike Geography subject while 42 students equal to 58.3% disagreed that students dislike Geography subject. Also, 9 teachers equal to 75.0% disagreed that students were less interested to Geography subject while 3 equal to 25.0% agreed on the point that students were less interested to Geography subject (Table 4.16).

During the focus group discussion the researcher asked students on whether they like Geography subject or not; one of the students from school “D” said: “I dislike

Geography subject because most of time teacher enters the class, gives us many notes without detailed explanations on them, we are also not given enough exercises, and teaching and learning materials are so limited”.

The same views were noted from another student of school “B”, but she had the following to add: *“Apart from other reasons, I personally dislike Geography because I am poor in Mathematics, and the subject has some topics which require application of mathematics skills”.*

The effect of mathematics skills on Geography subject performance was also supported by one of the geography teachers from school “A” who said that:

Students are performing poor in Geography subject they lack mathematical and drawing skills. For example, the number of students who escape Geography subject is high in form three compare to other classes, because in form three there are topics like “Application of simple statistics” and “Physical geography” which demand mathematical and drawing skills respectively. Hence, students start to lose interest to the subject.

On other hand, during the focus group discussion another student from school “A” narrated the following:

Dear researcher, what you can take from us is that most of us like Geography subject, and we are interesting. However, we do not understand some of the topics taught and we face more difficulties in topics like “Survey” and “Research”. We are just cramming for the sake of examinations.

4.5.3 Students’ Expectations on Geography Subject

Table 4.15 shows, 68 students equal to 94.4% disagreed that most Geography topics which are taught have no practical application in students’ day to day life while 4 students equal to 5.6% agreed on that. Also, from the analysis Table 4.16 it seemed that the majority, 9 teachers equal to 75.0% disagreed that Geography which is taught in schools has no practical application in students’ future life while 3 teachers equal to 25.0% agreed on that.

During focus group discussion the researcher wanted to hear from students on their expectations by studying Geography subject. He asked them if they had any expectation by studying Geography. One of the students from school “B” narrated: *“Sir, we like Geography and we have many expectations by studying Geography*

subject, the subject links a numbers of combinations such as CBG, PGB, EGM, HGL, HGL, and the like. So, if you fail Geography the chance of joining advanced level studies becomes narrowed”.

Another student from school “C” to the open-ended questionnaire commented that: “I like Geography because I am expecting to be either a geologist or pilot in future. Apart from the challenges I face, I am trying on my level best to perform better”.

4.6 Suggestions on how to Improve Students’ Performance in Ordinary Level Geography Examinations

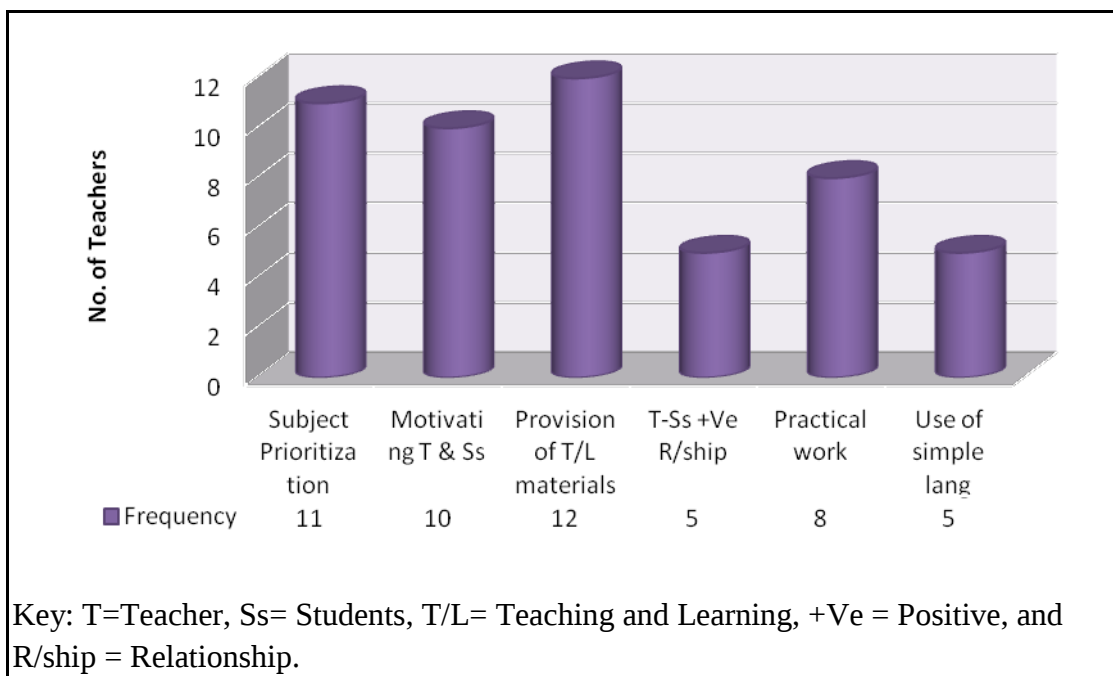
The respondents through questionnaires were asked to give their suggestions on how students’ academic performance in Geography subject can be improved. During the data analysis the researcher observed some measures proposed by the respondents assuming that if would be effectively taken and implemented the performance of Geography subject among students would be improved in Morogoro Municipality. The Table 4.17 and Figure 4.6, show measures suggested by students and teachers respectively on Geography subject performance improvement in Morogoro Municipality, followed with elaboration. The researcher decided to take those suggestions with high frequencies.

Table 4.17: Students’ Suggestions on Measures to Improve Performance in Geography (n=72)

Kind of suggestion	Responses	Percentage
Prioritisation of Geography subject like pure science subjects	52	72.2
Motivating teachers and students	47	65.3
Provision of teaching and learning materials	58	80.6
Teacher-student positive relationship	43	59.7
Learning by doing (Practical work)	39	54.2
Use of simple language when teaching	50	69.4

Source: Research findings, 2017

Figure 4.4: Teachers’ Suggestions on Measures to Improve Teachers’ Academic Performance in Geography Subject (n=12)



Source: Research findings, 2017

4.6.1 Prioritization of Geography Subject like Pure Science Subjects

Table 4.17 and Figure 4.6 show that 52 students equal to 72.2% and 11 teachers equal to 91.7% respectively suggested that there should be prioritization of Geography subject like pure science subjects.

To support this, one of the geography teachers who was also the head of department from school “C” had the following to say during interview:

As I have said before on the importance of geography subject, I suggest that in order improve performance special attention should be put on the subject from the national level to school level. By doing so, all things such supply of relevant books and provision of in-service training among geography teachers will be possible. I am sure on this; taking an example of science subjects, there are enough text and reference books, and science subject teachers attend several in-service training. This is because the subjects have special care from the policy marker officials in cooperation with the Government at large.

Also, one student from school “D” during focus group discussion suggested:

The school administration should encourage students to study Geography subject like what it does for science and Mathematics subjects. I am now a form four student, I do not remember if I have ever heard any administrator emphasize us to pay special attention on Geography subject while studying.

4.6.2 Motivating Teachers and Students

Table 4.17 and Figure 4.6 show that, 47 students equal to 65.3% and 10 teachers equal to 83.3% suggested that students and geography teachers should be motivated to learn and teach Geography subject.

During interview with one of the geography teachers from school “A”, he had the following to tell on how to generate motivation:

You cannot expect to get good harvest from infertile soil, I am assuring you researcher, if we are motivated by being given good salaries, teaching and learning materials, and being updated through in-service training, poor performance of the subject will be no longer an agenda in our school.

Moreover, one of the students from the same school (school “A”) during focus group discussion had the following to suggest: “To me I suggest that teachers should motivate us to enjoy Geography subject. I suggest this, because some of exercises we are given are not marked and the good performers in the subject examinations are not awarded. That is why some students escape geography periods”.

Furthermore, one of the interviewed geography teacher from school “C” said that: “To me as I think, lack of a reward system for geography teachers and students who excel in their performance, affects performance of the subject. Hence, I suggest that the school administration should introduce the reward system for both teachers and students”.

4.6.3 Provision of Teaching and Learning Materials

The findings as shown in Table 4.17 and Figure 4.6 indicate that, 58 students equal to 80.6% and 12 teachers equal to 100.0% suggested that for good Geography subject performance, there should be enough and relevant teaching and learning materials.

During interview with one of the heads of school from school “B”, she had the following to suggest: *“For the case of teaching and learning materials I suggest that the Government should have a budget for education which will allow the provision of adequate teaching and learning materials especially books”*.

On other hand, one of the teachers from school “C” during interview suggested that: *“For better performance in Geography subject, the provision of teaching and learning materials is unavoidable. Hence, apart from the Government, parents also should be educated on the importance of buying for their children. This is because the Government itself cannot afford this”*.

4.6.4 Teacher-Student Positive Relationship

The findings as shown in Table 4.17 and Figure 4.6 indicate that, 43 students equal to 59.7% and 5 teachers equal to 41.7% suggested that for good Geography subject performance, there should good relationship between teachers and students.

Emphasizing to good relationship between teachers and students, one of the students from school “B” during focus group discussion had the following to tell:

Sir, I think for better performance in Geography subject there should be a good relationship between teachers and students. Some geography teachers use harsh languages when teaching, this makes students to avoid asking questions. Some are not ready to help, for example ignoring making collections after a certain examination.

On the contrary, one geography teacher, who was also the head of geography department from the same school, said that:

Nowadays students are not ready to learn. We try our level best to involve them when teaching but most of them are passive, they never ask even questions. Also, when you organize remedial classes they never turn up, that is a kind of students we have. So I can generally say that they are not cooperative.

4.6.5 Learning by Doing through Practical Work

Table 4.17 and Figure 4.6 show that, 39 students equal to 54.2% and 8 teachers equal to 66.7% suggested that for geography performance improvement, teaching and learning process should be practical oriented. To this, they suggested organization of

effective study tours, enough and standard exercises, tests and quizzes, the establishment of geography resource rooms whereby students can learn practically.

4.6.6 Use of Simple Language when Teaching

Tables 4.17 and Figure 4.6 show that 50 students equal to 69.4%, and 5 teachers equal to 41.7% suggested that teachers should use simple language when teaching Geography subject to make students to understand what is taught.

Emphasising to the use of simple language, one of the students from school “D” during focus group discussion said:

The school administration should ask teachers to speak in simple English language when teaching. Some teachers have a tendency of using difficult vocabularies when teaching, at the end of the day they get negative feedback from students. I propose sometimes they should use both English and Kiswahili.

Generally, chapter four is about research findings presentation. The study revealed that the sampled schools had enough qualified and experienced teachers, the dominant teaching and learning method was teacher-centered, there were acute shortage of teaching and learning resources, teachers and students were less motivated, teachers had challenges on how to teach some topics such as Elementary survey and Application of simple statistics, there were no geography teachers’ professional development programmes, students were not good in English language as a medium of instruction, and geography syllabus said to be overloaded. The next chapter discusses the mentioned research findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter deals with discussion of findings obtained from the respondents on the factors influencing students' poor performance in Geography subject in Tanzania, the case of community secondary schools in Morogoro Municipality. The researcher selected four community secondary schools from the municipal basing on the level of the subject performance in FTNA Geography subject results for five years from 2011 to 2015, the results which were not good. So, *why students were not well performing in Geography subject*, was the basic question to the researcher. The analysis of data was done accordingly.

5.2 Discussion of the Findings

According to Msabila and Nalaila (2013) discussion of findings is the section whereby a researcher is given a chance to demonstrate exactly what he or she knows about the topic by interpreting his or her findings and outlining what they mean. This implies that the discussion should base on the research findings in relation to research objectives and the existing understandings.

The presentation of findings and data analysis on factors influencing students' poor performance in Geography subject particularly to the community secondary schools has shown in chapter four. The same to chapter four, in this chapter the discussion was guided by the objectives of the study.

5.2.1 Teaching and Learning Methodologies Used

Teaching and learning methodologies are the possible factors which may influence students' academic performance. Tonne, Popham and Freeman (1998) argues that geography teachers in secondary schools face challenges in the use of instructional media in teaching Geography, to them the challenges range from the teaching methods, the teaching resources, their availability and the managerial support.

Therefore, in this part the researcher assessed the teaching and learning methodologies used, as the possible factor influencing students' poor performance in Geography subject. On teaching and learning methodologies used in teaching and learning Geography subject, several opinions were given by geography teachers, students, heads of sampled schools, heads of academic department in sampled schools, the Municipal Secondary Education Officer, and the School Quality Assurers. Generally, the findings of the study revealed that teaching and learning methodologies used in teaching and learning process in the sampled schools were influencing students' poor performance in Geography.

The discussion on this objective has been done through the guidance of the related headings, namely as teaching and learning strategies used, availability and usage of teaching and learning resources, and motivation for using the recommended teaching method and strategies as follows:

a) Teaching and Learning Method and Strategies Used

The study revealed that teaching and learning method and strategies used by teachers were not encouraging students to perform well in the subject. The process was dominated by teacher-centred whereby lecturing, and questions and answers strategies were highly applied, as they were reported by 53 students equal to (73.6%) and 42(58.3%) respectively. Also, during interview one of the teachers from school "A" quoted as follows: *"... The mostly used teaching and learning strategies are questions and answers, and lecturing. Pure participatory method is difficult to apply due to lack of teaching and learning materials, for example I have only one textbook for the class I teach..."*

The series of active interactions which aimed at enhancing active learning students as the focus of constructivist view of learning and as it is suggested in the Geography syllabus of 2010 was so limited. This was a big challenge because the sampled schools had enough qualified and experienced geography teachers, and the average teaching load per week was below the suggested minimum which is 24 periods per week (URT, 2007). This was contrary to the researcher's pre-assumption that having few periods to teach teachers were able to teach the subject more effectively.

Also, practical oriented teaching and learning strategies including study tour were rarely applied. The lack of exposure to areas with geographical features through study tour was observed to be another major factors affecting Geography subject performance. The source of the problem based on financial constraint as the schools had no budget for that, poor creativity of some geography teachers, and parents poor understanding of the importance of study tours. The existed study tours were initiated by students since it was demanding them to carry all the costs for the trip. This means those students who were unable to contribute were not qualified for the trip, and the findings revealed that the majority were not able to contribute. This also was noted to be a big challenge for subject teachers to plan for effective study tour due to the fact that a single trip involved few different students from different classes.

The findings are in line with Rupia (2007), in her poor students' performance in Geography examinations in Tanzania; an enquiry into a possible role of the teacher methods in selected advanced level secondary school. She found that there were deficiency in application of teaching methods, little supply and use of teaching and learning resources, weakness in instructional planning, and poor involvement of students in independent project work things which led to poor students performance in Geography.

The findings of the two studies relates in the sense that they show how teaching and learning method and strategies affect academic performance apart from being done in different levels of education. The use of less participatory approach such as lecturing to ordinary secondary school students has more negative effect on performance to the students than for advanced level students. That is why the performance of Geography in sampled schools was not good. Lack of effective study tours and other guided practical oriented teaching and learning strategies in the sampled schools noted to be contrary to what Vygotsky (1978) suggests through his concept of ZPD that in organising classroom activities, instruction should be planned to provide practice in the zone of proximal development for individual students or for groups of students. This implies that for effective and meaningful learning, geography curriculum

implementation should focus much on guided interaction between learners and learning tasks since learners learn much through interaction.

Emphasising on participatory, Dewey (1938) and Vygotsky (1978) say that classroom interaction is one of the important aspects for effective and meaningful classroom practices, hence effective learning. Also, D'Angelo et al. add that constructivist pedagogy proposes that instruction must take students' prior idea, experiences, and knowledge into account while providing opportunities for students for student to construct new understanding. Based on the findings it could mean that students were performing poor in Geography subject due to the teaching method and strategies applied by teachers as the dominated teaching method was teacher-centred. This is also supported by URT (2014a) that:

Since 2005 the curriculum has changed from content into competence based approach...However, the changes were done without involving effectively education stakeholders such as classroom teachers, students, parents, and school quality assurers...As a result teachers teach without following teaching techniques and procedures of the current curriculum(URT,2014a, p.27-28).

According to the case studied, the concept of learning by doing in teaching Geography subject as it is suggested by Dewey (1938) was less emphasised. For example, the findings revealed that none of the schools had indicated practical sessions in the master timetables, as they were for pure science subjects. Also, nowhere in the school calendars it was planned for geography study tours. This indicated less priority put to the subject, hence poor subject performance.

Moreover, among the four visited schools for the study, only one had geography resource room, however it was not equipped. It had just some rock samples and wall maps. This study demonstrated the need for teachers' understanding and practice learner-centred teaching. Classroom should be an atmosphere of inquiry and discovery, with emphasis on problem solving and reflective critical thinking, rather than a mere coverage of subject matter (Viswanathappa and Jangaiah, 2008). Therefore, according to the findings teaching and learning method and strategies

applied in the sampled community secondary schools in Morogoro Municipality were negatively affecting performance of Geography subject among students.

b) Availability and Usage of Teaching and Learning Resources

Teaching and learning resources should be available and used so as to make teaching interesting, concrete and effective. According to the findings of this study, the sampled schools had an acute shortage of teaching and learning resources. For example, the geography textbook - student ratio for school “A” was 1:78, school “B” was 1:48, school “C” was 1:10 and school “D” was 1:26 while the standard and advised book-student ratio is 1:1 (URT, 2014a, p.31). This implies that students were depending much on teachers’ notes, thing which limited their ability to construct their own knowledge for the meaningful learning as the constructivist view of learning suggests. Teachers were supposed to write summary of the subject on the chalkboards, hence they became source of almost all what students were required to be learnt in Geography subject that hinders divergent thinking as it is recommended by constructivists.

Findings show that 42 students equal to 58.3% were computer illiterate; that mean they could not search geography materials from the internet. Also, those who were computer literate could not do the same because the sampled schools had neither computer sets nor computer internet services. Therefore, unavailability and inadequacy of print resources affected negatively the performance of Geography subject among students. Thus, the responsible authorities in cooperation with other education stakeholders should provide the lacking print resources so as to improve the subject performance.

Moreover, the study revealed that geography teachers in the sampled schools had no tendency of using the available teaching and learning resources and most of them were not innovative. Apart from the available teaching and learning local materials such as rock samples and soil, teachers were less utilising the resources due to lack of creative in thinking.

Projected resources such as audio and audio-visual resources are very significant for teaching and learning. In other words, they can supplement the work of teacher. This is also supported by Jacobson, et al. (1989) who say that a good classroom manager uses audio-visual and other resources to make lessons interesting by presenting subject matter in a vital and enthusiastic manner. As the findings shown, the visited schools had no these projected resources. For instance, with the exception of one of the schools which had 10 video cassettes, none of the schools had any projected resources such as video cassettes and CDs, video tape recorders and television

This implies that the work of geography teachers in the schools was made difficult due to the lack of those teaching aids. Students cannot be easy to create a permanent mark in their mind on what they learn. So they end up with poor performance in Geography subject as the situation affects negatively the subject performance.

Apart from print and projected resources, other commonly resources used in teaching and learning Geography subject are non-projected resources. Regardless their usefulness in Geography subject teaching and learning, the findings revealed that non-projected resources such as wall maps, globes and instruments for measuring weather were so limited in the visited schools. Also, none of the schools were found with surveying equipment and Stevenson Screen and its contents. Hence, this could be taken as among of the factors affecting performance of Geography among students in the sampled schools. Here the question was *how could a teacher teach topics like “Elementary survey” and “Weather” effectively without the relevant equipment?* Students were made to cram, which led to poor understanding of the subject concepts, then poor performance.

The findings match with the study done in Kenya by Ng’eno (2015) found in his study on challenges facing effective use of Geography instructional resources by teachers in public secondary schools, Bureti sub-county public secondary schools. He found that the schools lacked instructional materials such as geography textbooks and maps which contributed to poor performance. Also, According to the World Bank (2001) teaching and learning materials or resources are critical ingredient in learning that the intended curriculum cannot be easily implemented without them.

The findings therefore revealed that, shortage and irregular use of teaching and learning materials influenced students' poor performance in Geography subject.

This implies that for effective teaching and learning which lead to good academic performance, geography teachers in cooperation with school administration and the Government at large should ensure the availability and usage of teaching and learning materials.

c) Motivation for Using the Recommended Teaching Method and Strategies

Motivation is a general psychological term used to explain behaviour initiated by needs and directed toward a goal (Omari, 2011a). The findings of the study revealed that both geography teachers and students were less motivated to use the recommended teaching and learning method and strategies. Out of 12 geography teachers, 8 teachers that are equal to 66.7% recognised that they were less motivated to teach the subject. This implies that being poor motivated, geography teachers tend either to prepare poor lessons or not to prepare them at all. They just enter the classrooms and teach according to their experience. This also had been verified by one of the teachers who quoted as follows:

... I am not motivated to teach the subject effectively. I am a diploma and degree holder but my salary is low contrary to my education level, teaching resources for Geography subject are limited and I have not been promoted for 8 years. ... Under this situation how can I keep busy myself preparing teaching aids; it is difficult, I perform what is necessary; I do enter the classroom and teach according to the situation.

This implies that to enable effective use of the recommended teaching methods and strategies which are all about participatory approach, the school owner (Government) should motivate teachers. The teaching and learning environment should be created in such a way that teachers feel self motivated to practice their professionalism. For that matter, motivation to teachers should range from salaries and other fringe benefits to living and teaching environments. Lipumba (1984) argues that teachers in Tanzania perform their duties under enormous hardships, basic necessities are not available and the few that are available are very expensive. The same applied the friendly teaching environment such as availability of textbooks, awarding system for

higher achievers, and good teacher-student relationship do motivate student to learn. The visited schools for the study had limited environment for learning which resulted in poor performance in Geography subject.

Other factors on teaching and learning methodologies pointed out by different respondents during interview and focus group discussions include lack of geography resource rooms; poor teacher-student relationship; overcrowdings of the geography syllabus compared to time allocated; lack of seriousness on study among students; and provision of inadequate exercises and tests.

5.2.2 Teachers' Professional Development Programmes Opportunities

According to the findings of this study, the un-involvement of geography subject classroom teachers in preparation of geography programmes at curriculum development level was observed to be among of the major factors influenced students' poor performance in the subject. Classroom teachers were just given what to teach and sometimes how to teach what has been prepared already. They were not given a room to suggest on syllabus modifications and changes instead they were just informed the changes.

In other words, modifications and changes in geography syllabus were noted to be the factor influenced poor performance of Geography subject among students. The implementation of the 2010 geography syllabus was reported to be a challenge because it is based on student-centred while the teachers were not prepared for the targeted teaching and learning approach. This led to most of them to teach by using old teaching method referred as teacher-centred. The method affected performance of Geography subject because it has no room for making students to think divergently hence competent to tackle examination questions which were constructed basing on competence measurement.

Besides different understanding levels among teachers, the findings revealed that the subject had some difficult topics and subtopics for teachers to teach. For that matter, it was recognised that topics and subtopics such as Elementary survey and map; Weathering; Erosion and deposition by running water, ice, wind and wave action;

Application of simple statistics; and introduction to research were either taught partially or skipped by some teachers. The source of this problem apart from individual teachers' education background was seen to be due to lack of in-service training which could either minimise or clear the problem. The findings also concur with NECTA (2014), that the poorly performed questions in CSEE- 2013 are those which constructed from the topics of application to statistics, map reading and interpretations, and elementary survey and map making.

Also, the findings on teachers' professional development are supported Sumra and Rajani (2006) who conclude that:

Tanzanian teachers when in classroom most teach using rote techniques-requiring pupils to copy and repeat notes on the board. ...Yet these same schools have many teachers that appear qualified on paper, and may pass school inspections that fail to capture these sorts of concerns. ... Therefore, there is an urgent need to strengthen the standards of teaching in both primary and secondary schools, and bring back the respect of the profession. ... Teacher training, both pre-service and in-service, needs to be focused on the sort of teacher competence attribute (p.4.)

Apart from the importance of professional development among teachers and availability of supportive documents for being established, the findings revealed that there was no any sustainable geography teachers' professional development programme. The more persistent in-service training programmes according to the findings were those for Mathematics, Biology, Chemistry and Physics teachers (URT, 2014b). Garret (1990) argues that lack of financial or professional incentives may render teachers to presume a minimum professional zeal towards curriculum implementation.

The findings imply that lack of geography teachers' professional development was among of the factors influencing students' poor performance in Geography subject, because most teachers were teaching according to their experience as they were not even updated on the changes of the syllabus. Most of geography teachers had a big gap on both pedagogy and content. Teachers' mastery of subject matter is normally

observed in three ways which are knowledge of content, knowledge of pedagogical content, and general knowledge on pedagogy (Eggen and Kauchak, 2001).

The findings also were in line with Malasusa (2000) on factors influencing poor performance in Geography certificate of secondary education examinations in Tanzania, a case of Dar es salaam and Mbeya regions who found that apart from other factors decline of geography performance in CSEE was due to inadequacy of competencies and skills among geography teachers. The findings for both two studies were similar the only different is that each study was conducted in a different location, also the previous study based on all ordinary secondary schools in the specified area while this study was specifically on community secondary schools in Morogoro Municipality.

Knowledge construction among learners is more likely to take place when teachers are competent enough to provide sufficient opportunities for learners to share their experiences connecting with the subject matter, hence creating new understanding of the concepts, ideas and principles (Fosnot, 1996). This implies that teachers have to be trained either during pre or in-service in such a way that they can utilise learners' prior knowledge as a fundamental part of learning, hence good academic performance.

Egbo (2011) summarises on necessity of professional development that in-service and continuous professional development for teachers programmes are very useful because if they are well conducted, enhance teachers on: using local materials to support teaching; integrating technology across the curriculum; learner-centred approaches to teaching and learning, for example experiential and inquiry learning and critical pedagogy; teaching for sustainability; effective classroom management; and strategies for upholding the standards of the profession. This implies that professional development programmes for geography teachers should be established and conducted basing on specific areas of demand. Teachers could have either content or pedagogical gaps in teaching process; hence the training should fill the

identified gaps, and by doing so academic performance could be improved among students.

Therefore, it was concluded that geography teachers had both pedagogy and content gaps as they were not able to teach some topics and subtopics effectively; this agreement has been taken as one of the factors for poor performance of Geography subject in Morogoro Municipality among students. The factor was associated with the lack of in-service training to geography teachers which could minimise or clear the problem.

5.2.3 Students' Academic Related Characteristics

There are a number of students' academic related characteristics which have a possibility of affecting students' performance in a particular subject. This study examined only three related aspects, include students academic background in terms of the medium of instruction and prior knowledge on Geography subject, their perceptions and interest to Geography subject, and their expectations by studying Geography subject. Therefore, the discussion below had been made basing on the mentioned aspects.

a) Students Academic Background

Students poor background in English language was marked as among the factors affected negatively Geography subject performance among students. The problem was more serious for form two students compared to form three and four. Many Form two students were unable to understand exactly what teachers were teaching when teach in English language only without mixing with Kiswahili. This proved that students joined secondary education with poor English language background. According to the education policy of 1995 and 2014, the medium of instruction for public primary education is Kiswahili while in Secondary education English language is used as the medium of instruction. This means that in primary schools all the subjects with exception of English language subject are taught in Kiswahili. So, once they join secondary schools they are forced to learn all the subjects in English language except Kiswahili subject. The use of English as a medium of instruction

acted as a barrier to students to cope with the subject demands at secondary education.

Sharing their experience regarding English as the medium of instruction in secondary education, Sumra and Rajani (2006) asserted:

Tanzania has a peculiar arrangement whereby the medium of instruction in primary level is in Kiswahili before it abruptly switches to English at the secondary level. The idea is that pupils will become fluent in English at the primary level, and therefore have competence to deal with this 'more international' language at the secondary level. The actual fact, as any observer of public schools can tell us, is quite different. The vast majority of public school leavers develop little confidence in English and many cannot string together a simple paragraph. Consequently, they are unable to follow what is taught or written in English in secondary school, and this contributes to poor learning. Concurrently, there is the emergence of an elite class that sends its children to private schools in English, whose costs are too prohibitive for most, and whose impact is likely to exacerbate social inequalities (p.6).

Therefore, English language as a medium of instruction was among of the factors observed to affect teaching and learning process. The findings revealed that the students in sampled schools had limited competency in use of English language. This led to classroom communication between teachers and students to be difficult. Some geography teachers were trying to use both Kiswahili and English language though it is not advisable. The consequence to this was massive inactive students in teaching and learning process in Geography classes, hence poor involvement in the construction of knowledge.

The findings are in line with Mosha (2014) in her study on factors affecting students' performance in English language in Zanzibar rural and urban secondary schools. She found that students were performing poor in English language due to under-qualified and trained teachers in schools who were incompetent, irregular use of English language at school, and students' poor classroom environment for learning, and limited home support environment. Those findings by Mosha explain the possible reasons for students' poor background in English language which result in poor academic performance in the community secondary schools since the language is the medium of instruction in the schools.

The influence of language in learning is highly supported by Vygotsky (1962) that language plays critical roles in cognitive development as it is the main means by which adults transmit information to children and language itself becomes a very powerful tool of intellectual adaptation. He suggests that people learn with meaning and personal significance in mind, not just through attention to facts. This implies that if students are not conversant with English language as medium of instruction it become difficult for them to attempt meaningful learning. Thus due to poor conversant with the medium of instruction, students in the visited schools failed to internalize geographical concepts and ideas, hence poor performance in the subject.

b) Students' Perception and Interest to Geography Subject

Application of mathematical and drawing skills in Geography subject was among the major factors led to poor performance in Geography subject among students. According to the findings, some students observed to be less interested to Geography subject due to the perceptions that some topics and subtopics of Geography demand application of mathematical and drawing skills while they were less competent on those skills. Uwezo (2010) also had similar findings that children in Tanzania learned very little, so that, by their final year of primary school education, many did not have and could not demonstrate basic skills in literacy and numeracy.

Lack of the mentioned skills resulted in poor performance of the subject among students. However, most of students were interested in Geography subject, and they had positive perception apart from the challenges they faced while studying the subject.

The findings are in line with King'aru (2014) on the study on factors for poor performance of science subject, a case of secondary schools in Kawe division, Kinondoni Municipality. Apart from other factors he found that poor performance in science subjects were due to negative attitude towards to science subjects among students. The given reason has considered as similar to what the current study had observed because Geography subject is a branch of science, it shares some concepts with pure science subjects. For example, among of the objectives of teaching Geography subject in Tanzanian secondary schools is to enable student to develop

methods of observation, measuring and recording, conducting research, and interpreting the phenomena (URT, 2010). So, once students had negative attitude to pure science subjects, it implies the same for Geography subjects.

Emphasising on the contribution of students interest on academic performance, Dewey (1938) argues that education should work with students' current understanding, taking into account their prior ideas and interests. Also, Gibbs (1995) suggests that for effective teaching and learning learner must be highly responsible for his or her learning. Jia (2010) adds that learning process of knowledge is also the construction process whereby students are the main body of learning activity while teachers are the helpers and drivers for students constructing knowledge. This implies that teaching and learning environment should be friendly for students to practice their perceptions and interests which could lead to good academic performance.

As the research results shown, many students had positive interest to Geography subject, but they failed to perform well due to unfriendly teaching and learning environment. This was contrary to Glasser (1988) who argues that students who are interested in what they are learning are motivated to pursue learning experiences of ever-increasing complicity and difficulty. Other students did not perform well in the subject due to wrong perception that the subject was difficult as it involves mathematical and drawing skills.

c) Students' Expectations on Geography Subject

Students' expectations on Geography subject is among the possible factors affecting academic performance. In this study, the researcher assessed the contribution of students' expectations on Geography subject on the subject performance. The findings revealed that students had high expectations on Geography subject. The challenges which hindered their expectations was teaching and learning environment which was not favourable for them to meet their expectations. For example one of the involved students in the study commented the following: *"I like Geography because I am expecting to be either a geologist or pilot in future. Apart from the challenges I face, I am trying on my level best to perform better"*.

In addition, during the focus group discussions, it was observed that students were expecting to go on with advanced level after completion of ordinary level secondary education. But since they were not performing well in Geography subject, the subject that links a number of combinations such EGM, CBG, PGM, HGE, HGL and HGK as for advanced level their dreams were in dilemma. This implies that the students' expectations were negatively affected by unfavourably teaching and learning environment in the schools which led to poor students' academic performance in Geography subject.

5.2.4 Measures for Improvement of Students' Performance in Ordinary Level Geography Examinations

To improve students' performance in ordinary level geography examinations, the respondents gave several suggestions. Some of the suggestions are within the control of schools, but others need to be acted up on by the ministry concerned and its organs. The researcher had decided to discuss the measures which seemed to be more useful for Geography subject performance improvement as follows:

a) Prioritization of Geography Subject like Pure Science Subjects

Like pure science subjects, Geography subject was suggested by 52(72.8%) students and 11(91.7%) teachers to be given special priority from national to school levels as it is inter-discipline subject. The findings revealed that apart from its uniqueness, Geography subject was less promoted. There was no any in-service training programme for geography teachers, the teachers were not aware about the modern ways of teaching, and some of them were skipping some topics since they seemed to be difficult for them to teach; they were teaching according to their experiences. The schools had no geography resource rooms; with exception of the one in one of the visited schools, this led to minimise the possibility of students to learn by doing. Therefore, the subject should be given a priority by establishing sustainable in-service training programmes for geography teachers, and making geography resource rooms as compulsory building for all schools.

This will lead to effective teaching and learning which results in competent graduates in Geography. Having competent geography graduates, will enable the nation to have more experts such as environmentalists, geologists, land surveyors and demographers who are important people for socio-economic development, hence to meet the nation current plan of becoming the middle economy nation by 2025.

b) Motivating Teachers and Students

The findings revealed that for better performance of Geography subject there should be motivation mechanisms for both geography teachers and students. Motivation mechanisms for geography teachers can be things like provision of transport allowances, awarding system for best geography teachers, offered them relevant seminars, workshops, and other related in-service training. Also, for students they suggested that they should be motivated through establishment of geography clubs, provision of awards or prizes to the good performers, encouraging them to study the subject effectively. This is in line with Omari (2011a) who suggests that students are highly motivated to learn when they are given choices, become absorbed in challenges that match their skills and receive rewards that have informational value.

It implies that for good academic performance students should be motivated by not only introducing reward system for them but also be given a chance to practise prior knowledge and skills to overcome academic challenges. In other words, teaching and learning should be student-centred as it is suggested by constructivists. Also, involvement of parents and community as a whole in the school affairs should be more enhanced to create a motivating learning environment for the students.

c) Provision of Teaching and Learning Materials

The study revealed that there should be provision of enough and relevant teaching and learning materials for enabling students to perform well in Geography subject. To achieve this they suggested that the Government should come up with education budget which can allow the provision of adequate teaching and learning materials. Also, the parents were suggested to be direct involved in ensuring the availability of teaching and learning materials. The provision of teaching and learning materials is

in line with the World Bank (2001) emphasises that the intended curriculum cannot be easily completed if there is no supply and use of teaching and learning materials.

d) Learning by Doing through Practical Work

Some geography topics and subtopics such as Elementary survey, Introduction to research, Application of simple statistics, Map and photography interpretation are practical in nature. The findings revealed that, teaching and learning Geography subject was mainly theoretically done. Based on this situation 39 students equal to 54.2% and 8 geography teachers equal to 66.7% suggested that there should be a friendly teaching and learning environment which will enable students to learn by doing through practical work. This will be possible if there will be adequate supply of teaching and learning resources in the schools. Also, each school should have a geography resource room.

e) Use of Simple English Language when Teaching

English language as the medium of instruction in Geography subject acted as an obstacle students' understanding of the Geography subject concepts. To minimise the problem, the findings revealed that 50 students equal to 69.4%, and 5 teachers equal to 41.7% suggested that, during teaching and learning process teachers should use simple English language so as to make students understand what is being taught. They believed that by doing so, student will capture what is aimed to them as per lesson. Therefore, the aim is not to change the medium of instruction but to choose vocabulary and geographical terms according to academic level of students when teaching. Apart from that there is a need to establish active English speaking campaign including regular English debates from class level to school and beyond school level.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter is about summary and conclusion of the findings of this study. It also includes recommendations pertaining to the factors for students' poor performance in Geography subject in Morogoro Municipal community secondary schools.

6.2 Summary of the Study

The main purpose of the study was to investigate factors for students' poor performance in Geography subject in Tanzania, a case of Morogoro Municipal community secondary schools. Also, to collect respondents' suggestions on how to improve students' performance in ordinary level Geography subject examinations.

To achieve the purpose, questionnaires supplemented by interview, focus group discussions, and personal observation were used to collect data on the factors influencing students' poor performance in Geography subject. The respondents also gave suggestions on how to overcome the factors which seemed to be most outstanding ones.

Both quantitative and qualitative data were collected. The quantitative data were analysed through Software Package for Social Sciences (SPSS version 20) which gave descriptive statistics; while content analysis and interpretation were applied for qualitative data.

Generally, the findings of the study revealed that there were many factors influencing students' poor performance in Geography subject in Morogoro Municipal community secondary schools, and the results summary had made as per researcher objectives as follows:

The first objective was to assess teaching and learning methodologies used in teaching and learning Geography subject. Under this the findings revealed that, the dominant teaching and learning method used by geography teachers was teacher-

centred. The teachers were using less participatory teaching and learning strategies especially lecturing, and questions and answers. The schools had an acute shortage of teaching and learning resources such as Geography textbooks, and weather and survey instrument. Students were less exposure to areas with geographical features through educational trips. Also, unwillingness use of the available instructional materials among teachers was observed. Other factors pointed out include lack of geography resource rooms; poor teacher-student relationship; overcrowdings of the geography syllabus compared to time allocated; and provision of inadequate exercises and tests.

The second objective was to assess teachers' professional development opportunities in teaching Geography subject. The findings revealed that there was no any sustainable teachers' professional development programme for geography teachers from national to district levels. For that matter, none of in- service training (seminars and workshops) which were established and organized to orient geography teachers on syllabus content and pedagogical gaps they had. As a result most of them were teaching according to their experiences. Teachers noted to have both pedagogy and content gaps which led to ineffective teaching of some topics such as Elementary survey and map, Introduction to research, and Application of simple statistics.

The third objective was to examine the role of students' academic related characteristics on performance of Geography subject. The study found that, the students' academic characteristics which were influencing students' poor performance in Geography subject in the sampled schools were: poor students' background in English language; and poor mathematical and drawing skills. Other factors were lack of geography clubs; and lack of awarding system to the good performers which could raise students' interests to Geography subject.

The fourth objective of the study was to collect suggestions from the respondents on how to improve students' performance in ordinary level Geography examinations. According to the findings the respondents generally proposed that there is a need of improving students' performance in Geography subject in community secondary schools by taking some active measures. The measures were directed to be taken by

educational policy makers, educational donors, the Ministry of Education, Science and Technology (MoEST), and its organs.

The suggested measures by the respondents includes prioritisation of Geography subject like pure science subjects, motivation to both teachers and students, provision of teaching and learning materials, teacher-student positive relationship, learning by doing through practical work, and the use of simple English language during teaching and learning process. Both respondents and researcher believe that, if all the mentioned measures taken and well implemented, academic performance of Geography subject among students in community secondary schools would be improved. This will also enable increasing number of graduates who specialised on Geography subject related fields, the fields which are very potential for the nation socio-economic development.

6.3 Conclusion

To achieve and maintain the nation aspirations of development vision 2025 as well as Millennium Development Goals (MDGs) which all aimed at reducing poverty, hunger, disease, illiteracy, environmental degradation and discriminations by 2025, and the current move of establishing various industries in the nation for socio-economic development, Geography subject should not be ignored. Therefore, the persistence of poor academic performance in Geography subject among students in Tanzanian community secondary schools need researchers efforts which can help to analyse some factors which lead to the situation.

The research findings found that there were factors influenced students' poor performance in Geography subject in Morogoro Municipal community secondary schools. The findings revealed that there was little special attention to Geography subject. Geography teachers had both content and pedagogical gaps but there were no any professional development programme for them at all the administrative levels. Availability of teaching and learning resources was also a big challenge. Moreover, poor mathematical and drawing skills, poor English background among students, and lack of motivation for teachers and students were other factors noted for poor academic performance in Geography subject. Some of these factors were

beyond to teachers and students control; however the possibility for them to be solved was there.

Thus, it is the responsibility of educational administrators from school level to national level and educational donors to ensure that the factors are minimised or totally solved. The administrators should give high priority to the subject by making sure that, teaching and learning resources are available at a standard ratio; they should also make sure that geography teachers have relevant and sustainable in-service training programmes to attend for promoting their teaching skills of Geography subject.

6.4 Policy Recommendations

The study provides the recommendations basing on the discussion of the findings and conclusions as follows:

- i. The Ministry of Education, Science and Technology (MoEST) in co-operation with TIE should urgently, review Geography syllabus of 2010 and balance between the syllabus content and the number of periods required to cover the syllabus. Special attention should be on form II and III whereby the syllabus content noted to be too long to cover within a year. Teaching was done in rush due to the fact that the syllabus noted to be too long in relation to the time allocated. The balance between what should be taught and the number of periods suggested will help teachers to teach each topic effectively.
- ii. MoEST in cooperation with Prime Minister's Office - Regional Administration and Local Government (PMO-RALG) and TIE should establish and conduct local and national teachers' professional development programmes for Geography subject teachers, in which teachers' syllabus content and pedagogical gaps they have will be cleared. For example, in-service seminars and workshops should be organized to orient teacher to competence-based teaching and learning. This will enable teachers to be familiar and practice modern teaching, and able to teach all the topics as they are allocated in the syllabus without escaping some of them.

- iii. MoEST in cooperation with TIE should ensure that curriculum changes and modifications go hand in hand with teacher preparation to keep teacher abreast with them. This will simplify the geography curriculum implementation among classroom teachers.
- iv. Teachers should adhere to teaching ethics when performing their duties. This includes preparation and use of essential teaching materials, consistent and thorough completion of the subject syllabus and creating positive relationship with their students. This will encourage a meaningful teaching and learning, hence good performance of Geography subject.
- v. The administrators should value the work of teachers by providing them with better living and working conditions. This could in turn raise teachers' morale in their work, and hence increase the standard of achievement in the subject. Also, teaching and learning environment should be created in such a way that it motivates students to study Geography.
- vi. Efforts should be made to improve students' mastery of the English language as a medium of instruction. This can be done through using simple English language when teaching, encouraging active Form one English orientation courses, English speaking campaign at school and English Oral Fluency Competition. This is very important to consider because there is no way how students can cope with the subject content while he/she is shallow in the medium of instruction.
- vii. The school quality assurers' inspection Geography subject report recommendations should be seriously noted and implemented accordingly by the responsible educational stakeholders. This will help to improve the academic performance of the subject since the school quality assurers are specialised to the subject, and their recommendations base on what they observe directly from the field.
- viii. Teachers should employ highly participatory method and strategies like group discussion, field work, simple research and demonstration when teaching to enable students to be creative, hence competent in the subject. Also, notes and exercises given to students should provoke critical thinking than mere

copying from chalkboard or text. Moreover, students should be given several practical assignments and exercises based on the topics concern which demand application of mathematical and drawing skills. To make this more applicable geography resource rooms should be compulsory for each school. This will help students to learn by doing and think critically, hence be more competent on subject matter.

- ix. Lack of teaching and learning resources such as geography text and reference books and other resources like maps, photographs, globes, survey apparatus, and models, affected teaching and learning activities of Geography subject in sampled schools. Therefore, the Government at large in cooperation with parents should ensure the availability of adequate teaching and learning resources for Geography subject in the schools. This will promote creativity through doing more practices among students.
- x. School quality assurers in cooperation with school administrators should develop positive attitudes to teachers towards the use of instructional materials for their students when teaching. This will help them to teach effectively, thus good academic performance among students.

6.5 Suggestions for Further Research

The study was conducted in Morogoro Municipal community secondary schools to investigate factors for students' poor performance in Geography subject. The research therefore recommends that:

- i. The same study needs to be conducted in non-government secondary schools to observe whether the findings are of similar.
- ii. There is a need to carry out a study to find out which gender (boys/girls) perform more badly in geography subject examinations.
- iii. Since the findings of this study which involved only 4 community secondary schools cannot be generalized to other schools, it is recommended to carry out another research employing survey design involving a large sample in order to establish the magnitude of the problem, so as to be able to generalize the findings.

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APPENDICES

APPENDIX IA

STUDENTS' QUESTIONNAIRE

My name is Fidelis Mwesiga, a student at Mzumbe University (MU). I am conducting a study on **“Factors influencing students’ poor performance in Geography subject in Tanzania; a case of community secondary schools in Morogoro Municipality”**. This research is purely for academic purpose. It is a partial of fulfilment of the requirements for Award of Master’s degree in Education (MAED) of Mzumbe University. Your information will remain confidential, thus even your name is not asked anywhere in the questionnaire.

The success of the research depends on heavily your willingness to cooperate by providing correct and objective answers. I look forward to receive your cooperation. Thank you.

The questionnaire contains structured questions which have several answers and unstructured questions that you will answer by either putting a **tick (√)** against the choice you have made or by writing your response in the space provided. The questionnaire is intended to collect different opinions on the factors influencing students’ poor performance in Geography subject. Your opinions will help in improving performance Geography subject.

PART A: Demographic Information

1. Name of your school
2. What is your gender? Male [☐] Female [☐]
3. Which form are you? Form two [☐] Form three [☐] Form four [☐]

PART B: Teaching and Learning Methodologies

4. (a) Do you share geography textbooks with your fellow students?

Yes [] No []

- (b) If yes, how many students share one textbook?

.....

Two students [] Three students [] Four students [] Five students [] More than five students []

- (c) How many marks or which grade you scored in the annual geography examination of 2016 or FTNA (2016)?

5. (a) To what extent do teachers use the following teaching strategies in teaching Geography? Tick (✓) your best response for **each of the teaching strategy**.

Teaching strategy	Always	Often	Rarely	Never
Lecturing				
Small group discussion				
Question and answers				
Demonstration				
Study tour				
Practical work				

- (b) Please mention other teaching strategies used by your geography teachers when teaching

.....

.....

.....

6. (a). To what extent do geography teachers use instructional resources when teaching at your school? Tick (✓) your best response.

Frequency			
Always	Often	Rarely	Never

(b) Which subject among the following you are more interested to learn?

(c) If you are less interested to Geography subject, give the reasons

.....

Civics [] 2. History [] 3. Geography []

7. Are you computer literate? Yes [] No []
8. Do your geography teachers sometimes ask you to assist in preparing learning resources? Yes [] No []

(a) Have your Geography class ever gone on a study tour/field to learn Geography issues? Yes [] No []

(b) If yes, name the places you visited and what geographical things you learnt from the places

Place visited

Things you learned

i..... ..
 ii.
 iii..... ..

9. The following items respect possible factors influencing students' poor performance in Geography subject in ordinary secondary schools, **put a tick (✓)** where applicable.

Statements of soliciting students' opinions on factors affecting performance of Geography subject	Strongly	Agreeing	No opinion	Disagreeing	Strongly Disagreeing
Teaching and Learning Methodologies					
i. There are too many students per classroom.					
ii. Students are given few exercises and homework					
iii. Practical teaching strategies such as study tour are not applied.					
iv. There is an acute shortage of Geography text books in the school					
Teachers' Professional Development					
v. Some geography topics and subtopics are difficult to learn					
vi. There is no enough skills to find information from web					
Students' Academic Related Characteristics					
vii. Poor background in English language affects students' understanding Geography.					
iii. Students could understand Geography better if they were taught in Kiswahili					
ix. Most of Geography topics which are taught have no practical application in					

students' future life.					
x. Many students do not like Geography					
xi. Poor Geography background from primary schools affects students understanding of the subject.					
Other Factors					
xii. The content in geography syllabus is too wide compared to the time allocated					

10. Please, add other factors which not included above

.....

.....

.....

11. Suggest the means for improvement of geography performance at your school

.....

.....

.....

Thank you

APPENDIX IB

DODOSO LA WANAFUNZI

Mimi naitwa Fidelis Mwesiga, ni mwanafunzi katika Chuo Kikuu Mzumbe. Ninafanya utafiti kuhusu “**Sababu zinazoathiri ufaulu wa wanafunzi katika somo la Geography Tanzania**”; Utafiti huu utajikita kwenye shule za wananchi katika Manispaa ya Morogoro”. Utafiti huu ni sehemu ya mahitaji katika masomo yangu ya shahada ya Uzamili katika Elimu kwenye chuo hicho. Hivyo, majibu au taarifa utakazotoa zitaendelea kuwa siri, pia usiandike jina lako katika dodoso hili.

Dodoso hili limetayarishwa kukusanya maoni mbalimbali kutoka kwa wanafunzi kuhusu sababu zinazoathiri ufaulu wa wanafunzi katika somo la Geography shuleni. Maoni yako yatasaidia sana katika kuongeza ufanisi katika kufundisha na kujifunza, hivyo kuinua kiwango cha ufaulu katika somo hili kwenye shule za sekondari. Hivyo, tafadhali jibu maswali yote kwa ufasaha kadri utakavyoweza **kwa kujaza nafasi zilizoachwa wazi; au weka tiki (✓) kwenye kisanduku cha jibu sahihi.**

1. Jina la shule yako ni
2. Wewe ni: Mvulana [] Msichana []
3. Unasoma katika kidato cha: pili [] tatu [] nne []
4. a) Kitabu kimoja kinatumiwa na mwanafunzi zaidi ya mmoja mkiwa kwenye kipindi cha Geography? Ndiyo [] Hapana []
b) Kama ndiyo, kwa wastani kitabu kimoja hutumiwa na wanafunzi wangapi? Wawili [] Watatu [] Wanne [] Watano [] Zaidi ya watano []
c) Katika matokeo ya mtihani uliopita wa muhura wa pili 2016 au wa Taifa kidato cha pili (2016) ulipata alama ngapi katika somo la Geography?
5. (a) Ni kwa kiasi gani walimu hutumia mbinu zifuatazo katika kufundisha somo la Geography?

(Weka tiki (✓) katika sehemu moja tu inayohusika kwa kila mbinu ya ufundishaji)

	Kila mara	Mara kwa mara	Mara chache	Hawatumi kabisa
Mhadhara (Lecturing)				
Maswali na majibu				
Zira za kimasomo				
Mijadala katika makundi darasani				
Onesho mbinu (Demonstration)				
Ufundishaji kwa vitendo (Practical work)				

5(b) Taja mbinu nyingine za ufundishaji watumiazo walimu wa somo la Geography.....

6. (a). Ni kwa kiasi gani walimu hutumia zana za kufundishia na kujifunzia mfano tufe, ramani, udongo, na vitu vingine katika kufundisha somo la Geography? (Weka tiki (✓) sehemu moja tu inayohusika)

Jinsi zana zinavyotumika darasani			
Kila mara	Mara kwa mara	Mara chache	Hazitumiki

(b) Kati ya masomo yafuatayo ni somo lipi unalipenda zaidi kujifunza?

1. Civics [] 2. History [] 3. Geography []

(c) Kama haulipendi sana somo la Geography toa sababu

.....

.....

.....

7. Unajua kutumia kompyuta? Ndiyo [] Hapana []
8. Mwalimu wenu wa somo la Geography huwashirikisha katika kuandaa zana za kujifunzia na kufundishia? Ndiyo [] Hapana []
9. (a) Darasa lenu mlishawahi kufanya ziara ya kimasomo kwa lengo la kujifunza masuala ya somo la Geography? Ndiyo [] Hapana []
- (b) Kama ndiyo taja sehemu mlipokwenda na na masuala ya kijiografia mliyojifunza

Sehemu	Mlichojifunza
i.....	
ii.....	
iii.....	

Sentensi zifuatazo zinawakilisha baadhi ya sababu zinazochangia ufaulu usioridhisha kwa wanafunzi katika somo la Geography katika shule za sekondari. Tafadhali **weka tiki (✓)** mbele ya kila sentensi ukionesha kukubali au kutokubali kwako kwa maelezo yenyewe kama ni sababu au siyo sababu katika darasa lako.

Maelezo ya kuhamasisha maoni ya wanafunzi kuhusu sababu za ufaulu usioridhisha katika somo la Geography	Kweli	Kweli	Sina	Si kweli	Si kweli kabisa
i. Kuna msongamano mkubwa wa wanafunzi katika madarasa					
ii. Wanafunzi hupewa mazoezi na majaribio machache sana wawapo darasani.					
iii. Njia za vitendo kama vile ziara (study tour) hazitumiki katika kufundisha Geography.					
iv. Kuna upungufu mkubwa wa vitabu vya kiada vya somo la Geography.					
v. Some geography topics are difficulty to learn and understand					
vi. Wanafunzi hawana uelewa kuhusu matumizi ya “internet” hivyo hushindwa kunufaika na huduma					

hiyo katika ujifunzaji.					
i. Msingi mbaya katika lugha ya Kiingereza huathiri uwezo wa wanafunzi kuelewa somo la Geography					
ii. Wanafunzi wangeelewa somo la Geography vizuri zaidi kama lingefundishwa kwa lugha ya Kiswahili					
x. Mada nyingi zinazofundishwa katika somo la Geography hazina manufaa katika maisha ya mwanafunzi ya kila siku na siku zijazo.					
x. Wanafunzi wengi hawapendi somo la Geography					
ii. Msingi mbaya kutoka shule za msingi huathiri upeo wa wanafunzi katika kuelewa somo la Geography					
kii. Somo la Geography lina mada nyingi za kujifunza ukilinganisha na idadi ya vipindi					

10. Tafadhali, andika sababu nyingine zinazosababisha ufaulu usioridhisha katika somo la Geography ambazo hazikutajwa hapo juu

- i).....
- ii).....
- iii).....

11. Toa mapendekezo, nini kifanyike ili kuongeza kasi ya ufaulu katika somo la Geography.

- i).....
- ii).....
- iii).....
- iv).....

Ahsante kwa Ushirikiano

APPENDIX II

GEOGRAPHY TEACHER'S QUESTIONNAIRE

My name is Fidelis Mwesiga, a student at Mzumbe University (MU). I am conducting a study on **“Factors influencing students’ poor performance in geography subject in Tanzania; a case of community secondary schools in Morogoro Municipality”**. This research is purely for academic purpose. It is a partial of fulfilment of the requirements for Award of Master’s degree in Education (MAED) of Mzumbe University. Your information will remain confidential, thus even your name is not asked anywhere in the questionnaire.

The success of the research depends on heavily your willingness to cooperate by providing correct and objective answers. I look forward to receive your cooperation. Thank you.

The questionnaire is intending to collect different information on the factors influencing students’ poor performance in Geography subject. Please answer the following questions as honestly and accurately as possible by **writing your answers in the space provided** or **ticking (✓)** against the appropriate response (s) from the alternatives given. Your opinions will be very useful in successful teaching of subject.

PART A: Demographic Information

1. Name of your school.....
2. Your gender: Male ☐ Female ☐
3. Your age: 20 - 25 ☐ 26 - 30 ☐ 31 -35 ☐ 36 - 40 ☐ 41- 45 ☐ 46 and above
4. Highest professional qualification Diploma in education ☐ Degree in education ☐ Masters in Education ☐ No training ☐
5. How many years of teaching experience do you have? Less than one year ☐ 1-3 years ☐ 4-6 years ☐ 7- 9 years ☐ Above 9 years ☐
6. Other subject(s) you teach apart from Geography

7. Teaching load per week,..... periods: 0-9
☐ 10-19 ☐ 20-29 ☐

PART B: Teachers' Professional Development

8. (a) Have you ever attended in-service training related to Geography subject?
 Yes ☐ No ☐
 (b) If 'Yes', how many times within the recently four years? Once ☐ two times
☐ three times ☐ more than three times ☐
 9. (a) Is there any difficult topic or subtopic to teach in Geography subject
 syllabus? Yes ☐ No ☐
 (b) If yes, what are those topics?
 10. Do you have knowledge and skills on computer use in teaching? Yes ☐ No ☐

PART B: Teaching and Learning Methodologies

11. (a) Does the school have geography resource room? Yes ☐ No ☐ (b) If yes, is
 it well equipped? Yes ☐ No ☐
 12. (a) Have you ever taken your students on field or educational trips to study
 Geography? Yes ☐ No ☐
 (b) If yes, name the places you visited and what geographical things you
 intended to be learnt from the places

Place visited

Intended things to be learned

1.....

.....

2.

.....

3.....

.....

13. (a) Are you rewarded for making students score high geography marks in FTNA
 and CSEE? Yes ☐ No ☐

(b) If yes, how are you rewarded?

.....

14. The following items respect possible factors influencing students' poor performance in Geography in ordinary secondary schools, **put a tick (✓)** where applicable.

Statement of soliciting teachers' opinions on factors affecting students performance in Geography	Strongly Agreeing	Agreeing	No opinion	Disagreein	Strongly Disagreein
Teaching and Learning Methodologies					
i. There are too many students per classroom.					
ii. Lack of text books and reference books make teaching Geography very difficulty					
iii. There is acute shortage of geography text and reference books					
Teachers' Professional Development					
iv. Classroom teachers are not involved in preparing Geography programs at curriculum development level					
v. Geography teachers are not well trained when in colleges/universities.					
vi. Some topics are very difficult to teach.					
vii. Teachers are less motivated to teach geography effectively.					
viii. Geography teachers are not competent due to lack of in-service training					
Students' Academic Related Characteristics					
ix. The Geography which is taught in schools has no practical application in students' future lives.					
x. Students are less interested to Geography subject.					
xi. Poor background in English language affects students' understanding Geography.					
xii. Students could understand Geography better if they were taught in Kiswahili					
xiii. There is no bright future for geography students after graduating					
Other Factors					
xiv. Time allocated for teaching the subject is not enough compared to the topics available.					

15. Please, add other factors which are not included above

.....

.....

.....

.....

16. Suggest on how performance in Geography subject can be improved

- i)
- ii)
- iii)
- iv)

Thanks for your co-operation

APPENDIX III

INTERVIEW QUESTIONS

A: INTERVIEW GUIDING QUESTIONS FOR HEADS OF SCHOOLS AND ACADEMIC DEPARTMENTS

1. Sex: Male 2. Female []
2. Marital status: 1. Married 2. Single []
3. Age: 1. 20 – 30 years
 2. 30 – 40 years []
 3. 40 – 50 years
 4. 50 – 60 years
4. Level of education: 1. Diploma (Edu) 2. Degree (Edu) 3. Masters (Edu) []

Teaching and Learning Methodologies

5. (a) What common methods and teaching strategies do teachers use in teaching Geography? **Methods:** (Teacher-centred/student-centred);
6. **Strategies:** (Lecturing, group discussion, Question and answers, Demonstration, Practical work, Study tour, etc.)
(b) Why do they prefer them?
How do they organise and teach practical oriented topics of Geography? (Eg. Elementary survey and Map work)

Teachers' Professional development Opportunities

7. What professional development opportunities are in place for geography teachers?
- (a) Have geography teachers at your school ever attended in – service training workshop on issues related to Geography subject? (b) If yes, when and which those related issues addressed?

General Overview on Geography Subject Performance

- (a) What is the current status of students' performance in Geography subject at your school? (b) What are factors contributing to such performance in Geography subject?

Students' Academics Related Characteristics on Performance

How students' academic related characteristics such as their background, interest, expectations and prior knowledge affect Geography subject performance in your school?

Suggestions on how to Improve Performance in Geography Subject

8. What are efforts made by the school administration to improve performance in Geography subject?
9. What suggestions do you have as regards to Geography subject performance improvement at your school?

B: INTERVIEW GUIDING QUESTIONS FOR GEOGRAPHY TEACHERS

1. Sex: Male 2. Female []
2. Marital status: 1. Married 2. Single []
3. Age: 1. 20 – 30 years
 2. 30 – 40 years []
 3. 40 – 50 years
 4. 50 – 60 years
4. Level of education: 1. Diploma (Edu) 2. Degree (Edu) 3. Masters (Edu) []

Teaching and Learning Methodologies

5. (a) What common methods and teaching strategies do you use in teaching Geography? **Methods:** (Teacher-centred/student-centred); **Strategies:** (Lecturing, group discussion, Question and answers, Demonstration, Practical work, Study tour, etc.)

- (b) Why do they prefer them?

6. How do you organise and teach practical oriented topics of Geography? (Eg. Elementary survey and Map work)

Teachers' Professional development Opportunities

7. What professional development opportunities are in place for geography teachers?
8. (a) Have you ever attended in – service training workshop, seminar or short courses on issues related to Geography subject? (b) If yes, when and which those related issues addressed?

General Overview on Geography Subject Performance

9. (a) What is the current status of students' performance in Geography subject at your school? (b) What are factors contributing to such performance in Geography subject?

Students' Academics Related Characteristics on Performance

10. How students' academic related characteristics such as their background, interest, expectations and prior knowledge affect Geography subject performance in your school?

Suggestions on how to Improve Performance in Geography Subject

11. What are efforts made by the school administration to improve performance in Geography subject?
12. What suggestions do you have as regards to Geography subject performance improvement at your school?

C: INTERVIEW GUIDING QUESTIONS FOR SCHOOL QUALITY ASSURERS

1. (a) What is the current status of students' performance in Geography subject in Morogoro Municipal community schools? (b) What are factors contributing to such performance in Geography subject?

2. What suggestions do you have as regards to the improvement of students' performance in Geography?

D: INTERVIEW GUIDING QUESTIONS FOR MSEO

1. What professional development opportunities are in place for geography teachers in Morogoro Municipality?
2. (a) Have geography teachers at your schools ever attended in – service training workshop on issues related to Geography subject? (b) If yes, when and which those related issues addressed?
3. (a) What is the current status of students' performance in Geography subject in your community secondary schools? (b) What are factors contributing to such performance in Geography subject?
4. What suggestions do you have as regards to Geography subject performance improvement at your school?

APPENDIX IV

GUIDING QUESTIONS FOR FOCUS GROUP DISCUSSIONS (FGDS)

1. Why some students are not so much interested to study Geography subject in your school?
2. Which topics and subtopics available in the ordinary secondary education Geography syllabus you believe they are difficult to study? What your opinions on the causes of the difficulties of the mentioned topics and subtopics?
3. What are your expectations by studying Geography subject?
4. Students are not performing well in Geography subject especially in the national examinations, what are the possible factors?
5. What should be done for Geography subject performance improvement among students?

APPENDIX V

THE 40 MINUTES CLASSROOM OBSERVATION CHECKLIST FOR THE RESEARCHER

School name.....

Date Form..... Stream.....

Topic Number of students

The researcher is supposed to put a tick (✓) where applicable, or take note.

ITEM	RESPONSE
I. Classroom Environment	
a) Displays	
b) Sitting arrangements	
c) Space	
d) Furniture	
e) Teaching resources	
f) Nature of interaction between students	
g) Nature of interaction between teacher and students	
II. Classroom Processes	
Beginning of a session:	
• How does the teacher introduce the lesson?	
Lesson development:	
• How does the teacher develop the lesson?	
• What does she/he do?	
• What kind of learning activities takes place?	
• How much time is spent on each activity?	
• What kinds of questions are being asked?	
• Who asks questions?	
• What are the students and the teacher doing?	
• What materials, if any, does the teacher use during the lesson?	
• What content is being taught?	
• How is the content contextualized?	
Closing of the session	
• How does the teacher end the lesson?	
• What activities are used to assess learning?	
• What are the activities that are set as follow-up of what has been learnt?	

Note:

After the lesson, the researcher will talk briefly to the teacher to find out what he/she was trying to achieve from the lesson; was he/she satisfied with it, if he/she has a lesson plan and if yes, the researcher will ask to see it from the teacher. Also the researcher will be interested to know the time the teacher spent to prepare the lesson, where were the teaching/learning materials found if any, what are the references he/she used?

- The above issues will give the respondent the opportunity to clarify some of the issues that emerged when she/he was teaching.

APPENDIX VI

CHECKLIST FOR GEOGRAPHY RESOURCES IN SCHOOL

Type of teaching/learning resources/ materials/facilities	Available (Total/Ratio)	Adequate	Accessible/Usage
1. Print Materials			
Text books			
Reference books			
Atlas maps			
2. Non-projected/Display materials			
Graphs			
Charts			
Wall maps			
Globes			
Pictures			
Photographs			
Models			
Specimen/samples			
Surveying equipment			
Stevenson Screen and its contents			
Diagrams			
Instruments for measuring weather			
3. Projected/Audio/Audio visual materials			
Video cassette and CDs			
Camera (s)			
Video tape recorders			
Television			

APPENDIX VII

Table 1.2: Average percentage for five years (2011-2015) of candidates who scored below 30 marks (30%) in social sciences subjects FTSEE/FTNA

Subject	Bondwa	Bungodimwe	Kauzeni	Kayenzi	Kihonda	Kingalu	Kingo	Kingolwira	Kola Hill	Lupanga	Mafiga	Mgulasi	Mji mpya	Mwembesongo	Nanenane	SUA	Sumaye	Tubuyu	Tushikamane	Uluguru	Uwajanja - Taifa
Civ	51	50	26	29	22	43	37	37	33	24	41	34	34	45	43	35	35	32	49	38	33
Hist	37	43	31	30	23	51	21	38	36	28	45	37	37	33	40	30	36	32	50	33	33
Geo	65	62	51	57	39	61	47	63	61	47	68	61	64	68	59	54	59	59	69	62	63

Source: Data converted from School inspectorate, East Zone (2011- 2013); NECTA, 2014&2015

Table 1.2: The percentage of candidates who scored below 30 marks (30%) in social sciences subjects FTSEE/FTNA (2011-2015)

Year	2011			2012			2013			2014			2015		
School name	Civ	Hist	Geo	Civ	Hist	Geo	Civ	Hist	Geo	Civ	Hist	Geo	Civ	Hist	Geo
Bondwa	53	33	66	33	33	50	57	34	49	34	22	68	79	62	91
Bungodimwe	86	73	80	22	25	24	64	48	54	29	18	77	51	51	76
Kauzeni	60	60	78	23	21	35	25	28	43	9	21	44	11	23	57
Kayenzi	27	26	57	23	38	55	36	39	53	32	10	57	28	36	61
Kihonda	47	39	60	10	13	24	20	31	40	7	4	29	27	28	43
Kingalu	37	58	76	-	-	-	72	77	80	65	82	88	41	38	63
Kingo	59	35	57	17	16	41	22	0	6	24	20	60	65	35	73
Kingolwira	61	47	71	26	39	71	15	33	43	15	13	47	66	59	85
Kola hill	50	48	69	38	56	78	37	50	56	28	13	56	13	11	46
Lupanga	49	27	61	18	32	47	19	48	52	17	14	40	17	18	33
Mafiga	75	64	88	30	42	72	41	60	63	21	12	63	40	47	56
Mgulasi	44	35	62	23	36	60	36	59	70	24	12	57	42	43	57
Mji mpya	71	60	90	15	19	52	19	33	46	24	15	52	42	59	81
Mwembesongo	57	28	58	26	32	49	45	58	81	40	11	74	57	38	80
Nanenane	76	61	89	28	33	57	48	49	48	33	17	50	31	40	53
SUA	62	57	84	16	25	42	17	21	29	22	8	49	59	40	66
Sumaye	64	54	75	20	38	55	33	40	48	13	6	52	47	44	67
Tubuyu	53	70	72	24	30	40	19	10	44	27	19	66	37	32	72
Tushikamane	56	39	69	33	33	50	52	54	74	59	57	82	45	65	71
Uluguru	63	56	82	18	32	69	56	42	63	20	10	54	32	26	43
Uwanja - Taifa	66	56	84	34	28	53	25	38	55	20	11	60	22	32	63

Source: School inspectorate, East Zone (2011- 2013); NECTA, 2014& 2015

APPENDIX VIII

DATA COLLECTION TENTATIVE TIMETABLE

SCHOOL	DAY	DATE	RESPONDENTS	ACTIVITIES
School B	I	18.01.2017	Hm, SAM & 18 Students	1. Interview (Hm & SAM) 2.FGD &Questionnaire (Students)
	II	19.01.2017	3 Geography teachers	1.Questionnaire 2.Classroom observation 3.Interview
School C	I	23.01.2017	Hm, SAM & 18 Students	1. Interview (Hm & SAM) 2.FGD &Questionnaire (Students)
	II	24.01.2017	3 Geography teachers	1.Questionnaire 2.Classroom observation 3.Interview
School D	I	25.01.2017	Hm, SAM & 18 Students	1. Interview (Hm & SAM) 2.FGD &Questionnaire (Students)
	II	26.01.2017	3 Geography teachers	1.Questionnaire 2.Classroom observation 3.Interview
School A	I	30.01.2017	Hm, SAM & 18 Students	1. Interview (Hm &SAM) 2.FGD &Questionnaire (Students)
	II	31.01.2017	3 Geography teachers	1.Questionnaire 2.Classroom observation 3.Interview

APPENDIX IX
AGREED DATA COLLECTION TIMETABLE

SCHOOL	DAY	DATE	RESPONDENTS	ACTIVITIES
School A	I	18.01.2017	Hm, SAM & 18 Students	1. Interview (Hm & SAM) 2.FGD & Questionnaire (Students) 3.Questionnaire 4.Classroom observation 5.Interview
School B	I	19.01.2017	Hm, SAM & 18 Students	1. Interview (Hm & SAM) 2.FGD & Questionnaire (Students)
	II	20.01.2017	3 Geography teachers	1.Questionnaire 2.Classroom observation 3.Interview
School C	I	23.01.2017	Hm, SAM & 18 Students	1. Interview (Hm & SAM) 2.FGD & Questionnaire (Students)
	II	24.01.2017	3 Geography teachers	1.Questionnaire 2.Classroom observation 3.Interview
School D	I	25.01.2017	Hm, SAM & 18 Students	1. Interview (Hm & SAM) 2.FGD & Questionnaire (Students)
	II	26.01.2017	3 Geography teachers	1.Questionnaire 2.Classroom observation 3.Interview

JAMHURI YA MUUNGANO WA TANZANIA
WIZARA YA ELIMU NA MAFUNZO YA UFUNDI

Anuani ya Simu: ELIMU
DAR ES SALAAM
Simu: 2120403/12, 2121287
Fax: 213271
Tovuti: www.moe.go.tz



S.L.P. 9121
DAR ES SALAAM

Unapojibu tafadhali taja:

Kumb.Na. ED/OKE/56/193/22.

Tarehe: 28.10.2009

Makatibu Tawala Mikoa,
Wakurugenzi wa Majiji, Manispaa na Miji,
Wakurugenzi Watendaji wa Halmashauri wa Wilaya,
Makatibu Tawala Wilaya,
Wakaguzi Wakuu wa Shule Kanda,
Wakaguzi Wakuu wa Shule Wilaya,
Wakuu wa Shule za Sekondari za Serikali.
TANZANIA BARA.

WARAKA NA. 10 WA MWAKA 2009
MAFUNZO YA WALIMU KAZINI KWA WALIMU WA SHULE ZA SEKONDARI

1.0 UTANGULIZI

Mafunzo kazini ni moja ya nyenzo muhimu katika kumuongezea mwalimu Maarifa, Ujuzi na Stadi za kumuwezesha kufundisha vizuri. Hata hivyo, kwa kipindi kirefu mafunzo ya walimu kazini yamekuwa yakitolewa kwa baadhi ya maeneo na makundi ya walimu. Aidha, mafunzo hayo hayakuwa endelevu.

Kwa kuzingatia kuwa usimamizi na uendeshaji wa shule za Sekondari kwa sasa uko chini ya Mamlaka za Serikali za Mitaa, mafunzo haya yataendeshwa na Halmashauri husika.

2.0 MAJUKUMU YA USIMAMIZI NA UENDESHAJI WA MAFUNZO

Majukumu ya usimamizi na uendeshaji wa mafunzo ya walimu kazini katika kila ngazi yatakuwa kama ifuatavyo:

2.1. Ngazi ya Shule

Mkuu wa shule kwa kushirikiana na Mratibu (*mwalimu* wa Taaluma watapaswa kutekeleza yafuatayo:

- i) Kufanya uchambuzi wa matokeo ya mitihani ya nje na ndani ili kubaini mapungufu ya kitaaluma yaliyopo;

- ii) Kukusanya maoni kutoka kwa walimu kuhusu changamoto za kitaaluma wanazokumbana nazo katika masomo wanayofundisha;
- iii) Kuandaa mpango wa mafunzo ili kukabiliana na mapungufu yaliyobainishwa;
- vi) kuwasilisha mpango wa mafunzo katika Halmashauri husika, ili kupanga na kuratibu utekelezaji wake;
- v) Kutenga asilimia 2 ya makusanyo ya ada za wanafunzi kwa ajili ya kugharimia mafunzo;
- vi) Kuratibu na kuendesha mafunzo ya walimu kazini ndani ya shule;

2.1.1. Uendeshaji Mafunzo Shuleni

Mafunzo yatafanyika wakati wa likizo ndefu, fupi au siku za mwisho wa wiki. Wawezeshaji wa mafunzo ya ndani watakuwa ni:

- Walimu mahiri wa masomo kutoka katika shule husika;
- Walimu mahiri wa masomo kutoka shule jirani;
- Wakufunzi/wawezeshaji kutoka wizarani, vyuoni na Taasisi nyingine za umma zinazotambulika kisheria wanaweza kualikwa kutoa mafunzo.

2.2. Ngazi ya Halmashauri

Afisa elimu wa Sekondari atapaswa kutekeleza yafuatayo;

- i) Kuunganisha mipango ya mafunzo ya ndani ya shule zilizopo katika Halmashauri;
- ii) kubainisha maeneo yenye upungufu katika shule zote zilizopo Halmashauri;
- iii) kuandaa mpango wa mafunzo na kutenga fedha;
- iv) Kuandaa program ya mafunzo kulingana na mahitaji;
- v) kubaini wawezeshaji wa mafunzo toka sehemu mbalimbali;
- vi) kuratibu uendeshaji wa mafunzo;
- vii) kutenga fedha kwa ajili ya mafunzo ya walimu kazini ngazi ya Halmashauri; na
- viii) kufanya ufuatiliaji na tathmini ili kubaini matokeo ya mafunzo.

2.3. Wizara

2.3.1. WEMU

Wizara ya Elimu na Mafunzo ya Ufundi itakuwa na jukumu la kuandaa programu za kitaifa za mafunzo ya ualimu kazini kwa kushirikiana na Taasisi mbalimbali kama vile:-

- i) Vyuo vikuu katika kuandaa programu na moduli zitakazomwezesha mhitimu wa mafunzo hayo kazini kupata “credit points” ambazo zitamwezesha kupanda kielimu mfano, kutoka stashahada au shahada;
- ii) Kusoma “carrier development learning”

Angalizo:

Mafunzo hayo yanaweza kutolewa kwa kutumia programu ya Elimu Masafa, “e-learning” au ana-kwa-ana.

OWM-TAMISEMI

Ofisi ya Waziri Mkuu – TAMISEMI itatekeleza majukumu yafuatayo:

Kuratibu uendeshaji wa mafunzo ya walimu kazini katika ngazi ya Halmashauri;
Kuratibu uandaaji wa bajeti za mafunzo ya walimu kazini ngazi ya Halmashauri;
Kuhamasisha walimu kujiunga na mafunzo kupitia Programu za Elimu masafa, “e-learning” na ana-kwa-ana; na
Kufanya ufuatiliaji na tathmini ya mafunzo ya walimu kazini kwa kushirikiana na Wizara ya Elimu na Mafunzo ya Ufundi.

Tanbihi: **Waraka huu unaanza kutumika tarehe 1/11/2009**

L.P.R. Musaroche

KAIMU KAMISHNA WA ELIMU

Nakala: Katibu Mkuu Kiongozi,
Ofisi ya Rais
IKULU,
S.L.P. 9120,
DAR ES SALAAM.

Katibu Mkuu,
Ofisi ya Rais,
Utumishi,
S.L.P. 2483,
DAR ES SALAAM

Katibu Mkuu,
Ofisi ya Waziri Mkuu
TAMISEMI
S.L.P. 1923,
DODOMA.

Katibu Mkuu,
Wizara ya Fedha na Uchumi,
S.L.P. 9111,
DAR ES SALAAM

VITA/CURRICULUM VITAE (CV)

1.0 PERSONAL PARTICULARS

Surname: Mwesiga
First name: Fidelis
Date of birth: 12th April, 1972
Place of birth: Bukoba (R)
Place of domicile: Katale- Bukoba (Kagera)
Religion & denomination: Christian (Lutheran)
Citizenship: Tanzanian
Marital status: Married

2.0 CONTACTS

Address: School Quality Assurance, Eastern Zone, Box 325, MOROGORO
Mobile telephone numbers: 0713-509080/ 0684-587077
E-mail address: fidelis.mwesiga@yahoo.com

3.0 PERSONAL PROFILE

Flexible according to situation demands
Working with people of different culture, ideology and doctrine/principles
Ability to work under minimum supervision

4.0 ACADEMIC TREND

Year	Name of School/Institution	Subjects Studied/Course Title	Certificate Awarded
2015-2017	Mzumbe University	Curriculum Dvpt. & Teaching; Comparative Education; Research Methods in Education; Education Policy Studies; Theories of Learning & Model of Teaching; Economics of Education & Financing; Edn Mgt. & Administration; Edn System & Planning; and Resarch & Dissertation.	MAED
2000-2004	University of Dar es Salaam	Geography, English and Education	BA.ED
1997-1999	Butimba T. College	Geography, English Language and Education	Dip. Ed
1994-1996	Kishoju High School	HGL	ACSEE
1990-1993	Kahororo Sec. School	Secondary school subjects	CSEE
1983-1989	Katale Primary School	Primary school subjects	PSEC

5.0 CURRENT POSITION

School Quality Assurer – Inspecting Geography and English (August, 2009
→Present)

6.0 TEACHING EXPERIENCE

Geography and English Language Teacher at Mzumbe Secondary School
(2004 –August, 2009)

Teaching Practice at Moringe Sokoine Secondary School (July-August, 2003)

Teaching Practice at Kahororo Secondary School (July-September, 2002)

Teaching Practice at Kahororo Secondary School (August-September, 2001)

Tutor for Upgrading Teachers under Prime Education Network (PEN) programme at
Chikobe ward – Geita district (June 1999-September, 2000)

Temporary teacher at Biharamuro Secondary School (March-September, 1997)

7.0 OTHER WORK EXPERIENCE

Form Two Secondary Education Examination Eastern Zone Co-ordinator (2012-2014)

Senior Academic Master (SAM) at Mzumbe Secondary School (2006-August, 2009)

Teachers council Secretary at Mzumbe Secondary School (2005-October, 2006)

Head of English Department at Mzumbe Secondary School (2005- August, 2009)

8.0 OTHER EXPERIENCE

Attended various seminars and workshops related to my professional and job description.

Member of Environmental and Management Action (JEMA) Programme at the University of Dar es Salaam (2001-June, 2004)

9.0 SHORT COURSES ATTENDED

ICT Training for Secondary School Inspectors - MoEVT (March, 2015)

Basic Inspection Course for Newly Appointed School Inspectors at ADEM Bagamoyo (July-August, 2010)

Full Time Computer Course (University of Dar es Salaam) – June, 2003.

10.0 HOBBIES

Reading books and newspapers

Watching television

Story- telling and listening

Social activities participation.

I, the undersigned, certify that to the best of my knowledge and belief these data correctly describing my qualification and experiences.

Signature:

Date: 16th October, 2017

REFEREES

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