

CAUSES OF MASS FAILURE OF STUDENTS IN ZANZIBAR
SECONDARY SCHOOLS BETWEEN 2002-2012: A CASE OF MKOANI
DISTRICT- PEMBA

BY

Machano Ame Faki

A dissertation submitted in partial fulfillment of the requirement for the
degree of Master of Art in Sociology of the University of Dodoma

The University Of Dodoma

October, 2013

CERTIFICATION

The undersigned certify that he has read and hereby recommends for acceptance by the University of Dodoma a dissertation entitled *Causes of Mass Failure of students in Zanzibar secondary schools: a case of Mkoani District – Pemba* in partial fulfillment of the requirements for the degree of Master of Art in Sociology of the University of Dodoma.

.....

Dr. Ibun S. Kombo

(SUPERVISOR)

Date.....

DECLARATION

AND

COPYRIGHT

I Machano Ame Faki 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.

Signature.....

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form or by any means without prior written permission of the author or the University of Dodoma.

ACKNOWLEDGEMENT

In the name of Allah the Most Gracious the Merciful

My faithful thanks to Almighty God who granted me the ability to complete this work. I also extend my thanks to all the people and the schools that in one way or another have supplied their great support to the effective completion of this study.

In particular, I wish to express my sincere gratitude to the individuals and organizations as follows:-

My Supervisor Dr. Ibuni S. Kombo that whose advice, encouragement, enthusiasm and demand for good scholarly work have facilitated the completion of this study, Dr. Ilyas Haji for proof reading this work, Dr. Shamte for his guidance to make sure I produce a good work, Mr. Yussuf Ismail Ali for reading and editing this work, again Mr. Yussuf I. Ali for his financial assistance to make sure I afford learning expenses, my employer; the Ministry of Education and Vocational Training for allowing me to study at this level, the Second Vice President Office for allowing me to collect data for the study in the selected schools and offices, and finally the teachers, students, and parents in the participating schools and villages for spending their time to assist me when I visited them.

Specific thanks to my mother Siti Haji and my late father Mr. Ame Faki for encouraging me to study at this level, my lovely wife Mwanaid, a daughter of Faki, our daughters Halima, Asia, and Rahma, our sons Abdulhamid, Abubakar, Ibrahim, and Ismail who have always encouraged me to move forward even when things were tough and frustrating. They never left me alone. I thank them for their patience during my absence at home and other inconveniences that disturbed their life.

DEDICATION

To my beloved father, Mr. Ame Faki Kali who passed away last year and to my dearest mother madam Siti Haji Msa and to my beloved wife (Mwanaid Faki Moh'd) for raising me, for their love and support and more importantly inspiring me to continue with my studies. M ay ALLAH pays them a pleasant position in Paradise. Amen.

ABSTRACT

The study's aim was to find out the causes of mass failure of Zanzibar O'level examination for the period of 10 years from 2002-2012. The study was guided by three tasks. First, to find out the causes of mass failure in Zanzibar secondary schools from 2002 – 2012, Secondly, to examine the impact of having secondary school in every constituency in Zanzibar, finally, to suggest the possible ways of solving the problem of massive failure.

The sample of the study constituted 116 respondents, including education officers, heads of schools, parents, form four teachers and students. The methods used for data collection involved interviews, questionnaires and the focus group discussion. Data were collected throughout Mkoani District from 15 government secondary schools and were analyzed qualitatively and quantitatively. The researcher used simple random sampling procedures in which each unit of the population had a known, equal, non- zero probability of being included in the sample.

The Findings have revealed that to a large extent the mass failure in Zanzibar secondary schools was caused by poor organization and implementation of the Ministry policy of disseminating secondary schools in Zanzibar. This led to shortage of teachers, unqualified secondary students, shortage of teaching and learning resources, increasing in number of part-time teachers, unemployment, mass cheating, and shortage of schools laboratories. Other were impact of globalization, Low salaries and language barrier.

The research shall be used as a reference for overcoming the problem of mass failure in Zanzibar secondary schools.

TABLE OF CONTENT

CERTIFICATION	i
DECLARATION AND COPYRIGHT	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
ABSTRACT	v
TABLE OF CONTENT	vi
LIST OF TABLES	x
LIST OF FIGURE.....	xi
LIST OF ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE	1
GENERAL INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Brief Presentation of Zanzibar	1
1.3 Background of the Study	2
1.3.1 Brief Historical Background of Zanzibar Education	2
1.3.2 Zanzibar Education System	4
1.3.3 Changes in Zanzibar Education System	5
1.3.4 Zanzibar Examination Structure	7
1.3.4.1 Zanzibar and NECTA	7
1.4 Statement of the Problem.....	9
1.5 Objectives	10
1.5.1 General Objective	10
1.5.2 Specific Objectives	10
1.6 Research Questions.....	10
1.7 Significance of the Study	11
1.8 Conclusion	11
CHAPTER TWO	12
LITERATURE REVIEW	12
2.1 Introduction.....	12
2.2 Definition of Key Concepts	12
2.2.1 Education	12
2.2.2 Examinations.....	12

2.2.3	The National Examinations Council of Tanzania (NECTA)	13
2.2.4	Exam Failure	14
2.3	Empirical Review	14
2.3.1	Reviews from the Developed Countries	14
2.4	Reviews from African Countries	15
2.6.1	Experience from Tanzania	18
2.6.1.1	Lack of School Fees	18
2.6.1.2	Teachers Problem	19
2.6.1.3	Learning Materials	19
2.6.1.4	Geographical Inequality	20
2.6.1.5	Infrastructure and Working Environment	20
2.6.1.6	Curriculum	20
2.6.1.7	Priorities	20
2.5	Factors Affecting Performance	22
2.6	Theoretical Framework	24
2.6.1	Expectancy - Probability	25
2.6.2	Instrumentality – Probability	25
2.6.3	Valence	26
2.7	Conceptual Framework of the Study	26
2.7.1	Students	27
2.7.2	Teachers	27
2.7.3	School Management	27
2.7.4	MoEVT	28
2.7	Conceptual Framework of the Study	29
2.8	Conclusion	29
	CHAPTER THREE	31
	RESEARCH METHODOLOGY	31
3.1	Introduction	31
3.2	Research Design	32
3.3	Case Study	32
3.3.1	Past Ten Years (10) Examination Results of the Sampled Schools	33
3.3.1.1	Examination Results for the Year 2003	34
3.3.1.2	Examination Results for the Year 2004	35

3.3.1.3	Examination Results for the Year 2005	36
3.3.1.5	Examination Results for the Year 2007	39
3.3.1.6	Examination Results for the Year 2008	40
3.3.1.7	Examination Results for the Year 2009	41
3.3.1.8	Examination Results for the Year 2010	42
3.3.1.9	Examination Results for the Year 2011	43
3.3.1.10	Examination Results for the Year 2012	45
3.3.1.11	New Modified Examination Results for the Year 2012.....	46
3.4	Summary of the Past Examination Results	47
3.5	Sampling and Sample Size.....	47
3.6	Data Collection Procedures.....	49
3.7	Data Collection Methods	50
3.7.1	Questionnaire	50
3.7.2	Interviews.....	50
3.7.3	Focus Group Discussion (FGDS)	51
3.7.4	Validity and Reliability	51
3.7.5	Ethical Consideration.....	51
3.8	Data Processing and Analysis	52
3.9	Conclusion	52
	CHAPTER FOUR.....	54
	RESULTS, PRESENTATION AND DISCUSSION	54
4.1	Introduction.....	54
4.2	Profile of the Respondents	54
4.2.1	Age Group among the Respondents in the Study Area	54
4.2.2	Sex Distribution among the Respondents	56
4.2.3	Educational Levels of the Respondents	57
4.2.4	Areas of Specialization of the Respondents.....	58
4.3	Causes of Mass Failure in Zanzibar Secondary Schools	58
4.3.1	Teachers' Responses on the Causes of Mass Failure.....	59
4.3.2	Head teachers' Responses on the Causes of Mass Failure	65
4.3.3	Parents' Responses on the Causes of Mass Failure	66
4.3.4	Students' Responses on the Causes of Mass Failure	70
4.3.5	Officers' Responses on the Causes of Mass Failure.....	72

4.4	Teachers Satisfaction on Working Environment	74
4.4.1	Reasons for Teacher’s Dissatisfaction on Working Environment	75
4.5	Impacts of Having Secondary Schools in Each constituency	76
4.5.1	Teachers Responses on the Mushrooming of Secondary Schools	77
4.5.1.1	Teachers’ Responses on the Effects of the Mushrooming of Secondary Schools	77
4.5.1.2	Importance of Having Many Secondary Schools	79
4.5.2	Officers Responses on the Mushrooming of Secondary Schools	80
4.5.2.1	Officers’ Responses on the Effects of the Mushrooming of Secondary Schools	80
4.6	Conclusion	81
	CHAPTER FIVE	83
	SUMMARY, CONCLUSION AND RECOMMENDATIONS	83
5.1	Introduction	83
5.2	Summary of the Study	83
5.3	Summary of the Findings	84
5.3.1	Causes of Mass Failure in Zanzibar Secondary Schools from 2002 – 2012	84
5.3.2	Impact of Having Secondary Schools everywhere in Zanzibar	86
5.4	Conclusion	86
5.5	New Development in Knowledge	89
5.6	Recommendations	89
5.6.1	Recommendations to the Government	90
5.6.2	Recommendations to the Ministry of Education	90
5.6.3	Recommendations to NECTA	91
5.6.4	Recommendations to the other stakeholders in education	91
5.6.5	Recommendation for further Research	92
	REFERENCES	93
	APPENDICES	97

LIST OF TABLES

Table 1.1: Changes in Zanzibar Education System	5
Table 2.1: Percentage of Student's Performance in May/June Examination from 2006 to 2011 in Nigeria	17
Table 2.2: Percentage Pass Rates Between Boys and Girls Students in the O'level	24
Table 3.1: Examination Results for the Year 2002.....	33
Table 3.2: Examination Results for the Year 2003.....	34
Table 3.3: The New Modified Examination Results for the Year 2012	46
Table 4.1: Age group among the Respondents	55
Table 4.2: Sex Distribution among the Respondents.....	56
Table 4.3: Educational Levels of the Respondents	57
Table 4.4: Areas of Specialization of the Respondents	58
Table 4.5: Teachers' Responses on the Causes of Mass Failure	59
Table 4.6: Head teachers' Responses on the Causes of Mass Failure	65
Table 4.7: Parents' Responses on the Causes of Mass Failure	66
Table 4.8: Teachers Satisfaction on Working Environment.....	74
Table 4.9: Teachers Responses on the mushrooming of secondary schools	77
Table 4.10: Teachers' Responses on the Effects of the Mushrooming of	78
Table 4.11: Importance of Having Many Secondary Schools	79
Table 4.12: Officers Responses on the Mushrooming of Secondary Schools.....	80
Table 4.13: Officers' Responses on the Effects of the Mushrooming of Secondary Schools	80

LIST OF FIGURE

Figure 2.1: Conceptual Framework	29
Figure 3.1: Examination Results for the Year 2004	35
Figure 3.2: Examination Results for the Year 2005	36
Figure 3.3: Examination Results for the Year 2006	38
Figure 3.4: Examination Results for the Year 2007	39
Figure 3.5: Examination Results for the Year 2008	40
Figure 3.6: Examination Results for the Year 2009	41
Figure 3.7: Examination Results for the Year 2010	42
Figure 3.8: Examination Results for the Year 2011	43
Figure 3.9: Examination Results for the Year 2012	45
Figure 3.10: Distribution of Sample Size	49
Figure 4.1: Students' Views on the Causes of Mass Failure	70
Figure 4.2: Officers' Responses on the Causes of Mass Failure	72
Figure 4.3: Reasons for Teacher's Dissatisfaction on Working Environment	75

LIST OF ABBREVIATIONS AND ACRONYMS

CSEE	Certificate of Secondary Education Examination
EAEC	East African Examination Council
MDGs	Millennium Development Goals
MKUZA	Mkakati wa Kupunguza Umasikini Zanzibar
MMEM	Mpango wa Elimu kwa shule za Msingi
MMES	Mpango wa Elimu kwa shule za Sekondari
MoE	Ministry of Education
MoEVT	Ministry of Education and Vocational Training
NABTEB	National Business and Technical Examinations Board
NECO	National Examination Council (of Nigeria)
NECTA	National Examination Council of Tanzania
ODA	Overseas Development Authority
OSC	Orientation for Secondary Classes
SASA	South African's School's Act
SPSS	Statistic Package for Social Science
SSCE	Secondary School Certificate Examination
SUZA	State University of Zanzibar
TEA	Tanzania Education Authority
UCEZ	University College of Education Zanzibar
URT	United Republic of Tanzania
WAEC	West African Examinations Council
ZBEIP	Zanzibar Basic Education Improvement Project
ZEDP	Zanzibar Education Development Program
ZELIP	Zanzibar English Language Improvement Project
ZU	Zanzibar University

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

Chapter one introduces the general information of the study and elaborates more about the causes of mass failure of Zanzibar's students in their O'level secondary examinations. It begins with the brief presentation of Zanzibar followed by description of the background information which involves a brief historical background of Zanzibar's education, Zanzibar's education system and its reformations, the examination structure, and the statement of the problem. After which, it presents the research objectives and the research questions. The chapter winds up with the significance to the study problem, pointing out how this study is important to the development of education and economy of Tanzania in general.

1.2 Brief Presentation of Zanzibar

Zanzibar comprises of two main islands, Unguja and Pemba and a number of smaller islands. The islands lie about 40 km off the east coast of Mainland Tanzania. They are about 50 km apart and a total area of 2,332 sq. km. According to the 2012 census, Zanzibar has 1.3million inhabitants, 51% are females and the remaining 49% are males, (census, 2012). Zanzibar is a cosmopolitan society consisting Black Africans, Arabs, Indian-Pakistani and Islamic cultures provide the definition of her culture, although Hindu and Christian cultures are practiced but the dominant culture is Islamic. In 1964, Zanzibar merged with Tanganyika to form the United Republic of Tanzania. However, she retains considerable autonomy over her internal affairs and has her own legislature (House of Representatives), judiciary (Chief Justice and Attorney General) and an executive (The President) as well as Ministries. Education is not a union matter. Consequently, the

responsibility for ensuring its development falls under the full responsibility of the government.

1.3 Background of the Study

1.3.1 Brief Historical Background of Zanzibar Education

According to Ziddy, before the British colonialism, education was provided in Qur-anic schools known as Madrasa where Islamic knowledge and writing using Arabic scripts were taught. However access to education was only for males. Girls remained at home and were taught domestic skills only. In 1902 secular schools which introduced reading, writing and numeracy by using Latin/ English scripts were introduced. Only few girls compared to boys were sent to school and even fewer continued with their studies to higher secondary school. This has led to an education gap between males and females. Females therefore were engaged in crop productions, child bearing and family rearing (Ziddy, 2007).

Following Zanzibar Revolution of 1964, the Government declared free education at all levels for all citizens and made it compulsory for every parent to enroll their children in school. However no decrees or policies were put in place to support this declaration, the gender disparity still existed because most parents and families had low awareness on the importance of girl's education. In recent years, Zanzibar has come up with a number of policies where the issues of access, quality and equity of education have been discussed and the major gaps facing education system was highlighted (Ziddy, 2007).

In 1970's the government established college system in different secondary schools in Zanzibar and Pemba resoectively, these includes; Lumumba Secondary School (College of

Marine and Fisheries), the College of Economy, Mikunguni Secondary (Trade School), Karume (Full Technical College), Nkrumah Teacher Training College, Fidel Castro Secondary (the College of Agriculture), the Muslim Academy and the Institute of Kiswahili and Foreign Language commonly known as Taasisi ya Kiswahili na Lugha za Kigeni. All these institutions not only prepared graduates with high learning performance but also provided professionals whom the government used them as human resources for the betterment of the society and the Nation at large. Together with the establishment of boarding schools system where students stayed out of their home environments and were accommodated in hostels under the government control, their learning performance increased, and it was very rare to have students with division zero in the National examinations. Unlike today, the availability of employment opportunity of that time also motivated students learning performance; students studied harder for the purpose of acquiring good jobs after completing their studies. Teaching was considered as a job for low class people with poor qualifications; this led to the shortage of teachers and qualified teachers for a long time.

From 1989 however, the number of projects and policies were implemented for the aim of improving the quality of education. These include the Zanzibar Basic Education Improvement Project (ZBEIP) financed through a credit from the World Bank, Zanzibar Education Development Program (ZEDP), increasing in number of secondary schools up to the community levels, and the introduction of Orientation for Secondary Class (OSC/pre-Form One). All these were subsequent to the abolishment of boarding schools system that was initiated and served by government since independence (Cunningham, 1989).

The introduction of OSC had the broad aim of raising the levels of English teaching and learning at all levels of the formal education system, therefore, the five years English Language Improvement Project started in 1989. A major component of the project had been the introduction into secondary schools of an English reading program using graded readers. Standard eight was abolished and the year was covered by the “Orientation Secondary Class” (OSC) under the Zanzibar English Language Improvement Project (ZELIP) financed by the British government through Overseas Development Authority (ODA) (Cunningham, 1989).

1.3.2 Zanzibar Education System

According to the Zanzibar’s Education Act of 1982, stipulated that one of the key features of Zanzibar’s education system was that, the provision of basic education up to secondary level was compulsory and free, and that was the aim of Revolution of Zanzibar to provide free education for all. The span of basic education had changed over the years. After the revolution of 1964, basic primary education was eight years. Between 1968 and 1976 the number of years increased to ten. From then up to 1992 basic education was 11 years. Currently the basic education system is nine (9) years which means seven years of primary education and two years of lower secondary education (FI,FII) as the basic education. The changes in the system of education were due to policy changes and time. The current education system is guided by the Vision 2020 and MoEVT’s Education Policy of 2006. However, the government is about to design a policy in which four years of secondary education shall be provided for all (Suleiman, 1995).

Before 1997 there was no university in Zanzibar, therefore all A-level graduates pursued university education in either Mainland Tanzania or abroad, but now she has her own universities three in number namely; The State University of Zanzibar (SUZA), The

Zanzibar University (ZU) and The University College of Education Zanzibar (UCEZ) which provide education to most Zanzibar A- level graduates, the Mainlanders and World Wide countries (MoEVT, 2007).

1.3.3 Changes in Zanzibar Education System

Education Policy of 2006 shows that Since independence, the education system has undergone a total of five major reformations as a response to weaknesses and to a number of unmet needs and new challenges which the system had faced, especially in the wake of the on-going liberalization, globalization and privatization process and the macro-economic policies being pursued by the government. The changes were necessary in order to incorporate a number of goals pronounced in important international conventions and declarations (MoEVT, 2006). The changes are presented in a tabular form below

Table 1.1: Changes in Zanzibar Education System

Year and Period	Education system	Compulsory	Education phase
1964 – 1967	8 – 4 – 2	None	
1968 – 1970	8 – 2 – 2 – 2	8 – 2	10 years
1971 – 1977	7 – 3 – 1 – 2	7 – 3	10 years
1978 – 1992	8 – 3 – 2 – 2	8 -3	11 years
1993 – 2006	7 – 3 – 2 – 2	7 – 3	10 years
2007 – present	7 – 2 – 2 – 2	7 – 2	9 years

(MoE, 1999).

The changes were aimed at improving the quality and equity of education provided in order to fulfill the demands of the government, of improving education and providing

employment opportunity to individuals so as to build a Nation with maximum economic development. The changes had the following impacts:-

- The introduction of college system of some secondary schools such as Lumumba Secondary School (College of Marine and Fisheries), the College of Economy, Mikunguni Secondary (Trade School), Karume (Full Technical College), Nkrumah Teacher Training College, Fidel Castro Secondary (the College of Agriculture), the Muslim Academy and the Institute of Kiswahili and Foreign Languages. All these not only prepared graduates with high learning performance but also provided professionals whom the government utilized them as human resources for the betterment of the society and the Nation at large.
- The introduction of boarding schools system where the students learned out of their home atmospheres and accommodated in hostels under the government control. Their learning performance increased, and it was very rare to have students with division zero in the National examinations. But once the declining of the above functions were observed, the passing rates of the students as well as the employment rates tended to decline gradually as well.
- Among the impacts of these changes were the mushrooming of the secondary schools up to the village levels. These findings have shown it that have affected much the quality of education provided in one hand, and the learning performance of the students were not satisfactory due to the number of mentioned reasons including shortage of teachers, that match with the drastic increase in number of schools and teaching materials. High enrollments rate were introduced and cause heavy teaching load of teachers and large number of students in classes, which assessed to affect teaching and learning performance.

The study may wish to establish if the changes had both negative and positive impacts. However, the removal of boarding schools system and the mushrooming of the secondary schools up to the constituency levels have been assumed to be among the contributing factors to what is happening in Zanzibar mass failures in the O'level Examination results.

1.3.4 Zanzibar Examination Structure

1.3.4.1 Zanzibar and NECTA

The National Examinations Council of Tanzania (NECTA) is Government Institution which was established by the Parliamentary Act No. 21 of 1973. NECTA is responsible for the administration of all National Examinations in Tanzania including the O'level and A' level examinations. Zanzibar joined the O'level and A' level Examinations according to the law since the establishment of the National Examination Council of Tanzania in 1973. The decision to establish NECTA was a follow-up of an earlier move, in April 1971, when Tanzania Mainland pulled out of the East African Examinations Council (EAEC) to conduct her own examinations. Zanzibar pulled out of EAEC in 1970. (www.necta.go.tz/about.html)

In Zanzibar the students are assessed at different education levels. Examinations at the end of primary level (Standard VII) and junior secondary level (Form II) are evaluated by the Zanzibar MoEVT through its Dep. of Curriculum Development and Examination. The national examinations to accomplish secondary levels i.e. Ordinary level (O-level) and Advanced level (A-level) are evaluated by the MoEVT of the United Republic. Therefore the Tanzanian students (from Zanzibar and Mainland) sit for the same National examination at both O-level and A-level after completing their courses in Form 4 and

Form 6 respectively. Zanzibar secondary students conduct the first special exam when they reach Form 2, those who have passed are then selected to join Form 3 where they study for two years (i.e. Form 3 and Form 4), before they sit for their Certificate of Secondary Education Examination at the end.

According to MKUZA 1, 2007), from 2006 to 2010 it is estimated that about 45% of the students who sit for Zanzibar entrance examination at the end of Form 2 were selected to enter Form 3. However, only 3% of those had a chance to enter Form 5 following their Form 4 National Examination as summarized below:-

- In every 100 students starting Form 1, 96 continued into Form 2 (direct, no exam)
- Among these 96 students, 43 continued to Form 3 (depend upon Zanzibar Form 2 exams)
- Among these 43 students, 41 continued up to Form 4 (direct, no exams)
- Among these 41 students, only 3 to 4 had the chance to join Form 5. (Depends on the CSEE).

Those who were not successful either joined private classes seeking another chance to score or

involved themselves in a self-employment system (MKUZA 1, 2007).

Today the percentage of students who do not pass the Form 2 exams, and the Form 4 exams and are therefore not admitted into Form 3 on one hand and Form 5 on the other is very high of about 100 % – 47.6 % and 100% - 5% respectively (MKUZA 11, 2011).

With special emphases to the Form Four, the number of Zanzibar students who normally fail to join Form 5 is extremely large; this arouses number of claims and complaints from entire Zanzibar communities including educational experts who are interested much on understanding the real roots cause towards the problem (MKUZA 11, 2011).

1.4 Statement of the Problem

There have been series of claims from Zanzibar education stakeholders including experts in educational matters, parents, teachers and students themselves that the Zanzibar secondary schools system has failed deliberately following their frequent Mass failure in the O'level examinations. But we cannot rely to these claims since they are not ratified, the need for ratification is essential so as to understand where the truth lies.

It is a matter of fact that several researches have been done on education matters including those focusing on teaching, marking, attendance, enrollment and performance, only few, has been done on the causes of Mass failure of students in the Certificate of Secondary Education Examination (CSEE). For instance, Lyimo (2012) argued that over centuries now Southern Regions of Tanzania suffer with poor performance of Form four examinations. Following the research that was done at Mtwara-Mikindani Municipal, Lyimo came up with the factors contribute to poor performance in secondary schools as shortage of learning and teaching materials, undesirable cultural practices, moral deterioration and truancy (Lyimo, 2012).

Steven (2005), has also mentioned the factors contributing to poor performance in the examination as the teachers' characteristics such as laziness, unpunctuality, and unaccountability. Others were low level of education and inadequate teaching experiences. (Steven, 2005).

Zanzibar is an area in the United Republic of Tanzania which has its own political, social, cultural, and economic history which necessitates the needs of understanding the real causes of mass failure affecting O' level students nowadays. It is therefore, this research will purposefully investigate the causes of mass failure so as to fill the required gap which

is not yet filled by many researchers in one way, as well as to understand where the truth lies towards the problem, as a step forward to correct the existing problem.

1.5 Objectives

1.5.1 General Objective

The main objective of this study was to find out the causes of the mass failure of Zanzibar O'level examinations for the period of 10 years from (2002 – 2012)

1.5.2 Specific Objectives

The study was guided by the following objectives:-

1. To find out the causes of mass failure in Zanzibar secondary schools from 2002 – 2012.
2. To examine the impact of having secondary schools in every constituency in Zanzibar.
3. To suggest the possible ways of solving the problem of mass failure.

1.6 Research Questions

- i) What are the causes of Mass failure in Zanzibar secondary students in their O-level examinations?
- ii) What are the impacts of having secondary schools in every constituency?
- iii) What measures should be taken to overcome the problem?

1.7 Significance of the Study

This study will pave the way on solving the problem of Mass failure facing Zanzibar Secondary Schools for a long period currently. It will act as a mirror to anyone who is a finger pointed to be involved in what is believed to contribute to the failure, to correct him/herself as a step forward to minimize the problem. It will also assist the Government's Policy Makers, Academicians, and Public at large to bring about changes in the development of education here in Zanzibar.

1.8 Conclusion

This chapter has presented the general introduction of the whole study. It has started with brief explanation of Zanzibar and her history of education before and after independent periods with the systems of examinations issued, in order to give chance to those who do not understand it, to have at least a brief history, as well as to provide a reader with the most attractive beginning. It has also presented the nature of the problem being researched, why is it researched? And how much affect Zanzibaris and their economic development at large.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the exiting literature on the topics related to the causes of mass failure of students in secondary schools. It will provide the contribution of different authors and so to help the researcher to acquire more knowledge on the related topic. The chapter begins with the detailed review through theoretical review and winds up with the conceptual framework of the study.

2.2 Definition of Key Concepts

2.2.1 Education

Means the development of knowledge, skill, ability, or character by teaching, training, study, or experience (Clarence *et al*, 1970)

Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through auto didacticism. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts (Simon *et al*, 1988).

2.2.2 Examinations

Usually examinations are the written exercises, oral questions, or practical tasks, set to test a candidate's knowledge and skills (Simon *et al*, 1988).

Examinations do influence the nature of learning and teaching, and dictate not only what is taught at school but also how it is taught. In other words, they monitor, evaluate and reinforce the aim and objective of education. In addition they can be effectively assurance mechanisms for learning. On the other hand they dampen the desire to pursue higher goals of learning. Currently the main function of the examination is to select students for the next higher level of education. Examination filter students or ranks them but do not assess achievement of curriculum goals (MoEVT's Education Policy 2006 (EP06)).

2.2.3 The National Examinations Council of Tanzania (NECTA)

The National Examinations Council of Tanzania (NECTA) is Government Institution which was established by the Parliamentary Act No. 21 of 1973. NECTA is responsible for the administration of all National Examinations in Tanzania. The decision to establish NECTA was a follow-up of an earlier move, in April 1971, when Tanzania Mainland pulled out from the East African Examinations Council (EAEC) to conduct her own examinations. Zanzibar pulled out from the EAEC in 1970. Before this action, Tanzania sat for foreign Secondary School Examinations which was conducted jointly by the East African Syndicate, which before then were conducted by the Cambridge Local Examinations Syndicate alone. This was in between 1968 to 1971. The Examinations conducted by the Cambridge Local Examinations Syndicate then were the School Certificate and the Higher School Certificate Examinations. The School Certificate Examinations was taken by the African Students for the first time in 1947 and that of the Higher School Certificate in 1960 (www.necta.go.tz/about.html).

2.2.4 Exam Failure

In this study, failure refers to passing in grade ‘D’ (simple pass) and ‘F’ that is completely failed. These two grades are considered fail since they do not in any case allow a candidate to join Form 5 or be identified to have a passing grade in a certain subject. A candidate who is considering a pass must have at least three principle passes in either A, B, or C in the principle subjects and any two simple passes D in any subjects (NECTA, 2012).

2.3 Empirical Review

2.3.1 Reviews from the Developed Countries

Educational levels of parents influence learning performance of a learner. Learners, whose parents being educated are likely to perform better in school because their parents usually assist them with their studies at home. Diaz, a teacher and psycho pedagogy expert in Spain in his paper titled ‘Personal, family and academic factors affecting low achievement in secondary school’, implies that the educational levels of parents are among the family factors which have great contribution to students learning performance. (Castejon *et al*,1998).

Louw (1993), argued that schools should include extra-curricular activities in their timetables in order for the learners to practice other activities besides being taught in a class. Extra-curricular activities have great contribution to learning performance of learners. Learners might be gifted in different types of games, so, schools should have specific areas for the students to play. Pitches of all common games like football, basket ball, volley ball, and netball, tennis, gymnastic and athletics should be available in schools. Participation in extra-curricular activities refreshes the learners’ minds and

increases their learning performance. Always remember 'healthy mind in a health body'. He indicated that people with healthy bodies usually develop characteristics such as adventurousness, energy and assertiveness.

Marchesi *et al*, (2002) in the research regarding social class in Spain came up with the results that social stratification defines learning attitude of a student. They argued that student who belongs to upper social class tends to have better academic results and future life expectations. Research conducted in America equally indicates a high correlation between low school achievement and socio-economic background, where most of the researched families are classified in the lower economic brackets, with the highest poverty and unemployment rates. Education failure is legitimized by inherent inferiority, and this can be related with high illiteracy rate, poor hygiene, etc (Cummins, 1994).

2.4 Reviews from African Countries

Education reflects the broad social, economic and political structure of the country in which it is practiced. In Zanzibar for instance, politics leads education that is why during the years of General Elections let say; 1995, 2000, 2005 and 2010 students' performance became poor because both teachers and students were involved in politics. In 1996 soon after 1995 General election, large number of teachers were suspended and some of them were thrown out of employment because of politics. The same case had happened to the students. In South Africa, the past education system for the Blacks was closely related to the broad development program and political solutions, which are currently being worked out. Education and politics exist in a symbiotic relationship, since education is always addressed within an environment of politics. It is argued that these differences in academic performance represent social realities such as poverty, political, and socio-economic problems (Engelbrecht *et al*, 1996).

Mass failure in examinations conducted by NECO, the West African Examinations Council (WAEC) and the National Business and Technical Examinations Board (NABTEB) has become disturbingly regular in the last few years, and getting worse. In June/July 2010, results have revealed that, less than 25 percent of the total number of candidates that sat for the SSCE obtained credit passes in English Language and Mathematics. In November/December 2009 school certificate examination conducted by NECO, only 1.8 percent of the 236, 613 that sat for the examination obtained credit passes in five subjects and above, including English Language and Mathematics (NECO, 2010). While 84 percent failure rate was recorded by WAEC in the May/June 2009 SSCE, NECO recorded 89.3 percent failure rate in the June/July SSCE of the same year. The persistent high failure rates have been attributed to low quality of teachers, deplorable state of teaching and learning facilities in schools, among other factors. The few available trained teachers were themselves products of a lowly pedagogical standard. Also motivation among teaching staff members was low (Allafrica.com:Nigeria, 2011).

According to the Nigerian review paper the identified factors causing students' poor performances in science are teachers' methods of teaching, student's interest, class size, poor laboratory facilities among other factors. Recommendations were made at the end of the paper; one of such recommendations was that teachers should be more dedicated to their duties. Science is different from other disciplines because it involves observation, classification, measurement, prediction, problem identification, collection, analysis and interpretation of data, drawing conclusion, experimentation etc. In Nigeria research has shown that students' performances in science has not been encouraging due to some factors such as low quality of teachers, poor teaching methods and poor laboratory facilities. The table below shows percentage of students' performance in May / June Examination from 2006 to 2011 in Nigeria.

Table 2.1: Percentage of Student's Performance in May/June Examination from 2006 to 2011 in Nigeria

Year	Percentage of pass
2006	22
2007	20
2008	26
2009	26
2010	23
2011	30

Source: The sun news of Nigeria, 2011

While the South African review 2001 identified that the factors contributing towards poor performance are linked to socio-economic problems, poverty, and politics. The following are different factors that have been identified as contributors to poor performance in the literature reviewed. In the home environment, factors that were identified are: unpredictable home environment, self-concept and self-identity, parents' educational levels, unemployment of parents, marital status of parents, and availability of natural resources, communication style as well as relationship, and scarcity of educational resources at home. In the school environment the following factors were identified: learner profiles which highlighted anomalies regarding attendance of classes, motivation to learn, attitude towards learning, substance abuse, relationship between the learner and educator, the relationship between the educator's motivation and that of a learner, sensitivity towards individual needs and differences, school transition, medium of instruction, the role of South African's School's Act (SASA), unequal distribution of facilities and resources, decision-making by the School Management Team, extra-curricular activities, and peer pressure (Statistics South Africa, 2001).

Inequalities regarding the quality of facilities and distribution of resources are still a serious problem in South Africa even after celebrating fifteen years of democracy, during which government emphasized equity. Some of the factors contributing towards poor performance of learners are lack of resources and poor facilities in most schools, but especially in rural areas. Some of the rural schools are dilapidated compared to those in urban areas. The problem regarding unequal distribution of resources between provinces, rural and urban areas are still intact (Motala *et al*, 2001).

2.6.1 Experience from Tanzania

Lyimo (2012), argued that over centuries now Southern Regions of Tanzania suffer with poor performance of Form four examination. The research was conducted at Mtwara-Mikindani Municipal and came out with the factors contribute to poor performance in secondary schools. Among other factors were shortage of learning and teaching materials, undesirable cultural practices, moral deterioration and truancy Lyimo (2012).

Mchimbi (2012) reported that, the main causes for the mass failure of most form four students in their NECTA Exams are as identified below:

2.6.1.1 Lack of School Fees

Most of the Government O-level schools for Tanzania pays 20,000/= approximately to about \$12 a year. Most of them do not afford to pay for the school fees allocated by the government. The act of the school management to suspend those who fail to pay by giving reason that these students has not paid a school fees demoralize the capacity for them to acquire better education

2.6.1.2 Teachers Problem

Many schools in Tanzania have very few teachers compared to the number of students they teach. Having that known, a school can have only two teachers or even one. Sometimes teachers do not teach by giving reasons that the salary is small compared to the work they do.

FATAKI- Is a Swahili slang that label the teachers whose bad behavior of having sexual relationship with the students they are teaching. This retards the progress of the education level in Tanzania. Most of the girls who have relationship with their teachers are proud by saying that, once they finish their studies they will be married by those teachers and there is no need for them to study hard. While temporary teachers are not respected for their work they do. These are teachers who are doing their teaching practice. You could find a Form six leaver has a great ability to teach than a one employed by the Government, but the problem arises when these teachers are doing their work, they are not trusted and they are ignored to all projects and tactics they employ to bring changes in educational category.

2.6.1.3 Learning Materials

This include lack of chalks, electricity, teaching aids materials, tables, Classrooms, books and poor environment of learning. Other reasons may be: students studying with hunger. Children who are not cared by their parents or guardians with food, clothings as well as to treatments are also contributing factors to mass failure (Nchimbi, 2012).

Ndunguru, (2012) argued that, according to his views the following factors may be some of the reasons for mass failure:

2.6.1.4 Geographical Inequality

Most schools which are performing better are those found in urban areas whereby the provision of social service accommodates teachers, workers and student themselves.

2.6.1.5 Infrastructure and Working Environment

Marginalized schools have fewer and sometimes no supportive infrastructure for carrying out school activities while on the other hand the working environment are not conducive to new employees.

2.6.1.6 Curriculum

Ndunguru further argued that,

“Is the kind of education given to our pupils fit for our environment?” I am not so sure. Take these three scenario, i) education soon after independence, ii) education during 70's and 80's, iii) education during the last two decades.....could you note something? Enrollment rate, dropout rate, completion rate, passes rate and marks.... (Ndunguru, 2012).

2.6.1.7 Priorities

Is meeting MDGs alone and raising the enrollment enough? What about the dropout rate? MEM and MMES yes.....can we bridge the gap between the lower education and higher education? Can we accommodate all at higher educations.....we need to address these and many more at this juncture (Ndunguru, 2012).

Following mass failure of 60.5% of the year 2012, different experts in educational matters have appeared to raise their voice commencing on poor results as follows:- Mkude, who is a Manager for Education working for Tanzania Education Authority (TEA) noted that,

“Following mass failure in Tanzania, secondary school students are not to blame on the matter other than the government which has put low effort to address the education policy in the country”.

He further argued that, the government should be blamed over different matters for a number of reasons and most of them are failure to create good conducive working environments for teachers. When he listed problems facing secondary school teachers in the country Mkude stressed that, teachers are facing lack of teaching facilities, coupled by lack of laboratories and other incentives with low emoluments paid to teachers in the country. This is resulting to low levels of work commitments. Most of the above mentioned factors contribute to the mass failure of secondary school students in the country. Mkude who is in charge of higher learning institution at TEA cautioned that, such failure is a great threat to higher learning institutions in the country, and if the government continue to neglect and not taking appropriate measures in order to rectify the situation is likely to cause detrimental effects to stakeholders and the nation at large (Onyango, 2013).

Mr. Mgaya of the University of Dar es Salaam commented on the bad results noting that is mainly due to lack of effective infrastructural facilities to smoothen the work such as insufficient professional teachers and lack of teaching facilities such as laboratories, learning materials such as books (Onyango, 2013).

Honorable Mbatia MP who is the NCCR-Mageuzi Chairman remarked during an interview with Daily News on 10th March, 2013 that, the education system in the country is at ICU meaning that, it is in a critical condition that if the nation is not careful it might lose its values at any time. However, he used the word ICU just to compare the education system in the country like a critical patient at hospital who is admitted in an intensive care unit for a closer monitoring or observations, by doctors and if doctors would not be available closer to give a hand of help then such patient might die at any time (Onyango, 2013).

An opposition leader in the Parliament and Party Chairman of Chadema Honorable Freeman Mbowe, MP has called on the resignation of the Minister for Education and Vocational Training Dr. Shukuru Kawambwa over the matter noting that if he is stubborn then his party is going to stage a countrywide demonstration to pressurize his resignation. Mbowe is on the view of the fact that, the results announced was a great shame to the nation and that, Tanzania has been ashamed with these results even before her fellow East African member states. Another expert in education noted that, the increased employment of teachers is not a solution to end the long standing woes, but rather the government should look at the basic incentives that would attract teaching profession in the country, just the same way as fellow Kenya and Uganda does (Onyango, 2013).

2.5 Factors Affecting Performance

In attempting to understand the most important factors leading to student's poor learning performance in schools, most researchers tend to look at variables pertaining to the school and teachers' characteristics. For example, Sanguinity suggested that in order to determine the quality of an individual school, it is important to observe the facilities of the schools and characteristics of the teaching qualifications, data on pupil achievement,

access to reading materials or text books availability. He also pointed the class size, teacher- students ratios, size of staff, school facilities, teachers characteristics and instructional materials as commonly used in school environment settings, for teaching and learning processes account for more than variables in determining students performance (URT, 2000).

Ogunniyi stated the factors that bring about poor performance in many African countries, among other factors for mass failure Ogunniyi mentioned are government policies, society, teachers, nature of a subject, and suitability of examinations, family and the student related factors (Ogunniyi, 1996).

Steven (2005), mentioned the factors contributing to mass failure are the teachers' characteristics such as laziness, unpunctuality, and unaccountability. Also low level of education and inadequate teaching experiences may lead to failure.

Mullen *et al*, (1996), emphasized that there is a relation between cognitive achievement and school achievement, teacher's education and school facilities. A good medium for the student achievement is high level of teacher's subject knowledge.

Craig *et al*, (1998), argued that, teachers' working conditions affects their ability to participate for the achievement of the pupils. He further demonstrated that, low or late remuneration may lead teachers to take an another job which hurts the students learning, he also commented,

"Effective teachers are highly committed and care about their students, but they need supportive working condition to maintain these positive attitudes"(Craig et al, 1998)

Mbelle *et al*, (2003) on their analysis of 1999 and year 2000 Ordinary level results came up with findings that the private secondary schools (which include religious schools) perform better than the government schools. They also revealed that the consistency of performance is higher in the private schools than in public schools. The same study by them, revealed that male students perform better than female students as shown below:

Table 2.2: Percentage Pass Rates Between Boys and Girls Students in the O’level examination from 1996 to 2000

Year	% Passed		% Division 1	
	Boys	Girls	Boys	Girls
1996	96.06	79.45	6.88	3.26
1997	95.55	82.70	24.40	6.52
1998	93.46	82.72	25.39	6.27
1999	95.62	85.66	23.81	5.18
2000	95.62	86.00	24.22	5.57

Source: Mbelle *et al*, (2003)

2.6 Theoretical Framework

The study adopted an Expectancy theory. This theory suggests that a person will decide to behave or act in a certain way because he is motivated to select a specific behavior, over other behaviors due to what he expects to be a result of that selected behavior.

In essence the motivation of behavior selection is determined by the desirability of the outcome. However, at the core of the theory is the cognitive process of how an individual processes the different motivational elements. This is done before making the ultimate

choice. The outcome is not the sole determining factor in making the decision of how to behave (Vroom, 1964).

“This theory emphasizes the need for organizations to relate rewards directly to performance and to ensure that the rewards provided are those deserved and wanted by the recipients” (Vroom, 1964).

The theory has three components which are:

2.6.1 Expectancy - Probability

Expectance is the belief that one's effort will result in attainment of desire performance goals. Usually, it is based on an individual's past experience, self confidence, and the perceived difficulty of the performance standard. Factors associated with the individual's expectancy perception are self efficacy, goal difficult, and control. Self efficacy is person's belief about their ability to successfully perform a particular behavior. Goal difficulty happens when goals are set too high. Performance expectations that are made too difficult are most likely to lead to low expectancy. Control is one's perceived control over performance. In order for expectance to be high, individuals must believe that they have some degree of control over the expected outcome (Vroom, 1964).

2.6.2 Instrumentality – Probability

Instrumentality is belief that a person will receive a reward if the performance expectation is met. This reward may come in the form of a pay increase, promotion, recognition or sense of accomplishment. Instrumentality is low when the reward is given for all performances given.

Factors associated with the individual's instrumentality for outcomes are trust, control and policies. If individuals trust their superiors, they are more likely to believe their leaders promises. When there is a lack of trust on the leadership, people often attempt to control the reward system. When individuals believe they have some kind of control over how, when, and why rewards are distributed, instrumentality tends to increase. Formalized written policies impact on the individuals' instrumentality perceptions. Instrumentality is increased when formalized policies associate rewards with performance (Vroom, 1964).

2.6.3 Valence

Valence refers to the value the individual personally places on the rewards.

-1 means avoiding the outcomes;

0 means indifferent to the outcome;

+1 means welcomes the outcome.

In order for the valence to be positive, the person must prefer attaining the outcome to not attaining it (Vroom, 1964).

On the basis of the above theory, there are four components in school's system that in one way or another may contribute to the availability of mass failure to the secondary schools students. These are students themselves, teachers, school managements and the Ministry of Education and Vocational Training in the case of Zanzibar.

2.7 Conceptual Framework of the Study

The conceptual framework for this study is based on the argument that the mass failure is in one way or another resulted by the students themselves, teachers, school management

and or the Ministry concerning with education. There are numbers of factors emerged as a result of students weakness, teachers and the Ministry concerned as shown on the framework above. These tend to cause mass failure to secondary students.

2.7.1 Students

Student's characteristics involve personal characteristics, motivation, and family background. Variation in performance may result from the socio-economic background of students and the school. Students' socio-economic background and gender are used as the main categories to analyze equity in education performance. Equitable policies focus on raising the performances of all students by overcoming barriers of socio-economic background, gender, and geographical conditions (Gaby, 2005).

2.7.2 Teachers

According to Jennifer (2003), schools' availability, physical and human resources are the factors most closely associated with the quality of learning opportunities at school. So, the effectiveness of a school depends on the teachers' characteristics which encompass qualification, teaching experiences, persuasion, motivation, attitudes towards jobs, attitudes towards students, and teaching styles. If these elements are properly cared, the school will be more effective in performance and less effective once these are neglected.

2.7.3 School Management

One aspect of the school management concerns the distribution of the decision making responsibilities between the stakeholders in the education system, and among the stakeholders in education are students and teachers. If these people are not involved in the

decision making processes, the school management or practices will be less effective in performance (Education Global Forum, 2005).

2.7.4 MoEVT

The Ministry of Education and Vocational Training in Zanzibar/ Tanzania is the responsible organ for the educational matters. It's a main pillar which involves buildings, students, teachers, management and facilities. The Ministry of education organizes all curriculums as directed by educational policy. The effectiveness of schools therefore, depends largely on how the members from the MoEVT are involved on the policy making process and its implementation. If these policies are not well guided and clearly and effectively implemented, this will result to mass failure (MoEVT, Education Policy, 2006).

2.7 Conceptual Framework of the Study

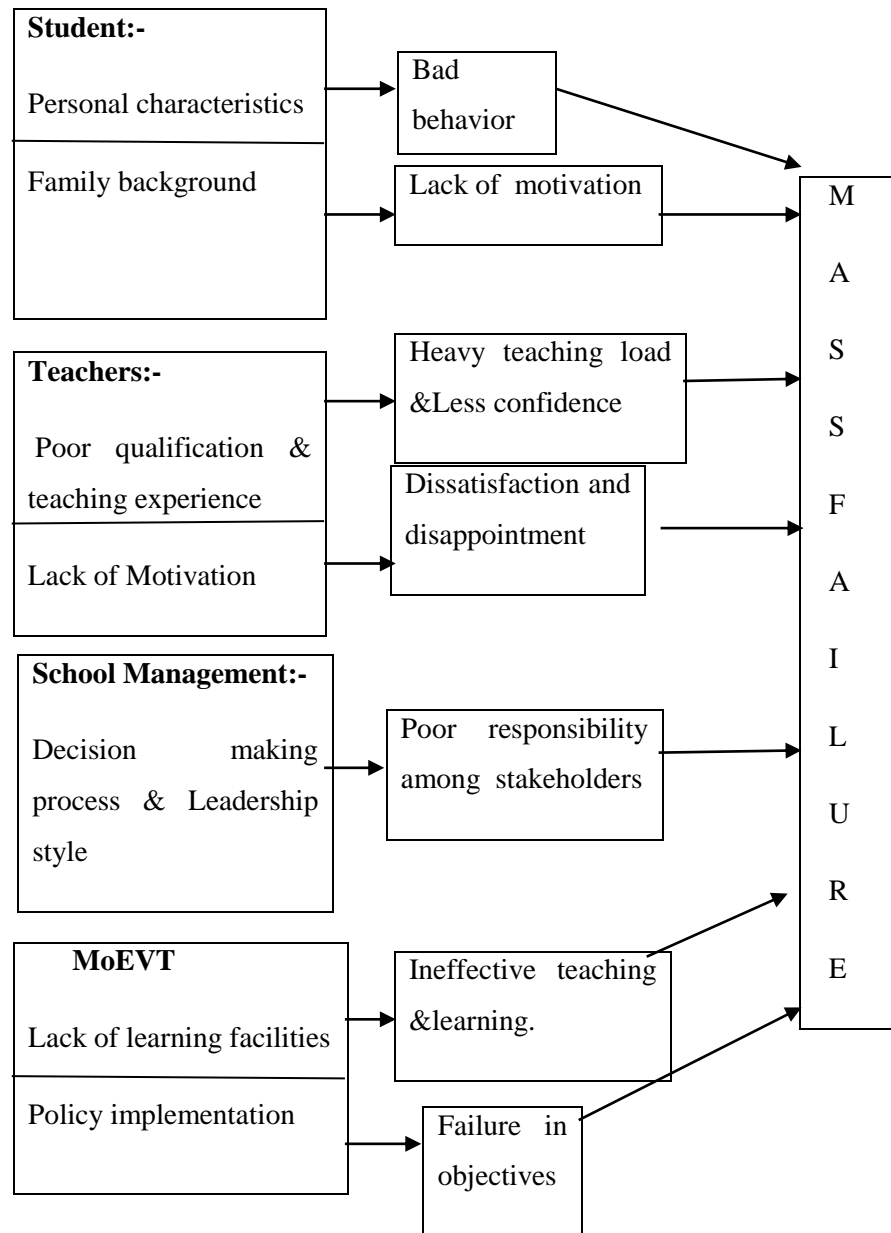


Figure 2.1: Conceptual Framework

Source: Adopted and Modified from Steven (2005).

2.8 Conclusion

This chapter has highlighted several factors that contribute to examination failure as researched by different researchers in Tanzania, the rest of African countries and the world at large. The researcher therefore has gained plenty of knowledge about factors affecting

learning performance. This will help him to identify a gap which expresses what exactly is being researched and its significance. The chapter winds up with the conceptual framework which shows the link between the educational stakeholders and how are becoming the sources of failure to the secondary students in Zanzibar.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

According to Kothari (2004), research methodology can be defined as a science of studying how research is done scientifically which aims at describing and analyzing methods, throw light on the limitations and resources, clarify their presuppositions and consequences, relating their potentialities to the twilight zone at the frontiers of knowledge. Research methodology helps to inculcate the ability to evaluate and use the results of earlier research, and hence get the chance to study a subject in depth in order to make intelligent decisions.

Chapter three is about the methodology used for the study. It begins by presenting the research design, followed by the presentation of the case study. Further, the research sample and the sampling criteria used to identify the participants of the study. The chapter winds up with the data collection methods and data analysis.

According to Kothari (1995) when one is talking about research methodology, he/she is normally talking not only about the research method but also considering the logic behind the method used in the context of the research study. He explains or answers the following questions; why do we use a particular method or technique? Why not use other techniques so that the research results are capable of being evaluated either by the researcher himself or by other readers? Why a research study has been undertaken? How the research problem has been defined? What data have been collected? Why a particular technique of analyzing data has been used? And a host of other similar questions are usually answered when we talk of the research methodology.

Having the above highlights in mind, the researcher decided to opt for different research methods that have been used throughout this research report.

3.2 Research Design

According to Kothari, (2004). “Research Design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure”. The case study research design was employed in this study because of its flexibility in data collection, and analysis. Johnson as quoted by White (2002) defines a case study as an inquiry which uses multiple sources of evidence. It investigates the contemporary phenomena within its real life. It is the way of organizing educational data and looking at the object to be studied as the whole (Kothari, 2004).

The study has employed both qualitative and quantitative approaches. Basically, Qualitative methods focused on what people perceive towards study’s objectives and quantitative methods focused on frequencies and percentages for responses. Krishnaswami (2002) recommends the use of qualitative research as it can catch individual perceptions as well as its flexibility in data collection and research plan. The research has used cross sectional type of design; this is because of expecting to collect data or information at once unlike longitudinal which would collect data repeatedly. This is also due to scarcity and limited budget in terms of money, time and human resources Krishnaswami (2002).

3.3 Case Study

The case study of this research is mass examination failure of O-level students in Zanzibar. The Zanzibar Archipelago is located 35 kilometers northeast of the Tanzania Mainland. After the union in 1964, it formed United Republic of Tanzania. It consists of

Unguja, Pemba, and other smaller islands with a total area of 2,460 km² and nearly 1.3million (2012 census).

Historically, Zanzibar was a center of Islamic education, trade and civilization throughout East African coast. (Fagason et al, 1992).

3.3.1 Past Ten Years (10) Examination Results of the Sampled Schools

The following are the examination results of the Zanzibar Government Schools that are used as sample from 2002 to 2012.

Table 3.1: Examination Results for the Year 2002

SECONDARY SCHOOLS	% PASSED		% FAILED
	D1,11,111	DIV	
Uweleni	11.2	54.5	34.3
Kengeja Techni	47.4	50.57	2.03
Kiwani	3.61	63.64	32.75
Kangani	15.8	69.68	14.53

Source: NECTA-2002, (Record from Department of Examination – Pemba office)

Table 3.1 above shows that the performance of the schools was not so good although all four schools had some percentage passes in divisions one to three (DI-III). The passing rates in divisions one to three ranged between 3.61% to 47.4%. Kengeja Technical secondary school led other schools by acquiring 47.4% followed by Kangani which scored 15.8%, Uweleni secondary school followed with 11.2% and the last school was Kiwani secondary with 3.61%. Other passing percentages were in division four which ranged between 50.57% to 69.68. The percentage failed rate ranged between 2.03% to 34.3% in which Kengeja Technical school had low percentage of 2.03% while Uweleni had the highest failed percentage of 34.3%.

3.3.1.1 Examination Results for the Year 2003

Table 3.2: Examination Results for the Year 2003

SECONDARY SCHOOLS	% PASSED		% FAILED
	DI,11,111	D 1V	
Uweleni	18.1	78.00	3.99
Kengeja Techni	49.5	47.2	3.30
Kiwani	6.75	92.42	0.93
Kangani	16.97	80.23	2.80

Source: NECTA -2003 (Record from Department of Examination – Pemba office)

In 2003, the performance was better compared to 2002. The passing rates in divisions one to three (DI-III) increased in all schools. The passing range in these divisions was between 6.75% to 49.5%. Kengeja Technical secondary school again led other schools by acquiring 49.5% followed by Uweleni which scored 18.1%, Kangani secondary school followed with 16.97% and the last school was Kiwani secondary with 6.75%. Other passing percentages were in division four which ranged between 47.2% to 92.42%. The percentage failed rate ranged between 0.93% to 3.99% in which Kiwani school had low percentage of 0.93% while Uweleni had the highest failed percentage of 3.99%.

3.3.1.2 Examination Results for the Year 2004

SEC. SCHOOLS	DI-III	D IV	FAILED
Uweleni	10.2%	67.09%	22.71%
KengejaTechni	59.58%	30.42%	10.0%
Kiwani	4.83%	69.53%	25.64%
Kangani	9.7%	53.21%	37.09%
Mkanyageni	11.94%	89.06%	0.0%
Ngwachani	2.9%	67.0%	30.1%
Mtambile	1,80%	67.53%	30.67%
K/Panza	0.0%	82.75%	17.25%
Kengeja	4.2%	79.9%	15.9%
Chambani	0.0%	64.54%	35.46%

Figure 3.1: Examination Results for the Year 2004

Source: NECTA -2004 (Record from Department of Examination – Pemba office)

In 2004, there was the increasing of secondary schools in Mkoani District following the Ministry Policy of disseminating secondary schools in all villages in Zanzibar. The performance of the four former schools; Uweleni, Kengeja technical school, Kiwani and Kangani were poor compared to the 2003 results. Increasing the number of secondary schools seemed to affect the performance of former secondary schools. For the new registered schools the performance were worse, their passing percentage rates ranged

between 0% to 11.94% in which two schools K/Panza and Chambani had 0% in divisions one to three while Mkanyageni led the other new schools with 11.9% in divisions one to three. The overall passing rates ranged between 0% to 59.58% in divisions one to three, in which Kengeja technical school had the highest percentage of 59.58%. The overall failed percentage ranged between 0% to 37.09% in which Kengeja technical school and Mkanyageni secondary had 0% each while Kangani had 37.09%. Other passing percentages were in division four (DIV) which ranged between 30.42% to 89.06%.

3.3.1.3 Examination Results for the Year 2005

In 2005, the results of the four former schools were poor as that of the later. The new established secondary schools seemed to affect the four former schools.

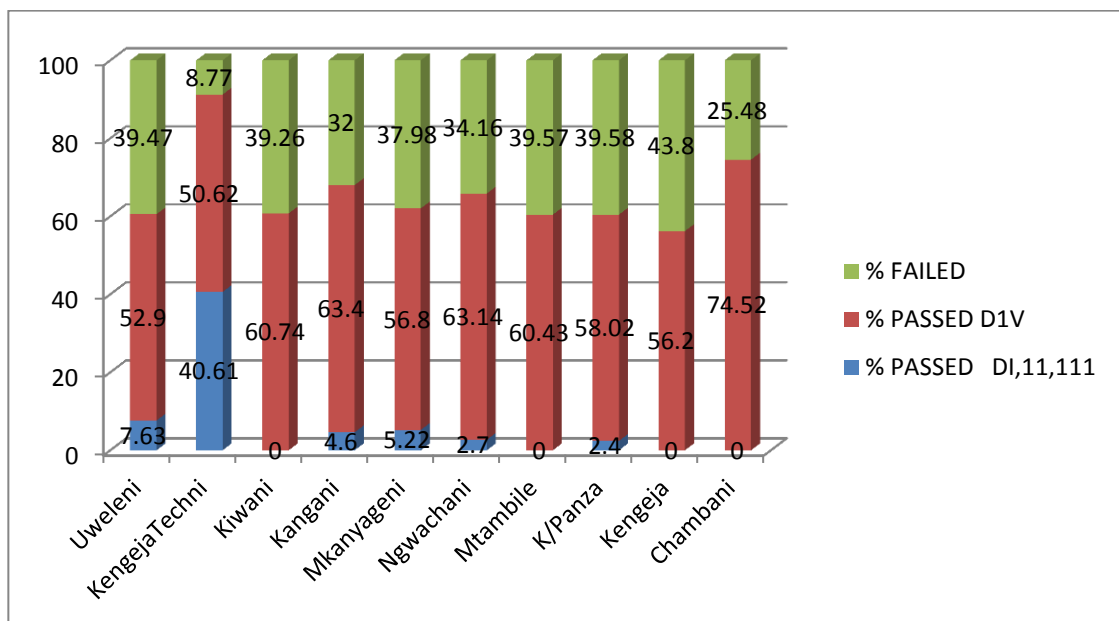


Figure 3.2: Examination Results for the Year 2005

Source: NECTA -2005 (Record from Department of Examination – Pemba office)

Figure 3.2 above has shown that the 2005 examination results were the worst of all past three years results from 2002 to 2004. For instance, with the exception of Kengeja Technical school which had 40.61% for the candidates who scored from division one to

three, the other nine (9) schools had the percentage passing range in these divisions between 0% to 7.63% in which only one school which is Uweleni secondary school had 7.63% while the other eight (8) schools had scores below 6%. On the other hand, the percentage passing in division four was low; the figure 3.2 shows that the candidates who passed in this division had the percentage range between 50.62% to 74.52%. Furthermore, the percentage failed rate ranged between 8.77% to 43.8% in which Kengeja Technical school had low percentage of 8.77% while Kengeja secondary school had the highest failed percentage of 43.8%.

3.3.1.4 Examination Results for the Year 2006

SEC. SCHOOLS	DI-III	D IV	FAILED
Uweleni	18.90%	74.31%	6.79%
KengejaTechni	59.60%	40.4%	0.0%
Kiwani	0.0%	69.43%	31.57%
Kangani	6.42%	51.76%	41.82%
Mkanyageni	13.49%	63.53%	12.99%
Ngwachani	0.0%	50.17%	49.93%
Mtambile	2.24%	64.90%	32.86%
K/Panza	3.44%	52.21%	44.35%
Kengeja	4.6%	62.89%	32.51%
Chambani	0.0%	62.72%	37.28%
Wambaa	2.4%	89.95%	7.6%

Figure 3.3: Examination Results for the Year 2006

Source: NECTA -2006 (Record from Department of Examination – Pemba office)

In 2006, another new school was registered to form a total of eleven (11) secondary schools. The performances continued to be worse although there were a little bit changes in compared to that of 2005.

3.3.1.5 Examination Results for the Year 2007

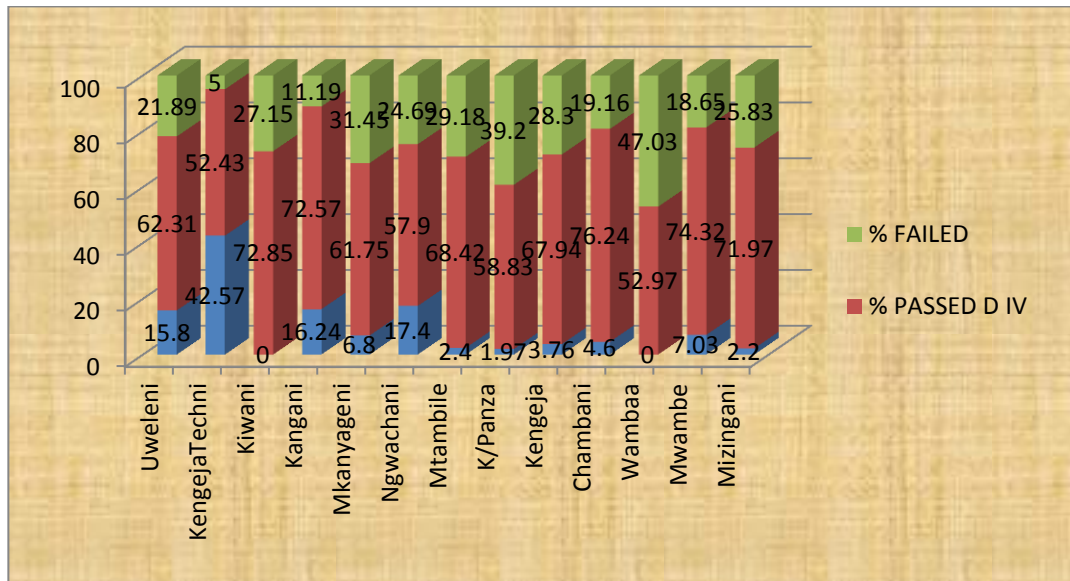


Figure 3.4: Examination Results for the Year 2007

Source: NECTA -2007 (Record from Department of Examination – Pemba office)

Figure 3.4 above indicates that the results were not good but they were not as worse as in the past two years. The passing rates in divisions one to three (DI-III) showed that every school with exception of Kiwani and Wambaa had at least one student who passed in either division one, two or three. The passing range in these divisions was between 0% to 42.57%. in which Kengeja Technical school as usually led the other schools by scoring in the highest percentage of 42.57% while the least percentage of 0% were taken by Kiwani and Wambaa. On the other hand, the percentage passing scores in division four were not so bad; they ranged between 52.43% to 76.24%. The figure also shows the percentage failed rate which ranged between 5% to 47.03% in which Kengeja Technical school had low percentage of 5% while Wambaa had the highest failed percentage of 47.03%.

3.3.1.6 Examination Results for the Year 2008

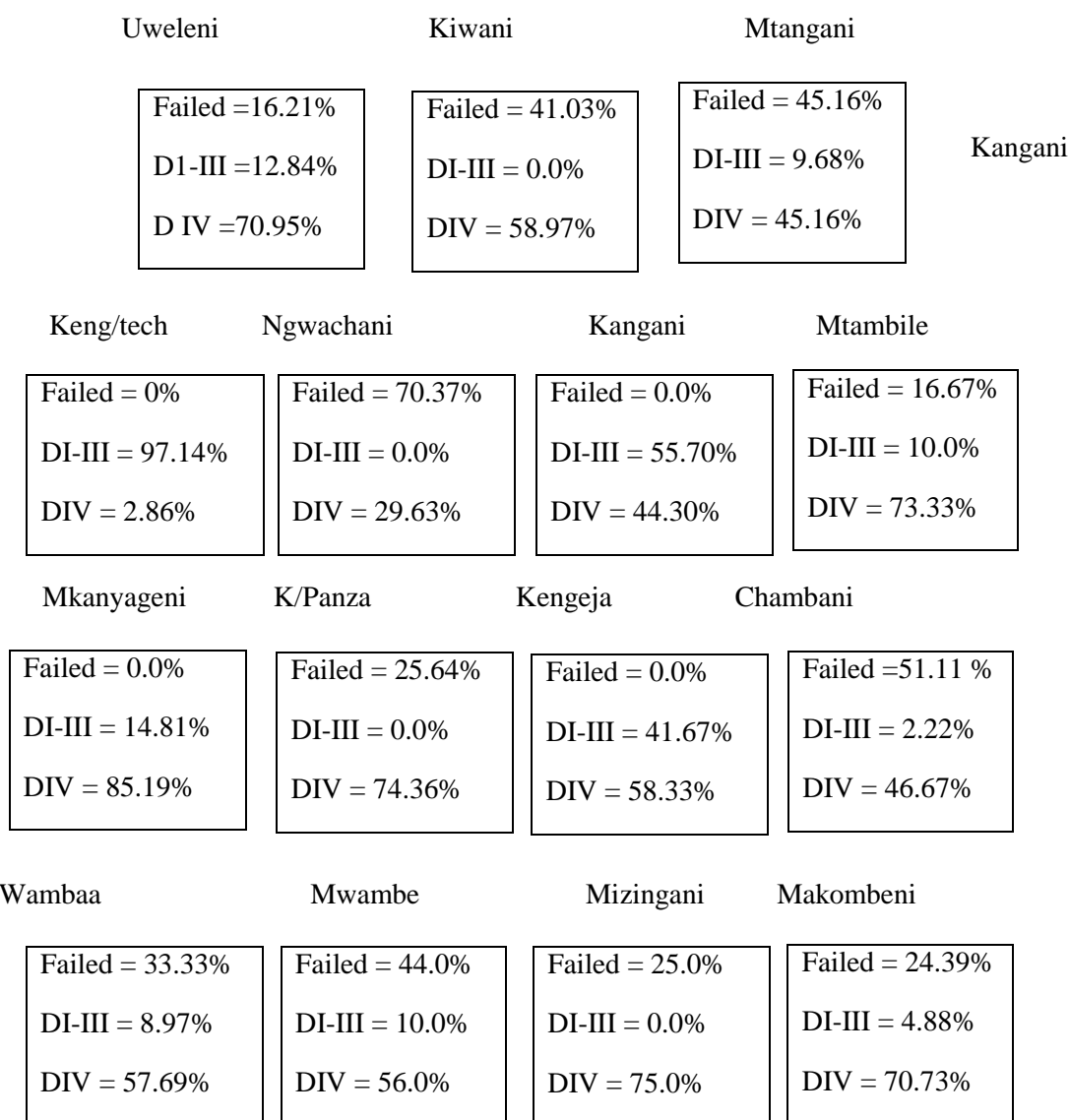


Figure 3.5: Examination Results for the Year 2008

Source: NECTA – 2008

Figure 3.5 above reveals that out of fifteen secondary schools (15), only three (3) schools had reasonable scores in divisions one to three. These were Kengeja Technical school which is usually performs better, led in the percentage of 97.14% followed by Kangani which had 55.70% and Kengeja secondary school was the third leading with 41.67%. With the exception of these schools, others twelve (12) schools had poor results ranged between

0% to 14.81%. As usually most students scored in division four. The percentage passing scores in division four were not so bad; they ranged between 2.86% to 85.19%. The table also shows the percentage failing rates which ranged between 0% to 70%. Kengeja Technical School took the first position while Ngwachani was the last leading school with 70.37% failed percentage.

3.3.1.7 Examination Results for the Year 2009

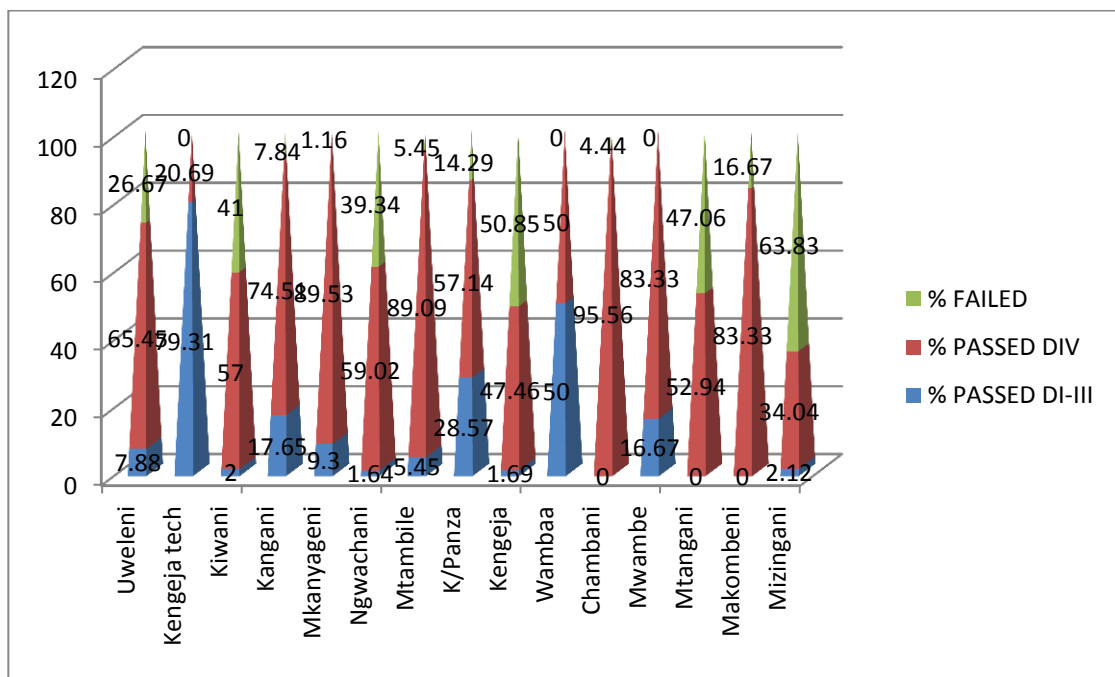


Figure 3.6: Examination Results for the Year 2009

Source: NECTA – 2009

Figure 3.6 above indicates that, student's performance was poor due to the fact that the percentage scores in division four was higher. This implies that, large number of students passed in division four which does not mean a really passing division. The percentage passing scores in this division ranged between 20.69% to 95.56% in which only three (3) schools out of fifteen (15) had percentage scores below 50%. The figure also shows poor percentage scores in divisions one to three, in which all schools had scores ranged

between 0% to 28.57% in these divisions with the exception of Kengeja Technical School which scored in reasonable percentage of 79.31%. However, the percentage failed rate was not so high because many students had lower passes in division four as shown in the figure above. The failed percentage scores ranged between 0% to 63.83%.

3.3.1.8 Examination Results for the Year 2010

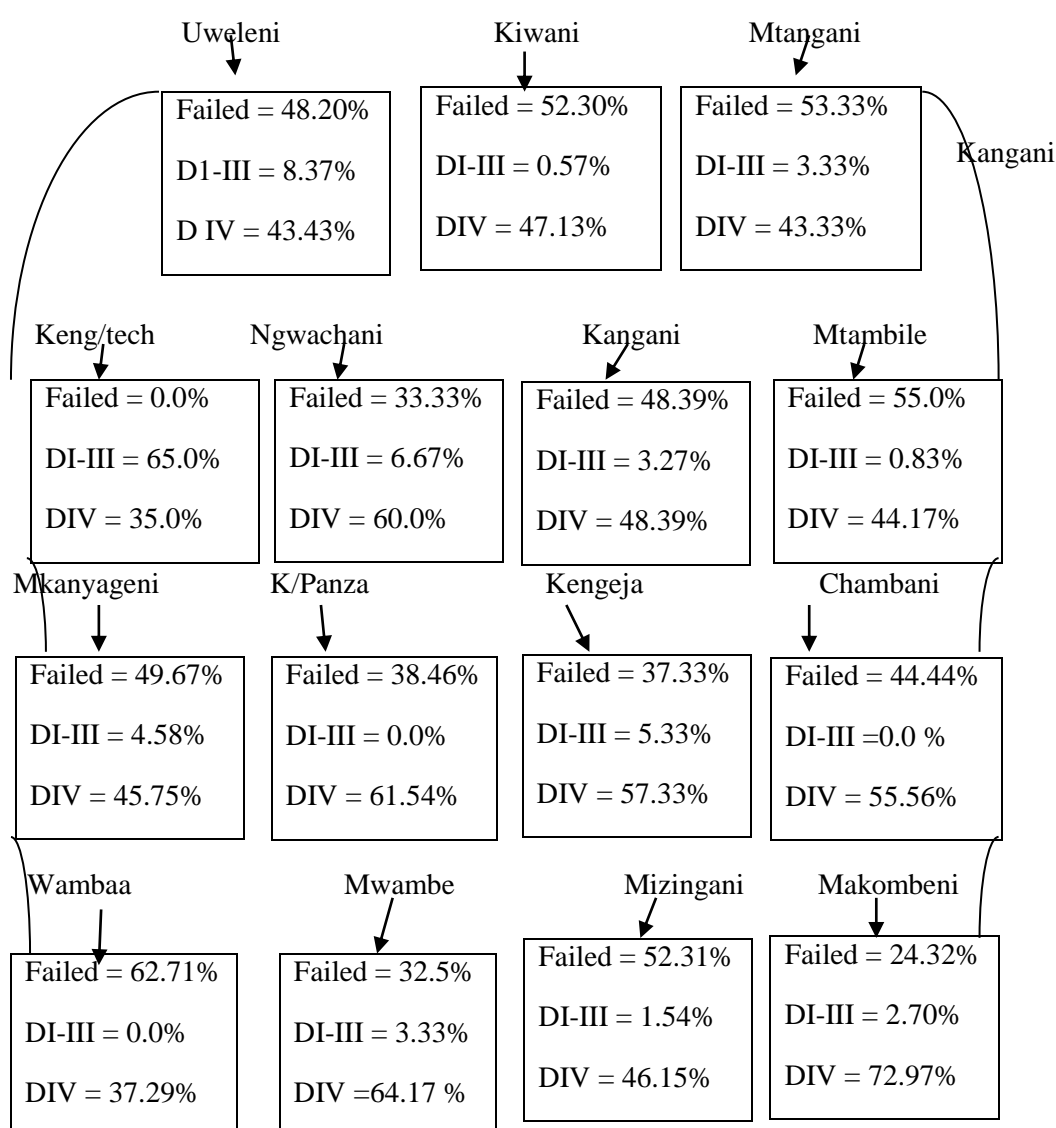


Figure 3.7: Examination Results for the Year 2010

Source: NECTA -2010

Figure 3.7 above shows that 2010 was among the years that experienced mass examination failure. According to the results, students who passed with divisions one to three were few. The figure indicates that out of fifteen (15) secondary schools participated in this examination; only one school had desirable results. Kengeja technical school was the only secondary school with the passing percentage above 50% in divisions one to three; the other fourteen (14) schools had the percentage passing scores ranged between 0% to 8%. On the other hand, the percentage passing in division four was low; figure 3.7 shows that the candidates who passed with this division had the percentage scores ranged between 35% to 72%. Furthermore, the percentage failed scores ranged between 0% to 62.71% in which Kengeja Technical school had 100% passing including 65% scored with divisions one to three and 35% passed in division four.

3.3.1.9 Examination Results for the Year 2011

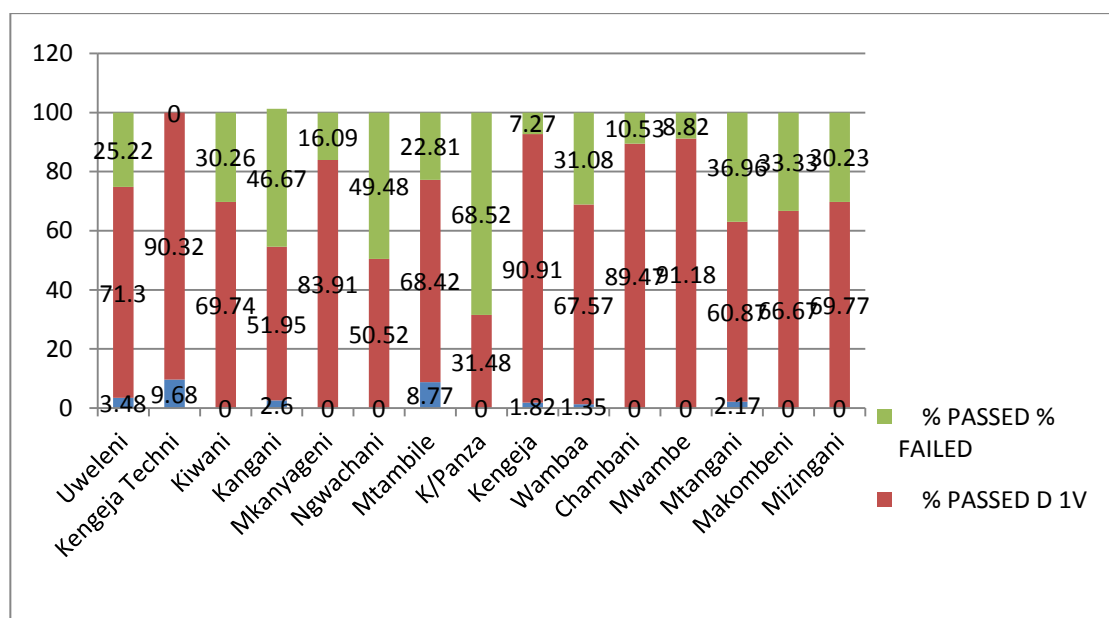


Figure 3.8: Examination Results for the Year 2011

Source: NECTA – 2011

According to the results shown in the figure 3.8 above, there was no great difference in passing rate in 2011 examination results to that of 2010. The only difference was that, in the 2011 examination results the percentage passing in division four increased. This means that more students passed with poor passing grades. Even Kengeja technical school this year had low passing percentage of those students who passed with divisions one to three. Kengeja technical school had 9.68% of the students who passed with these divisions although that was the highest passing percentage. Many students from that school had passed with division four as shown in the figure number 3.8 above. The other passing percentages in divisions one to three ranged between 0% to 8.77%.

3.3.1.10 Examination Results for the Year 2012

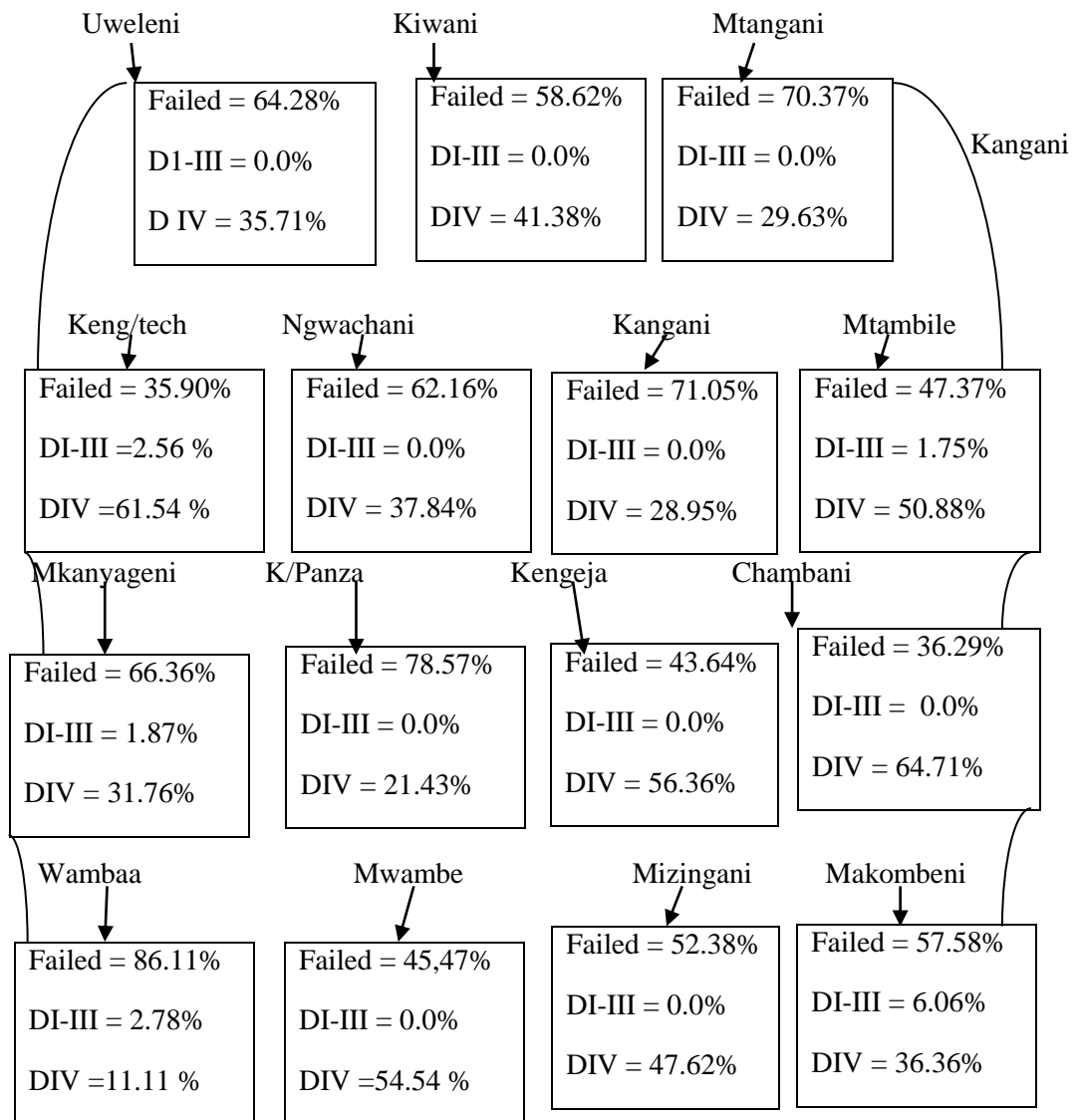


Figure 3.9: Examination Results for the Year 2012

Source: NECTA – 2012

Figure 3.9 above shows the worst 2012 examination results which was announced as the National disaster before it was disqualified by the parliament in April this year.

3.3.1.11 New Modified Examination Results for the Year 2012

Even the new modified results of 2012 did not change the situation of failure in Zanzibar secondary schools as shown below:

Table 3.3: The New Modified Examination Results for the Year 2012

SECONDARY SCHOOLS	% PASSED		% FAILED
	D1,11,111	D IV	
Uweleni	0.0	53.57	46.43
Kengeja Techni	10.26	76.92	12.82
Kiwani	0.0	56.90	43.10
Kangani	0.0	40.79	59.21
Mkanyageni	2.80	44.86	52.34
Ngwachani	0.0	64.86	35.16
Mtambile	3.51	63.16	33.33
K/Panza	0.0	21.43	78.57
Kengeja	0.0	72.73	27.27
Wambaa	2.78	23.61	73.61
Chambani	0.0	88.23	11.77
Mwambe	0.0	63.64	36.36
Mtangani	3.70	44.44	51.85
Makombeni	6.06	51.52	42.42
Mizingani	0.0	71.43	28.57

Source: NECTA – 2013

Table 3.3 above shows that even the modified examination results of year 2012 did not change the situation of mass failure in Zanzibar secondary schools. For the case of Zanzibar, the results remained as the National disaster. They were the worst results of all the results in ten years period since 2002. The period in which this study deals with.

3.4 Summary of the Past Examination Results

Tables' 3.1 to 3.3 and figures 3.1 to 3.9 above shows the examination results of the sampled schools from 2002 to 2012. The passing percentages were represented by two columns of divisions one to three (DI, II, III) and that of division four (D 1V) and the remaining column was of failed percentages. Scoring percentages in division four (D 1V) are the highest of all three columns while the scoring percentages in divisions 1 to 111 are the lowest of all three columns. This reveals that large number of students passed in division four (DIV) and only few were passing in division 1to 111. In the definition of this study, passing means the ability of student to continue to another class that is form five (FV). For this definition, it is very rare for the students with division four to have passes that could enable them to enter form five although it is possible. That is why Zanzibar secondary schools are complaining on mass failure although they possess high percentages in division four as shown in the figures above. The reality is that; nowhere in the world can we classify Division 4 as a pass! In essence the candidates who scored Division IV and those who got Zero, by whatever definition we want to take, these have failed. The division four is only provides learners with the identification and certification of the study which may help in other functions of life. The pass level is considered by the grades in either of 1 to 111 divisions or at least three principal passes in either A, B, or C and any two simple passes of grade D.

3.5 Sampling and Sample Size

Krishnaswami (2002), defined population as the target group to be studied in a particular place while sample is a part of population. Population is therefore, a total collection of elements about which one wishes to get information. A sample is a group of respondents drawn from a population under study (Kothari, 2000).

Sample is used in researches rather than the whole population because of costs in terms of funds, time and materials that can be involved in surveying the whole population. There were 19 secondary schools in Mkoani District with Form four, but only 15 schools were used as sample. It is because the four remaining schools are newly registered that they don't have enough information to fulfill the demand of the research. In this study, one hundred and sixteen (116) respondents were selected as a sample out of 3000 of total population. This including Form 4 students, Form 4 teachers, head teachers, parents, and officers from the Ministry of Education and Vocational Training. The researcher used such sample because the areas are so scattered therefore it would be difficult to meet other respondents if many of them were involved.

The researcher used simple random sampling procedures in which each unit of the population had a known, equal, non- zero probability of being included in the sample. This method was used because it is too accurate and errors can be easily estimated. The researcher used a Random Number Table to constitute a sample. The following chart summarizes the sample size:-

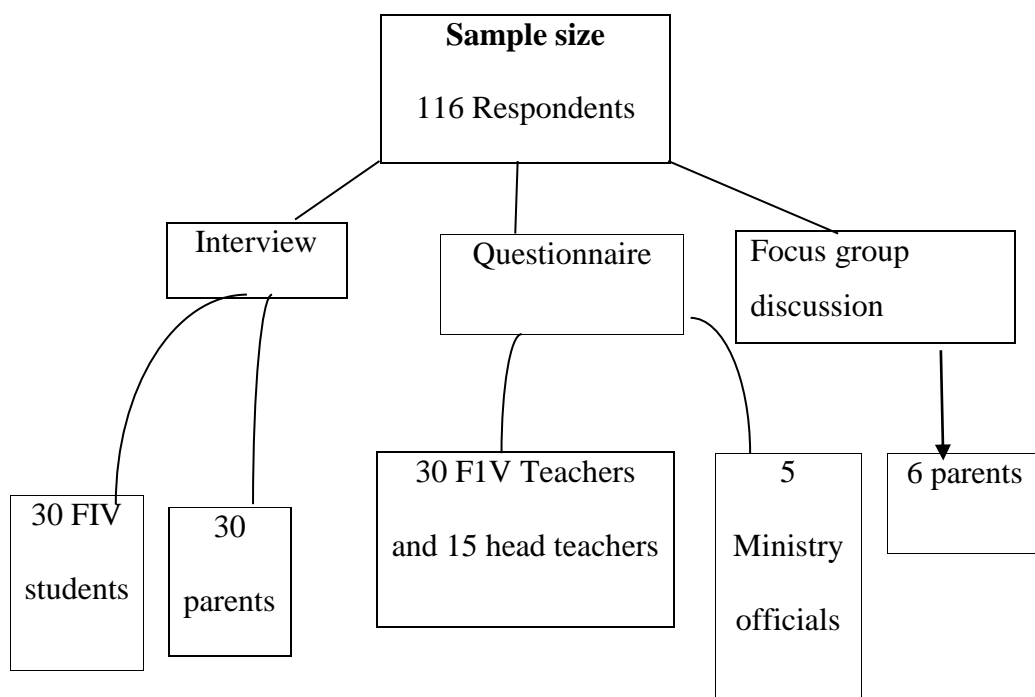


Figure 3.10: Distribution of Sample Size

Source: Field Study – 2013

3.6 Data Collection Procedures

In this study, interview schedule, survey (questionnaire) and focus group discussion were used. Data were collected throughout Mkoani District in the 15 government schools.

In general, questionnaire tool was administered to Form 4 teachers and head teachers i.e. 30 FIV teachers (2 from each school gender balance) and 15 head teachers, and 5 Ministry officials. 30 Parents and 30 Form 4 students were interviewed. Also additional discussions with parents were conducted. In this research, in-depth interview and a structured questionnaire were administered in Swahili language for the aim of attaining effective communication and to decrease the risk of misunderstanding.

3.7 Data Collection Methods

Different data used in this study were collected from both Primary and secondary sources. Primary data were obtained by means of filling questionnaires and carrying out interviews, and focus group discussion with students, teachers, parents and Ministry Officials. Secondary data were obtained from official published and un published documents and reports from Ministry of Education and Vocational Training Zanzibar head office, Department of Curriculum Development and Examination, and schools official documents and reports from Mkoani District secondary schools.

3.7.1 Questionnaire

The questionnaires which were comprised closed ended and open questions. The purpose of using closed questions was to get direct responses that are short and clear. Open questions gave respondents a chance to give out their views without limitation. Thus the questionnaires were designed based on study objectives. The study used self- administered questionnaire where the respondents were requested to fill so as to allow respondents express their feelings independently. According to Walonick (1997), questionnaires are very cost effective when compared to face-to-face interviews. This is especially true for studies involving large sample sizes and large geographical areas.

3.7.2 Interviews

The researcher used the In –depth personal interview to gather data from the students and parents. He used a conversation guide in which are listed the key points that were to be covered in the interviews. Questions were asked according to the way the respondents responded. In some cases, where respondents moved out of the studied phenomena, the interviewer intervened politely.

3.7.3 Focus Group Discussion (FGDS)

The researcher gathered five parents from five villages of Kisiwapanza for the discussion. This format was used so as to have equal representation of the members and to avoid bias. Respondents (parents) seated in circles of 5 people including three men and two women separated according to gender. They were asked questions and each had equal chance to contribute. Other new questions emerged from discussion. Morgan (1998) noted that when the goal of the research focused in generating information on social, economic or political phenomenon, focus group discussion will be among the most appropriate tools. The hallmark of the focus group is the explicit use of the group interaction to produce data and insight that would be less accessible without the interaction found in groups. Thus a well moderate group interaction can be very instrumental in bringing to the surface aspects of a situation which might not otherwise be exposed (Morgan, 1998).

3.7.4 Validity and Reliability

To attain valid and reliable of the data, the pre-testing of the questionnaire was conducted. This was essential as it enable the researcher to pre-test the questionnaire and to ascertain the feasibility of conducting the major survey in the intended area of study. Questionnaire pre-testing was conducted using a small sample of 7 teachers, 2 head teachers at Mkanyageni Secondary School and 1 Official from The Ministry Office Chake Chake – Pemba.

3.7.5 Ethical Consideration

Before data was collected by the researcher, ethical issues were considered. This includes informing the subjects the purpose of the study and that they are free whether to participate or not, they are not forced, and to inform on the assurance of confidentiality at

all times. The Second Vice President Office was preceded by securing a research clearance letter from the Director of postgraduate studies at the University of Dodoma. This letter was given to the Secretary Zanzibar Research Committee who provides a research permit which was returned again to the Second Vice President Office who directed a letter to the General Secretary of the MoEVT who allowed the researcher to undertake research in respective sampled schools. The next step was to consult and submit the letter of research clearance to each head of school. This enabled the researcher to establish rapport with the school administration.

3.8 Data Processing and Analysis

Data analysis refers to the computation of certain measures along with searching for pattern of relationships that exist among the data group. Data analysis will be done to sort and evaluate gathered information in relation to posted questions or identified concepts (Cohen *et al*, 2001).

The analysis of this research was based on three main sources of data. The first was the interview with the Form 4 students from different schools and parents from different villages of Mkoani District. The second source of data was a survey of fifteen government schools and the third one was the discussion with parents. The data obtained by these instruments were summarized, coded, and analyzed using SPSS version 16.0. Data were analyzed through descriptive statistics to get frequencies and percentages of the collected data. These data were then presented in frequencies table, graphs and charts.

3.9 Conclusion

The chapter has presented the methodological procedures for this study. It has presented the research design based on the case study type of design through qualitative and

quantitative approaches. The research makes use of the case study where the examination results of the past ten years were shown to present the evidence of what is considered as a mass failure from the sampling schools of the study area. It has also explained how the sample is obtained from the given population, the methods used in data collection processed and analyzed.

CHAPTER FOUR

RESULTS, PRESENTATION AND DISCUSSION

4.1 Introduction

Chapter four is about presentation and discussion of findings of the study deals with, the causes of mass failure of Zanzibar O'level students for the period of ten (10) years from 2002 – 2012. Data were collected through interview, survey of fifteen government schools and the discussion with parents. The findings are organized in accordance with the research tasks and questions that guided the study.

After pre-processed data and correct problems that identified in the raw data, the researcher entered the data into a word processor including Microsoft Word, Excel and SPSS.

4.2 Profile of the Respondents

This section provides the general characteristics of the respondents involved in the causes of mass failure of students in Zanzibar secondary schools. These characteristics are sex, age group, and educational level of respondents. The study comprised 116 respondents; of which 45 were teachers including 15 head teachers, 30 students, 36 parents and 5 officers from Ministry of Education and Vocational Training Zanzibar. these respondents participated in filling in the questionnaire, others took part in interview and focus group discussion. The discussion of each characteristic is presented below.

4.2.1 Age Group among the Respondents in the Study Area

The age based distribution summary of all the respondents is presented in the table that follows:

Key: **T/AG** = Teachers Age Group, **S/AG** = Students Age Group, **P/AG** = Parents Age Group, **O/AG** = Officers Age Group, **NR** = Number of Respondents, **%** = Percentage.

Table 4.1: Age group among the Respondents

T/AG	NR	%	S/AG	NR	%	P/AG	NR	%	O/AG	NR	%
21-30	7	15.6	16-17	6	20	36-45	10	27.8	40-49	2	40
31-40	20	44.4	18-19	23	76.7	46-55	20	55.6	50-59	3	60
41-50	10	22.2	20-21	1	3.3	56-65	6	16.7			
51-60	8	17.8									
Total	45	100		30	100		36	100		5	100

Source: Field Data, 2013

The respondents were of four groups, teachers, students, parents and officers. Their age distribution depended on the group concerned. 45 teachers, their age ranged from 21 to 55 years. When they were grouped on age basis at the range of 10 years, four groups were obtained. Respondents in the age group between 21 to 30 years were 7 (15.6%). This group comprised the smallest number of teachers. The age of 31 to 40 years was the largest group of respondents comprised of 20 (44.4%) of the respondents, this implies that most of the secondary school teachers have the age between 31 to 40. Followed by the age group of 41 to 50 years which had 10 (22.2%) of the respondents and the last age group was that of 51 to 60 years which were 8 (17.8%) of respondents.

The second group was of 30 students, their age ranged from 16 to 21 years. When they were grouped on age basis at the range of 1 years, three groups were obtained. Respondents in the age group between 16 to 17 years were 6 (20%). The age of 18 to 19 years was the largest group of respondents comprised of 23 (76.7%) of the respondents,

this showed that most of form four students have the age of 18 and 19. The last age group was that of 20 to 21 years which was 1 (3.3%) of respondents. Another group was of 36 parents, their age ranged from 36 to 60 years. When they were grouped on age basis at the range of 10 years, three groups were obtained. Respondents in the age group between 36 to 45 years were 10 (27.8%). The age of 46 to 55 years was the largest group of respondents comprised of 20 (55.6%) of the respondents. The last age group was that of 56 to 65 years which were 6 (16.7%) of respondents. The last group was of officers, they were five (5) all together. Their age ranged from 40 to 55 years. When they were grouped on age basis at the range of 10 years, two groups were obtained. Respondents in the age group between 40 to 49 years were 2 (40%). The age of 50 to 59 years was the largest group of respondents comprised of 3 (60%) of the respondents.

4.2.2 Sex Distribution among the Respondents

This section provides the general characteristics of respondents in terms of their sex. This was done in order to assess if there was equal distribution of sex.

Table 4.2: Sex Distribution among the Respondents

Sex	Number of respondents	% of Respondents
Female	48	41.38
Male	68	58.62
Total	116	100.0

Source: Field Data, 2013

The table 4.2 above illustrates that in this study area, more than half of the respondents, 68 (58.62%) were males and 48 (41.38%) were females. The result showed little difference between males and females percentages, this meant that women participation in

educational matter has increased; women now understand the contribution of education in the society and the nation at large.

4.2.3 Educational Levels of the Respondents

The study also collected information about the educational levels of teachers. This was done in order to understand their qualifications and ability in running secondary classes.

Table 4.3: Educational Levels of the Respondents

Educational level	Number of Respondents	Percentage [%]
Certificate	-	-
Diploma	26	57.8
First degree	19	42.2
Masters	-	-
Total	45	100.0

Source: Field Data, 2013

The table 4.3 above explores that out of forty five (45) respondents, twenty six (26) of them which is equivalent to fifty seven point eight percent (57.80%) of all respondents had diploma in education and 19 (42.2%) of them had first degree. There were no respondents with certificate level and master degree level. This demonstrates that majority of teachers have diploma level and degree levels which were not reasonable levels to run secondary classes. According to the Ministry of education guidelines, teachers with the diploma level of education are supposed to teach form one (FI) and form two (FII) while those with degree levels are supposed to teach form three (FIII) and form four (FIV). However, for this level, Master Degree is important because they can broaden the knowledge of their students. For example, Lumumba secondary school and Fidel Castro secondary school in

Zanzibar are always passing with the desirable results because they have abundant number of Master degree teachers.

4.2.4 Areas of Specialization of the Respondents

Table 4.4: Areas of Specialization of the Respondents

Area of specialization	No. of Respondents	% Percentage
Science	10	22.2
Arts	35	77.8
Mathematics	-	-
Total	45	100.0

Source: Field Data, 2013

Table 4.4 above shows that out of 45 respondents participated in this study, thirty five (35) respondents which is equivalent to seventy seven point eight percent (77.8%) of them were Art teachers and 10 (22.2%) were science teachers. There were no mathematics teachers. This demonstrates that most of teachers are not capable on their areas of specialization. For instance, there were few science and mathematics teachers in many schools in Mkoani district and obviously the situation contributing a lot to mass failure.

4.3 Causes of Mass Failure in Zanzibar Secondary Schools

The question that needed a respondent to identify the causes of mass failure in Zanzibar secondary schools was directed to all four groups of the respondents. Teachers/head teachers, parents, students and officers. The following are teachers responses on the causes of mass failure.

4.3.1 Teachers' Responses on the Causes of Mass Failure

Table 4.5: Teachers' Responses on the Causes of Mass Failure

Causes of mass failure	No. Respondents	% of Respondents
Growing impacts of globalization	43	95.56
Shortage of T / L materials	13	28.89
Long term unemployment	36	80.0
Unqualified students	18	40.0
Decline of OSC	10	22.2
Removal of boarding schools	3	6.67
Issue of politics	9	20.0
Mass cheating	8	17.78

Source : Research Data, 2013

Table 4.5 above reveals that out of thirty (30) Form 1V teachers and fifteen (15) head teachers total forty-five (45) responded to the same questions. Their arguments were that of the Growing impact of globalization was the major concern that causes mass failure in Zanzibar secondary schools. This was given out by 43 respondents which is equivalent to 95.56% of all respondents. Both teachers and head teachers focused on the abuse of science and technology and deterioration of cultural practice which include youth involvement in drug abuse. This finding implies that increasing modern technology such as the use of T.V programs, video, internet and mobile phones affect much the learning performance of the students. The respondents further argued that large number of Zanzibar secondary students is either own mobile phone or have parents who own T.V/Video in their houses or have both. Students therefore use a lot of their time watching T.V, video, chatting with friends and searching on line programs in their mobile phones instead of learning. Some of them practice what they see on these media and begin to put into

practice, that is why a number of students especial from urban secondary schools are engaged themselves in practicing western culture.

Thirty-six (36) respondents which is equivalent to eighty percent (80%) of the respondents appointed long term unemployment as the second major cause of mass failure in Zanzibar secondary schools. Open and free employment opportunity provided by the government had great impact to the learning performance of students. In the years before 1995, employment opportunities in Zanzibar were open and sure to anyone who successful completed his/ her study and profession regardless his /her origin, race and religion. Students studied hard to qualify for the aim of acquiring good job at the end, students learning performance in the examination therefore were better. However, those who fail had also a chance to join military force, police e.t.c. After 1995 the situation changed completely the government reduced the employment opportunities and now it depended much on who, where, and why questions, it was more politically. Based on these findings it can be concluded that unemployment rate which increased gradually year after year began to affect secondary school learners although the government was not aware of what was going on in the education sector.

Another mentioned reason was ‘unqualified secondary students’ in which eighteen (18) respondents which is equivalent to forty percent (40%) of all respondents expressed their views that a number of selected students to join Form three (F111) following their Form two (F11) examination results are unqualified to join that level. They mentioned some reasons such as the ability to read and write, they said a large number of these students cannot read even Swahili scripts, also to read what they have written was a problem. They argued that the examination board considers quantity not quality in the selection of students to join Form three in order to fulfill the demands of the system leaders who

wanted to incorporate features many students without regarding their performance characteristics.

The 'shortage of teaching and learning materials' at the schools was another cause of examination failure as pointed out by thirteen (13) respondents which is equivalent to twenty-eight point eight nine percent (28.89%) of all the respondents. These teaching and learning resources include text books, reference books, illustrative charts and writing materials. A related argument was put forward by Lyimo, who asserted that the factors contribute to poor performance in secondary schools are shortage of learning and teaching materials, undesirable cultural practices, moral deterioration and truancy (Lyimo 2012).

Also (Motala *et al*, [2001], argued that: generally, some of the factors contributing towards the poor performance of learners are lack of resources and poor facilities in most schools, but especially in rural areas. Some of the schools are dilapidated compared to those in urban areas. The problem regarding unequal distribution of resources between provinces, rural and urban areas are still intact (Motala *et al*, 2001).

Table 4.5 above also indicates that ten (10) respondents out of forty-five which is equivalent to twenty-two point two percent (22.2%) of respondents pointed out that the declining of Orientation for Secondary Classes (OSC) was another factor that contribute to students failure in Zanzibar secondary schools. These findings means that the introduction of English Language Improvement Project founded in Zanzibar had helped both teachers and students. Teachers became competent in English while students understanding capacity improved. Declining of the project led the students to nowhere to gain language practice, which led to mass failure.

Cunningham statement, 1989 pointed out the introduction of English Language Improvement Project. This stipulated that;

“The introduction of OSC will have the broad aim of raising the levels of English teaching and learning at all levels of the formal education system, therefore, the five years English Language Improvement Project started in 1989 will focus on the introduction into secondary schools of an English reading program using graded readers. Standard eight year will be covered by the “Orientation Secondary Class”(OSC) under the Zanzibar English Language Improvement Project (ZELIP) financed by the British government through Overseas Development Authority (ODA).” (Cunningham, 1989).

From that time up to 1994 where the project was handed over to the government the student’s performance was better in comparing with the years from 2007 where the project declined.

Furthermore, nine (9) respondents equivalent to twenty percent (20%) of the respondents raised their concern that mass failure is caused by political issues. In their responses to questionnaire other respondents added comments that they have lost interest with their job because those who are known to be members of opposition party are discriminated in terms of opportunity, they are not treated equally, the first priority to everything of benefit is always directed to teachers who are members of ruling party and this is done regardless educational qualifications of teachers. The finding implies that politics in education can affect teaching and learning performance of teachers and students if it is not well

implemented; teachers are affected psychologically that make them lose their joy of teaching.

Table 4.5 above also shows that eight (8) respondents which is equivalent to seventeen point seven eight percent (17.78%) of respondents pointed out 'Mass cheating as another cause of mass failure in Zanzibar secondary schools. Cheating in the examination can be caused by several reasons, including the desire of the students and parents for success at all cost: this happens when parents determined courses for their children while undermining their intellectuality and the advice of a Guidance and Counselor, such parent spend money to see their children qualify for their choice of course. Also, lack of confidence on the part of teachers and students: Due to shortages of qualified teachers, most students believe on the external assistance they will receive during the examinations. While the teachers are not too sure on the ability of the students to discharge what they have been taught, offered to assist in order to have credible numbers of passes in their subjects. During the group discussion with parents on Saturday 11th of May 2013, at 4.30p.m, a man of about 49 years approximately who introduced himself as a teacher had this to say:

“Our secondary students nowadays rely much on cheating rather than learning. During the time of examination the candidates prepare external assistances to take to and fro the examination hall answer scripts duly prepared by syndicates in connivance with invigilators and/or supervisors and other examination officials. We see them. Some of them bring foreign materials into the examination hall: Such as textbooks, cribs, past questions papers either containing copious notes or used as disguise for current ones that have been smuggled out, photocopies of

prepared answers and others of a like.”(Moh’d Juma, parent Pungua Village).

So how these contributed to failure is due to the fact that NECTA is aware of different examination malpractice done by the candidates, they are serious during marking and processing, as a result those who identified to involve themselves in cheating or be suspected to cheat are either disqualified or their results are restricted and are considered failure.

The last factor that was given out by only three (3) respondents which is equivalent to six point six seven percent (6.67%) was ‘removal of boarding schools system.’ Boarding schools had great contribution to the students learning performance in general. They facilitated competitive and communicative learning approaches and students’ interaction. They reduced the shortage of teachers because qualified teachers were directed in these schools and learning became positive and the goals for learning were easily achieved. Declining of this system led to poor performance we are experiencing today. From the above findings it can be concluded that fighting mass failure in Zanzibar is possible but it is a big task which need close cooperation between all stakeholders of development. This is due to the fact that each factor presented to cause mass failure has its difficult to correct.

4.3.2 Head teachers' Responses on the Causes of Mass Failure

Table 4.6 Head teachers' Responses on the Causes of Mass Failure

Causes of Mass failure	No. of Respondents	% of Respondents
NECTA's poor management	8	53.33
Shortage of teachers	9	60.0
Teachers do not complete syllabuses	6	40.0

Source : Field Data, 2013

Table 4.6 above suggests that out of fifteen (15) respondents responded to question on mass examination failure, eight (8) of them which is equivalent to fifty three point three percent (53.3%) claimed on the 'NECTA's poor management' as among the major concern that causes mass failure in secondary schools. They argued that NECTA usually delays reporting to schools of any crucial changes. For instance, when changes of syllabuses occur, NECTA could not inform Zanzibar secondary schools authorities in advance, this lead some schools to continue using old syllabuses for a long time as a result students meet a lot of questions out of the syllabus which lead to failure. Also during marking, the marking scheme provided by NECTA, does not consider the Zanzibar text books which are used by Zanzibar secondary teachers as their references. Another argument by the teachers is on the processing practice, NECTA is too biases that it does not involve members from Zanzibar and in the same proportion in the processing of the examination results as it does in marking. All of these weakness from NECTA are contributing a lot to mass failure in Zanzibar.

The argument from most head teachers in their responses to questionnaire was that the student's failure is contributed by teachers who usually do not finish their syllabuses. This was given out by six (6) respondents which is equivalent to forty percent (40%) of all the

respondents. However, they argued that teachers are not to blame sometimes they are working hard and they are keen but because of different obstacles they face such as heavy teaching load, shortage of teaching and learning materials and lack of motivation, they cannot avoid the situation.

Another major concern raised by head teachers was shortage of teachers due to increasing in number of secondary schools. A total of nine (9) respondents which is equivalent to sixty percent (60%) of all the respondents commented on that factor. This result implies that having inadequate number of teachers led some teachers to teach subjects which they are not qualified. Research has shown that students who specialize in science subjects miss a number of lessons because their teachers are few and are required to teach more than one school per week.

4.3.3 Parents' Responses on the Causes of Mass Failure

Table 4.7: Parents' Responses on the Causes of Mass Failure

Causes of mass failure	No. of Respondents	% of Respondents
Teachers salary do not match life inflation	24	80.0
Teachers do not pay regular responsible for the job	3	10.0
Politics leads education	12	40.0
Abuse of mobile phones, T.V / video	30	100.0
Students who specialize in science usually miss lessons because many of their teachers teach more than one school	18	60.0
Students do not understand English	14	46.66

Source : Field Data, 2013

Table 4.7 indicated that out of thirty (30) respondents participated in the interview, all thirty (30) respondents which is equivalent to hundred percent (100%) commented on the abuse of mobile phone and video by the students as the major concern that causes mass failure in secondary schools. This finding implies that for large instance mobile phones which are owned by the majority secondary students are used in a way that effect students learning behavior. Also televisions and video shows are not only destroying leaning behavior of secondary students but also affect them psychologically. In relation to that, a parent from Panza village during the discussion with the researcher raised his idea about the effect of videos to the learning performance of the secondary schools' learners, he had this to say:

“Nowadays our children are disobedient and naughty; they never miss video shows although we have efforts to inhibit. They always miss night prayer, they never revise their lessons. They have completely changed; they plait hair during night, and wear trousers under their buttocks. They never pass, they never. They never at all... I swear.” (Abdalla Juma– Panza Village.)

The table also shows that twenty four (24) respondents which is equivalent to eighty percent (80%) of all the respondents argued that low salaries to teachers is another major concern that contributed to student's failure in their national examination. Effective teaching by the teacher depends on the teacher's level of satisfaction, unless otherwise no teaching no learning as a result mass failure of the students. The findings have revealed that teachers are paid low that is why their effort in teaching is low. As a result of low salaries teachers tend to devote some of their working time in non teaching work such as

agriculture and petty business. In doing so they do not concentrate on teaching activities which affect students learning performance in the examination.

On the other hand, eighteen (18) respondents which is equivalent to sixty percent argued that students who specialize in science usually miss lessons because many of their teachers teach more than one secondary school. The finding implies that mass failure in Zanzibar secondary schools is contributed to a large instance by the students who specialize in science subjects. Shortage of science teachers made the few available to work as part-time teachers in more than one school. This made the students to wait for their teachers in two to three days free from learning or to be taught by the teachers from other specializations as a result they miss knowledge and skill for attempting questions in their science subjects.

Furthermore, fourteen (14) respondents which are equivalent to forty six point six seven percent (46.67%) commented on the use of English by the students. They argued that students do not understand English that is why they fail in their national examination. They further added that, in the case of examination it comes that students are asked simple questions but because of their poor English knowledge they do not know what they are asked for, as a result they fail to attempt the questions and then fail. From the above arguments therefore, it can be concluded that mass failure in Zanzibar secondary schools is contributed a lot by large number of students who do not have access to English language due to poor background from primary level and poor organization in the secondary level.

Politics have been stated to affect much of the teaching and learning performance of teachers and students in Zanzibar secondary schools. This has been given out by twelve (12) parents which is equivalent to forty percent (40%) of respondents during data collection process as shown in the table 4.7 above. The same argument was put forward by

parents during focus group discussion with the researcher; one of the parents had this to say during discussion:

“This failure comes because teachers have disappointed, in addition to the hardship of life they face, they are harassed politically. We have witnessed teachers from opposition party to be dismissed because of political harassment while those from ruling party are praised in different opportunities. Imagine, to be a head teacher and an officer in all levels, one should be a member of ruling party; that is his/her qualifications; the ones qualified are neglected because of their political stands”(Omari Haji, Mtondooni Village, on Saturday 11th of May 2013, at 4.30p.m).

In the same table (4.7), three (3) respondents which are equivalent to ten percent (10%) of the respondents complained that teachers are not accountable for their job that is why continuous mass failure is witnessed. This also has been supported by Steven (2005), who has mentioned the factors contributing to students’ failure in the examination as the teachers’ characteristics such as laziness, unpunctuality, and unaccountability. But it is possible that lack of commitment on the part of the teachers to impart the students, may be as a result of the poor salary structure which has made them to lose the joy of teaching.

4.3.4 Students' Responses on the Causes of Mass Failure

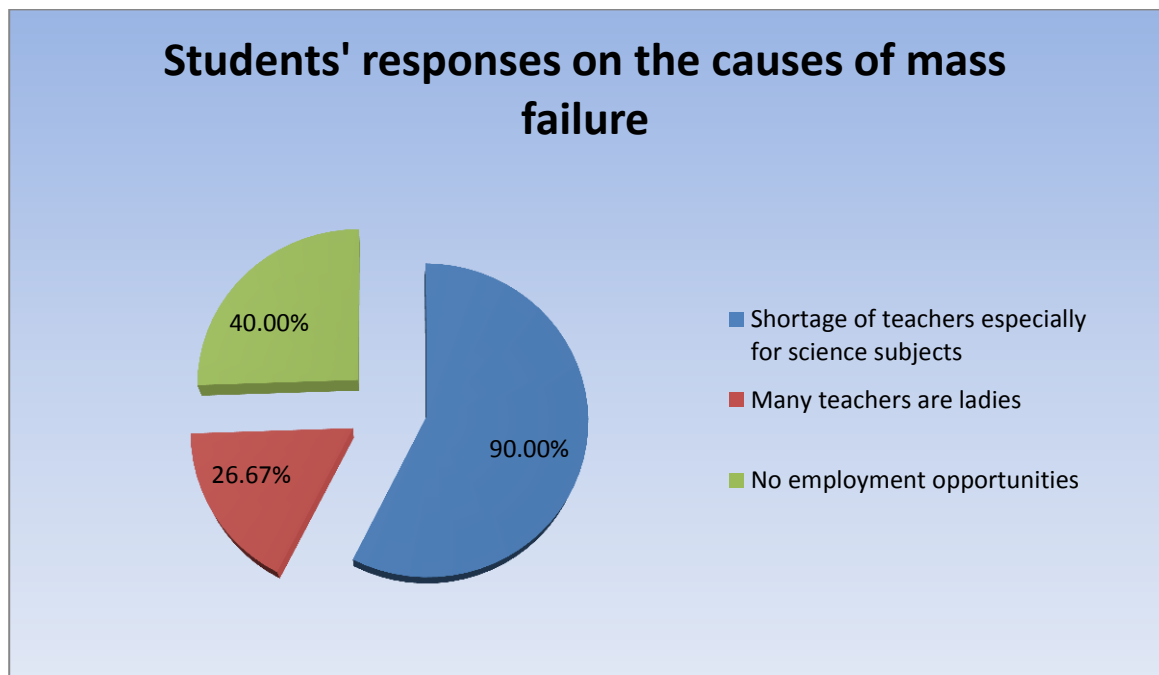


Figure 4.1: Students' Views on the Causes of Mass Failure

Source : Field data, 2013

Figure 4.1 above indicated that twenty seven (27) respondents out of thirty (30) interviewed which are equivalent to ninety percent (90%) argued that shortage of teachers especial science /Math subjects is the contributory factor that causes mass failure in secondary schools. One student who specialized in science said on behalf of his peers, he argued that:

“Failing is inevitable. For instance, we are suffering the shortage of teachers for Mathematics and Physics, we learn these two subjects once a week, just imagine, our teacher is teaching more than one school, how are we going to finish the syllabus?, how are we going to pass?. And for other subjects like Chemistry and biology these are taught by teachers outside their areas of specializations, imagine.”(Makame, a student – Mkanyageni secondary school)

The above findings depict that students who specialized in science subjects are experiencing circumstances that may lead them to failure more than those specialized in art. This is due to the fact that they hardly gain enough knowledge and experience that can allow them to perform better as a result of this shortage of qualified science teachers. This is the case of almost all schools in Mkoani District.

On the other hand forty percent (40%) of the students during interview with the researcher argued that lack of employment opportunity was another constraint that forced them into mass failure. They further added that they had lost their joy on learning because of lack of employment opportunity. Their supported argument was raised by parents during group discussion. Majority of the parents argued that unemployment contributes a lot to the poor examination results. Bi Mwanajuma argued that:

“Myself nowadays I’m not taking an action on my children studies. Learning is useless; it is only wastage of time and money. My neighbor’s son has already finished his first degree from a known university but he is not yet employed till this time of speaking, it is nearly seven months now. So if that is a case for a qualified learner what will be the case for the Form four leavers?” Also a number of students who sit for Form 4 National examinations these years their results are nullified. What is the value is of sending a child to school, that is why I’ve said learning is useless, it is only wastage of time.” (Bi Mwajuma of Mtondooni Village).

From these findings we can conclude that employment opportunity plays an important role in learning performance of the students. Also it can motivate parents to advise their school children to proceed with further studies.

Furthermore, figure 4.1 above shows that twenty six point six seven percent (26.67%) of students interviewed argued that mass failure in secondary schools is contributed by increasing in number of female teachers; these teachers are usually away from their working centers due to the womanish reasons including pregnancy and maternity. The findings have demonstrated that many schools in Zanzibar are overwhelmed by the majority of women teachers. When this is happening students miss a number of lessons for which they cannot compensate.

4.3.5 Officers' Responses on the Causes of Mass Failure

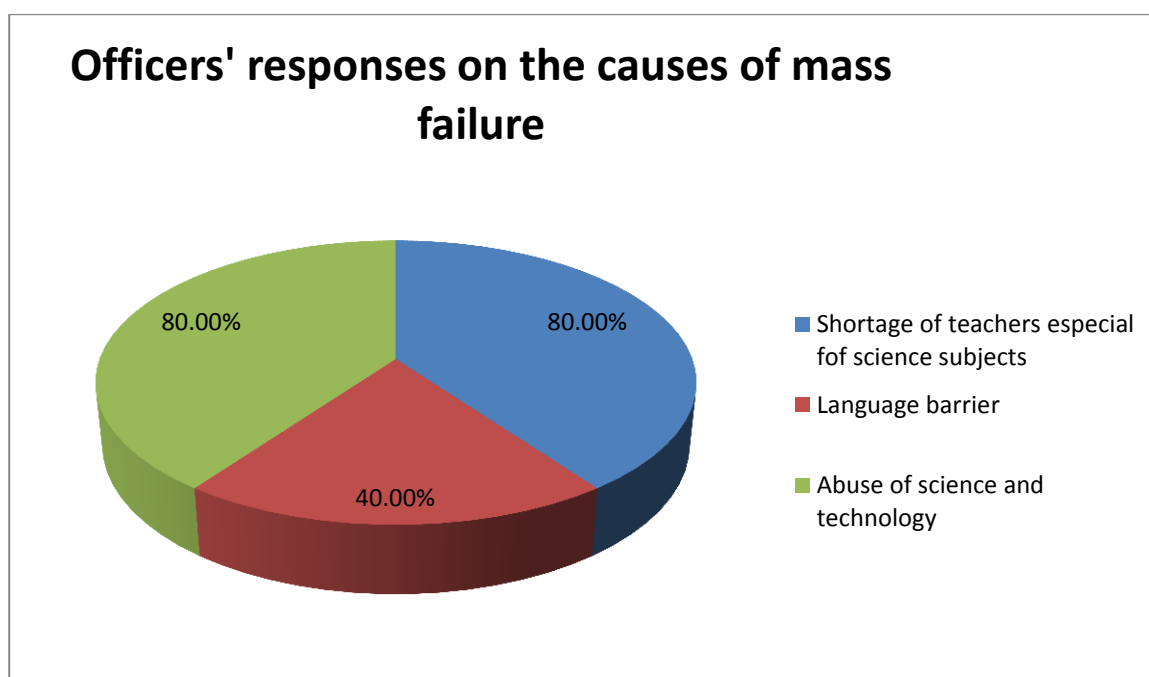


Figure 4.2: Officers' Responses on the Causes of Mass Failure

Source : Field Data, 2013

Ministry officials on the other hand commented on the abuse of science and technology by the young secondary students. The Figure 4.2 above shows that eighty percent (80%) of the respondents argued on the misuse of mobile phones and television, video viewing as one of the major concern that cause mass failure to secondary students. The finding shows that even the Zanzibar Ministry of Education and Vocational Training itself is not happy on the use of mobile phones to students although it does not take any measure to stop the situation.

Another major concern raised by the Officers from the Ministry of Education and Vocational Training during the study is on the shortage of teachers especially for science and Math subjects as demonstrated in figure 4.2 above. The shortage is due to increasing in numbers of secondary schools. Out of five (5) officers which is equivalent to hundred percent (100%), four (4) of them which is equivalent to eighty percent (80%) argued that shortage of teachers especial for science and Math subjects is major causal of mass failure. These findings have revealed that mushrooming of secondary schools result into high shortage of teachers; as a result some schools enroll teachers who are not capable to teach subjects for which they do not understand well, a situation that contributes to mass failure in secondary schools.

Furthermore, two (2) respondents which is equivalent to forty percent (40%) respondents argued that poor English language is the contributory factor in the mass failure in Zanzibar. They argued that the use of English language in Zanzibar secondary schools is still an issue of further discussion since most of Zanzibaris students have a background of Swahili language from their Primary school education. From these findings it can be concluded that more effort is needed to improve teachers fluency in English language as a

step forward to prepare students on English and to remove communication barrier between teachers and their students in classrooms.

4.4 Teachers Satisfaction on Working Environment

Table 4.8: Teachers Satisfaction on Working Environment

Responses of teacher's satisfaction on working environment	Frequency	% Percentage
Yes	14	31.1
No	31	68.9
Total	45	100.0

Source : Field Data, 2013

This question was asked to teachers and head teachers. The respondents were asked to reflect on whether they are satisfied on working environment or not. The findings have revealed that about 68.9% of the respondents were not satisfied on their working environment; other 31.1% had no problem on their working environment, they were totally satisfied. This results demonstrate that the standard of education in Zanzibar and elsewhere in Tanzania is effected by the un conducive environment that hinder their teaching capacity and so affect students learning performance in general. However, more efforts have to be done in order to improve teacher's satisfaction as to attain effective teaching and learning for the betterment of the students themselves and the government at large.

4.4.1 Reasons for Teacher's Dissatisfaction on Working Environment

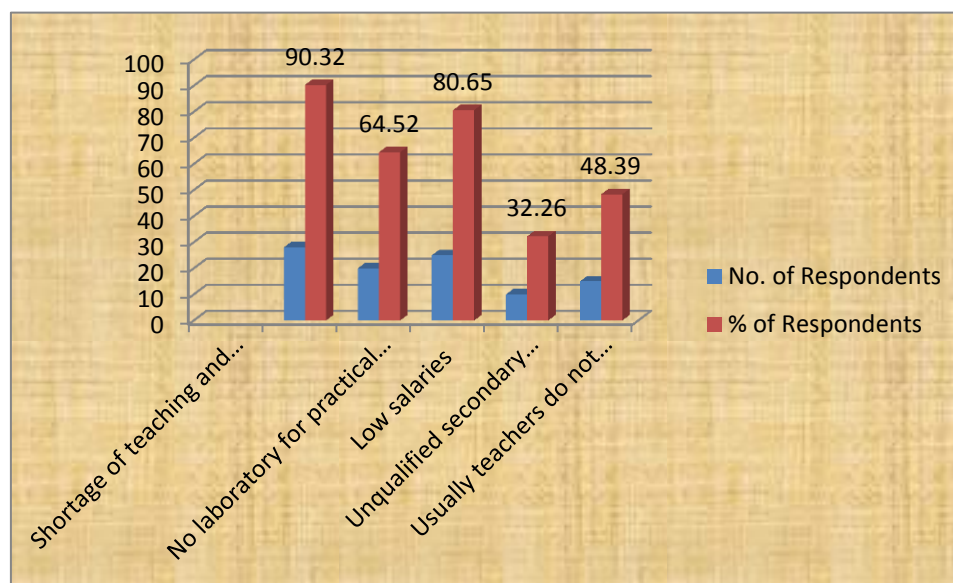


Figure 4.3: Reasons for Teacher's Dissatisfaction on Working Environment

Source : Field Data, 2013

Figure 4.3 above shows that twenty eight (28) respondents out of 31 which are equivalent to ninety point three two percent (90.32%) of all respondents responded to No (table 4.8 above), pointed out that, teachers are not satisfied in their working environment because of the shortage of teaching and learning resources. Teaching and learning materials have great contribution to teaching and learning process, they are the keys for effective performance of teachers and students. Hence lack of these materials impairs the whole process of teaching and learning and thus affects learner's performance.

The problem of Low salaries was raised by twenty-five (25) respondents which are equivalent to eighty point six five percent (80.65%). These findings have revealed that if teachers are given reasonable amount of money teaching might be effective and the problem of mass failure might be solved.

Another reasons provided by teachers were the shortage of laboratory for practical work, twenty (20) respondents equivalent to sixty four point five two percent (64.52%) argued that their working environments are not conducive since there are no laboratories and apparatuses. This was witnessed by the researcher during data collection period, 95% percent of the sampled secondary schools had no specific rooms for the laboratories, those few apparatuses available in schools are kept in the staff rooms or in a shared rooms for laboratories and libraries. A related argument was put forward by Mkude; The Manager for Education working for Tanzania Education Authority (TEA) who expressed his view following mass failure in the year 2012 examination results, he had this to say:

“teachers are facing lack of teaching facilities, coupled by lack of laboratories and other incentives, also lower salaries paid to teachers in the country resulting into low levels of work commitments, which together have greatly contributed to the mass failure of secondary school students in the country.” (Manager TEA).

4.5 Impacts of Having Secondary Schools in Each constituency

The question was asked for teachers and the Ministry officials. The respondents were required to express their views on the Ministry policy of introducing secondary schools to every village as the way of improving the quality of education in Zanzibar.

4.5.1 Teachers Responses on the Mushrooming of Secondary Schools

Table 4.9: Teachers Responses on the mushrooming of secondary schools

Teachers' responses on the mushrooming of secondary schools	No. of respondents	% Percentage
Yes	32	71.1
No	13	28.9
Total	45	100.0

Source : Field Data, 2013

Table 4.9 above indicates that 32 (71.1%) of all 45 teachers who responded to the question on the mushrooming of secondary schools, revealed that the system have effected much the teaching situation of teachers and the learning performance of the students. However, 13 (28.9%) of them argued that the system has no problem and has brought about positive changes in the development of education to teachers, students, society and the government at large. These findings imply that the introduction of secondary schools in each constituent was too political because the government was not prepared to provide competent teachers , books and other materials.

4.5.1.1 Teachers' Responses on the Effects of the Mushrooming of Secondary Schools

In this study, the researcher was interested to know how do many established secondary schools effect teaching and learning performance of learners in Zanzibar.

Table 4.10: Teachers' Responses on the Effects of the Mushrooming of Secondary Schools

Effects of the Mushrooming of Secondary Schools	No of respondents	% Percentage
Increases part-time teachers for science subjects	14	43.75
Learning becomes less competitive	8	25.0
Lead to high shortage of teachers	28	87.5
Lead to shortage of teaching and learning resources	18	56.25
Lead to the rise in number of secondary schools with no qualifications	20	62.5

Source : Field Data, 2013

Table 4.10 above demonstrates that ,out of 32 (71.1) respondents that responded to 'YES' as shown in table 4.9 before above, 28 (87.5%) of them argued that many secondary schools led to high shortage of teachers. 20 (62.5%) commented that the mushrooming of secondary schools led to rise number of secondary schools with no qualifications. Moreover, 18 (56.25%) of the respondents raised their view that having secondary schools more than enough led to the shortage of teaching and learning resources which are necessary tools for effective learning. Furthermore, 14 (43.75%) of those respondents argued that they have increased the number of part-time teachers especially for science subjects. Other 8 (25%) of those respondents revealed that having many secondary schools learning, becomes uncompetitive since there are no students interactions. From these findings it can be concluded that the mushrooming of secondary schools have lowered down the development of education in Zanzibar and the continuous mass existing nowadays is its consequences.

4.5.1.2 Importance of Having Many Secondary Schools

Table 4.11: Importance of Having Many Secondary Schools

Importance of Having Many Secondary Schools	No of respondents	% Percentage
Reduces learning distances to the students	8	61.54
Students are learning in their home situations	11	84.62
Provides more opportunities to join Form 4	7	53.85

Source : Field Data, 2013

Table 4.11 above shows that among 13 (28.9%) who accepted the system as shown in the table 4.9, eleven (11) of them which is equivalent to 84.62% argued that the system is good since students are learning in their home situation hence reduces learning cost to the students especially those from poor families. 8 (61.54%) of them raised the point that the system reduces learning distances to the students, while 7 (53.85%) of them advocated that the system provides more opportunity to the students to join Form 1V, as shown in the table 4.11 above. And these were the target of the government to introduce the system. These findings have shown that there are few people in the society who do not mind about quality education, and they are not ready to pay financial contribution for their school children.

4.5.2 Officers Responses on the Mushrooming of Secondary Schools

Table 4.12: Officers Responses on the Mushrooming of Secondary Schools

Responses of officers on the mushrooming of secondary schools	No. of respondents	% Percentage
Yes	5	100.0
No	-	-
Total	5	100.0

Source : Field Data, 2013

Table 4.12 revealed that all officers (100%) responded to this question argued that they are not satisfied with the existing system. They argued that the system is not good; it's more disadvantageous to education in general although the government had good will in implementing it to the society.

4.5.2.1 Officers' Responses on the Effects of the Mushrooming of Secondary Schools

Table 4.13: Officers' Responses on the Effects of the Mushrooming of Secondary Schools

Effects of the Mushrooming of Secondary Schools	No of respondents	% Percentage
Lead to high shortage of teachers	5	100.0
Increases teacher teaching load	3	60.0
Learning becomes less competitive	2	40.0

Source : Field Data, 2013

Table 4.13 indicates that 5 (100%) of all officers participated in this research have revealed that having secondary schools in every village lead to high shortage of teachers as few number of teachers cannot match the increasing in number of classes. 3 (60%) of them pointed out that increasing in number of secondary schools tend to increase teacher

teaching load, so, effective teaching cannot be achieved. And the other 2 (40%) of them argued that learning becomes less competitive where secondary schools will be appeared in every corner of the country. The findings mean that the system is not good because it affect much the main stakeholders of education who are teachers. Teachers are everything in the developments of education. If teachers are not there what will be the value of learners in the classroom? If teaching load is high how effective teaching and learning will be achieved? Of course mass failure in Zanzibar secondary schools therefore is attributed by the increasing in number of secondary schools which lead to the existing shortage of teachers.

All in all, these findings mean that the main stakeholders in education are not happy with existing system of education in Zanzibar although a very few of them are praising it. But the majorities are considered where difficult resolution of the problem is taken into consideration. The majority (100%) of the officers and 71.1% of teachers and head teachers had opposed the system so changes might be considered. And if it is there because of the education policy, it is likely to have the policy change in order to solve the problem.

4.6 Conclusion

The Ministry of education policy of disseminating secondary schools everywhere in Zanzibar, has increased number of complications in the whole system of education. According to research findings, root causes of massive failure such as shortage of teachers especially for science subjects, shortage of teaching and learning resources, increasing in number of un qualified secondary students, and mass cheating to mention a few, have risen as a result of the mushrooming of secondary schools. Although there are other factors rose through teachers and students weaknesses, those from poor implementation of

the policy are the leading factors. It is therefore, for the government to address the problem; measures should be taken including involving all stakeholders in education, NGOs, and donors inside and outside the country to work together in the fighting for the permanent resolution.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the study. It describes the conclusion, puts forward recommendations based on the outstanding issues rose from findings and recommendations for further study pertaining to the causes of mass failure of Zanzibar secondary schools in the O'level secondary examinations.

5.2 Summary of the Study

The study was about the root causes of mass failure of Zanzibar students in their O'level examination. It began by brief presentation and historical background of the Zanzibar education before and after independent period. The study has also presented the nature of the problem and how it affects the majority Zanzibaris. It has also reviewed different literature worldwide, African perspective, and the reviews from Tanzania in order to observe how others are arguing towards the related problem for the researcher to identify the gap.

Furthermore, the study has presented the methodological procedures starting with the research design where both qualitative and quantitative approaches were employed. The case study was presented by the report of the examination results of ten years period from 2002 – 2012 of the sampled schools that were presented in the percentage data, as to confirm the availability of the problem. The methodology also covered a targeted sample of the population, including a purposive sample of 15 head teachers, 30 form four teachers, 36 parents, 5 MoEVT Officers and 30 students, a total of 116 individuals. Data were collected by using interviews, questionnaires and focus group discussion. The

researcher distributed 50 questionnaires to teachers and officers whereby each category received a different type of questionnaire. Finally data were analyzed for the discussion.

5.3 Summary of the Findings

The study was guided by three main objectives:-

1. To find out the root cause of mass failure in Zanzibar secondary schools from 2002 – 2012.
2. To examine the impact of having secondary schools in every constituency in Zanzibar.
3. To suggest the possible ways of solving the problem of the mass failure

Primarily the study examined the people views on the causes of mass failure and the people views on the impacts of having many secondary schools to the development of education.

5.3.1 Causes of Mass Failure in Zanzibar Secondary Schools from 2002 – 2012

The findings have revealed that mass failure in Zanzibar is contributed by a number of factors internal and external factors. The internal factors are those accounted by students themselves, teachers and the Ministry concerning with education in Zanzibar which is the Ministry of Education and Vocational Training. The external factors are those accounted by parents and the National Examination Council of Tanzania. The leading factors for mass failure according to the findings were shortage of science/Math teachers, impacts of globalization, language barrier, low wages and unemployment to mention some factors.

Shortage of science teachers was mentioned among the leading factor especially for Mathematics and Physics. This results to unqualified teachers to teach science and Math subjects, in which they are not competent which can results to mass failure. The few available teachers are used to teach as part-time teachers in more than one secondary schools ineffectively because of poor preparation and heavy teaching load they are facing. This situation affects students who specialize in science subjects; the reality is that, the leading students for failure are those specialized in science subjects because of many factors including the shortage of competent teachers for hard core subjects.

The study explored that rapid globalization have affected the system of education in Zanzibar. Although it is strictly prohibited to posses mobile phone in schools, the students continue to use them mainly for searching programs that lead them to love affairs and the deterioration of moral ethics, including involving them in drugs abuse. Also the use of T.V/video and games are the contributory factors that lead to mass failure in Zanzibar.

Poor English language to teachers and students was listed as another cause for mass failure. Secondary school students have been facing this problem for a long time; which is somehow caused by Swahili background from their primary education, although this is not a problem, but there is no emphasis on English language which is international language and very important because it is the medium of instruction in Zanzibar

secondary schools. Poor salaries to teachers and long term unemployment were among the factors.

5.3.2 Impact of Having Secondary Schools everywhere in Zanzibar

The findings have clearly revealed that to a large extent the mass failure in secondary schools is as a result of the Ministry policy of introducing secondary schools everywhere in Zanzibar. This has risen as the major concern from the fact that the majority of the identified factors for mass failure are resulted by the increasing in number of secondary schools. Factors such as shortage of teachers, unqualified secondary students, shortage of teaching and learning resources, increasing of teachers teaching load, increasing in number of part-time teachers, unemployment, mass cheating, shortage of schools laboratories and the increasing in number of secondary schools with no qualifications are all rose as consequences of mushrooming of secondary schools.

The Ministry of education introduced this program following the Zanzibar Education Act of 1982, for the purpose of bringing nearer education services to secondary schools students and to implement the Millennium goals, MKUZA strategies and the Vision 2015. Of course a lot of benefits have been achieved in the educational sector but failure to organize and well implementing the objectives of the program has led to what we are experiencing currently.

5.4 Conclusion

If an educational program is to be planned and if efforts for continued improvements are to be made, then educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed and tests and examinations are prepared. All aspects of the educational program are really means to accomplish basic educational purposes. Hence if we are to implement an educational program systematically and intelligently we must first be sure as to what the program objectives aimed at. The Ministry of Education in 2002 soon after the General election

introduced the program of disseminating secondary schools everywhere in Zanzibar for the purpose of bringing nearer education services to secondary schools students. But this was done more political than whatever social. Prior preparations and pilot studies were needed for identifying the aftermath of the program; it was never done, as a result, the program increased number of factors that contributed to mass failure.

The problem of mass failure in secondary schools has risen like a chronic disease which misses correct treatment. This has occurred following the series of mass failure to occur in every academic year. Who to blame is a question that need everyone to express his or her opinions.

According to the findings, secondary schools students are not to be blamed directly rather than the government which has put low effort to address the education policy in Zanzibar. The government should be blamed over the matter for a number of reasons including failure to create good conducive working environment for teachers who administers knowledge to the students. Teachers in secondary schools are facing a lot of problems including lack of teaching facilities coupled by lack of laboratories, libraries, poor classrooms, staff rooms and other incentives. Also lower salaries paid to teachers in Zanzibar, negligence and political harassments especial the days close to the general elections, within the whole process of election and after the announcement of the results. Those are usually the dangerous days to teachers and students in Zanzibar politics, I mean to those from opposition parties. This situation, affect much the performance of the students. To see how politics affect the students performance in Zanzibar, lets observe the examination results of 2005 (Figure 3.2) and 2010 (Figure 3.7) which were the years of general election in Tanzania. The 2005 results were the worst of all the past three years from 2002 to 2004. Also in the 2010 examination results only one secondary school out of

15 schools had desirable results. This provides evident on how politics affect the students learning performances in Zanzibar. Unequal distribution of resources between rural and urban schools is another problem. For instance, some of the rural schools are dilapidated compared to those in urban areas. All these resulting into low levels of work commitments which together have greatly contributed to the mass failure of secondary school students.

With regard to the issue of employment, the government has to be blamed for long term unemployment especial for those who have already finished their professions. For instance, in the Ministry of Education and Vocational Training, there are so many teachers who have already completed their certificate, diploma and even degree courses waiting for employment but the government has failed to employ them for a long time now. This situation not only resulted into youth involvement in the deterioration of moral ethics such as the use of drugs, theft and committed crime since they had nothing to do, but also caused low spirit of learning to the students knowing that they will not be employed after their studies in spite of good performance or whatever.

In order to stand firmly in addressing the problem of mass failure in Zanzibar, there should be a proper coordination, strategies and appropriate plans involving all members of the civil societies, stakeholders of education, government, Ministry of Education and Vocational Training, teachers, parents, NGOs, students, and donors to work together in solving the problem. The government through its Ministry of Education and Vocational Training is the responsible in the authority of preparing and organizing plans and strategies on how to involve other members on dealing with the problem. And if the government continue to neglect and not taking appropriate measures in order to rectify the situation is likely to cause detrimental effects to stakeholders and the nation at large.

5.5 New Development in Knowledge

The aim of any research undertaking is to generate new knowledge. In this light, this study made the following contributions.

- i. The research findings helped the researcher to have positive understanding of the factors that lead to mass failure of Zanzibar's students in their O'level secondary examinations.
- ii. The study provides an understanding that teachers played a big role in the school's performance. So, the effectiveness of a school depends on the teachers' characteristics which encompass qualification, teaching experiences, persuasion, motivation, attitudes towards jobs, attitudes towards students, and teaching styles. If these elements are properly cared, the school will be more effective in performance and less effective once these are neglected.
- iii. Never the less the research findings show that if the policies are not well guided, clearly and effectively implemented will result to mass failure

5.6 Recommendations

Problems cannot be fixed if they are ignored. Solutions are not likely to come if they are not given some thought in identifying what needs improvement and then take appropriate steps to make things better. The following recommendations could be taken into consideration in order to finish or even to reduce to a large extent the problem of mass failure in Zanzibar secondary schools.

The recommendations shall be in four areas:

- Recommendations to the government,
- Recommendations to the Ministry of education,

- Recommendations to NECTA
- Recommendations to other stakeholders in education.

5.6.1 Recommendations to the Government

To fulfill the research objective of suggesting the possible ways of solving the problem of mass failure the respondents had the following recommendations:

- Zanzibar should have her own means of evaluating their students out of NECTA responsible as it is done for standard seven and Form two.
- To incorporate education with politics in the system of multiparty is to allow political leaders influence education for their own interest. Education therefore should be out of politics so as to defend the situation.
- Professional teachers should be employed soon after graduation so that they can help reduce the shortage of teachers in schools.
- Teachers' salaries should be improved to match life inflation.

5.6.2 Recommendations to the Ministry of Education

In the light of the research findings and conclusions of the study, the following recommendations are made:

- The use of mobile phone should be strictly forbidden to the students during school hours so as to make them concentrating to lessons at least when at school.
- Teachers should be given frequent in-service training courses for content and methodology.
- Numbers of secondary schools should be reduced to at least one high boarding secondary school per every constituency for the students from lower secondary schools to study there.

- Orientation for Secondary Class (OSC) should be resumed.
- Special education should be given to the secondary students on the impact of globalization so as not to affect their learning performance.
- Subjects' advisors and inspectors should visit schools regularly so as to assist and guide teachers on the matter pertaining their teaching.
- The Ministry of Education and Vocational Training should emphasize the use of English language as medium of instruction to teachers and students from both primary and secondary schools.
- Open inter-schools academic competitions should be involved in the Ministry academic progress for implementation in the school's academic year.

5.6.3 Recommendations to NECTA

- Where changes of curriculum announced by NECTA, schools should be informed as early as possible so as to be up to date with the situation.
- Zanzibar text books special for Zanzibar secondary schools should be recognized by NECTA and be considered in the marking scheme.
- As Zanzibar teachers are involved in marking, they should be also involved in the processing of examination results in the same number of members from both sides of the union so as to avoid bias.

5.6.4 Recommendations to the other stakeholders in education.

- In addition to any inconvenience facing teachers they have to know that what they are teaching are their own sons, daughters and relatives, so, the element of patriotism should be in their mind not salary.

5.6.5 Recommendation for further Research

Owing to scarcity of time and resources at the disposal of the investigation, all the aspects of the problem cannot be expected to deal with. The present study opens up certain avenues for further research which are briefly listed below:

- (i) There is a need for comparative study on how to obtain enough science teachers for secondary schools.
- (ii) There is a need for comparative study to investigate quality of education provided in Zanzibar following the increasing in number of secondary schools.
- (iii) There is a need to conduct research on how to improve English language fluency as a medium of instruction in secondary schools.

REFERENCES

- About NECTA – The National Examination Council of Tanzania.
[www.necta.go.tz/about.html]
- Akinola, B.M A (2006), *Causes of Mass Failure in senior secondary school Chemistry in Ijebu. East Local Government Area of Ogun State*. Oro Science Education journal, 4 (5&6, 19.
- Castejon, S. and Perez, A. M. 1998, *A casual-explicative model of psychosocial variables in academic performance*. Revista Bordon, 50 (2).83
- Clarence, L. & Barnhart (1970), *The World Dictionary*. Merchandise Plaza, Chicago.
- Cohen, L., Manion, L. and Morr, K. (2001), *Research Methods in Education*: London: Root Ledge
- Craig, H., Kraft, R. and du Plessis, J. (1998), *Teacher development. Making an impact*. Washington, D.C: Academic for Education Development, ABEL clearing house for Basic Education.
- Cummins, J. 1994, *The empowerment of Indian Students*. In Reyhner, J. Norman: University of Oklahoma Press
- Cunningham, R. (1989), *The Zanzibar English Language Improvement Program*. Ministry of Education Zanzibar.
- Engelbrecht, P., Kruger, S.M. and Booyesen, M.T. (1996), *Perspective on learning difficulties. International concerns and South African Realities*. Pretoria: Van Schaik Publishers.
- Fagason E. & AbdulSharif, (1992), *Zanzibar Under Colonial Rule*. James Curry Publisher.
- Haroun A. S. (1995), Education in Zanzibar, Zanzibar Education Act of 1982 / Education fact sheets) SACMEQ 1995-2013.

Jenifer, K. R. (2003), *Teacher Quality: Understanding the effectiveness of teacher attributes*. [<http://www.epi.org>] retrieved on 04/07/2011

Kothari, C.R. (1995). *Research Methodology: Methods and Techniques*, Wiley Eastern, New Delhi.

Kothari, C.R. (2004), *Research Methodology: Methods and Techniques*, New Age International (P) Ltd, New Delhi.

Krishnaswami, O.R (2002), "*Methodology of Research in Social Science*. Delhi. Himaya

Lyimo, F. (2012). *Factors Affecting performance of learners in form four national examination in Tanzania*. Unpublished M.A Dissertation

Louw, D.A. (1993), *Human Development*. Pretoria: Haum Tertiary.

Makame, M.A. (2008), *The Gender Gap in Higher Education in Zanzibar*, University of Oslo. Norway.

Marchesi, A. and Martin, E. (Eds.).(2002), *Evaluation in Secondary Education. Snapshot from a controversial era*. Institution IDEA, Madrid: S M.

Mbelle, and Katabalo, J. (2003), *School Enrollment, Performance and Access to education in Tanzania*. Research Report No 03.1.REPOA. Dar es salaam.

Ministry of Education and Vocational Training.bar (2007). *Zanzibar Education Development Programme (ZEDP)*. The Revolutionary Government of Zanzibar.

Ministry of Education and Vocational Training.bar (2007), *Zanzibar Planning for ZEDP -2008-2015*. The Revolutionary Government of Zanzibar.

Ministry of Education. (1999), *Prospective, Stock-Taking Review of Education in Africa: The Zanzibar Case Study*. A Study Report, November 1999, Government Printer, Zanzibar.

Ministry of Education and Vocational Training. (2006), *Education Policy 2006*. Government Printer, Zanzibar.

Ministry of Education and Vocational Training. (2007a), *Education Situation Analysis 2007*, Volume I: Main Text, Draft 3, June 2007. Government Printer, Zanzibar.

Morgan, D. L. (1998), *Focus Group Guide Book*. SAGE Publication London.

Moshi, O. D. (2010), "Moral Decay is major contributor to poor performance in examinations" *The Guardian*, Monday February 22nd p.4

Motala, E. and Pampalis, J. (2001), *Education and Equity. The impact of State Policies on South African Education*. Sandown: Heinemann Publishers (Pty) Ltd.

Mullens, J. E., Murnane, R. J. and Willet, J. B. (1996), *The contribution of training and subject matter knowledge to teaching effectiveness in Belize. Comparative Education Review*. [www.unicef.com] retrieved on 11/05/2011

Nchimbi, M. (2012), *Learn to serve community of Tanzania (LESCOTA (performance of schools in Tanzania)*, discussion in Dodoma, March 8, 2012.

NECO, (2010), *Releases of school June/July Examination Results*. [www.nigerianelitesforum.com]

NECO, (2011), *Mass failure in examination*. [www.allafrica.com] Nigeria.

Ndunguru , G. M. (2012), *Learn to serve community of Tanzania (LESCOTA (performance of schools in Tanzania)*, discussion in Dares salaam, May 12, 2012.

Ogunniyi, M. B. (1996), *Science, technology and mathematics: the problem of developing human capital in Africa*. International Journal of Science Education, Vol.18

Onyango, E.(2013), *what education experts say about massive students' exam failure*, [www.eonyango.blogspot.html.]retrieved on 11/03/2013

Revolutionary Government of Zanzibar, (2010), *The ZANZIBAR STRATEGY FOR GROWTH AND REDUCTION OF POVERTY (MKUZA 11)*, Zanzibar.

Revolutionary Government of Zanzibar, (2007), *The ZANZIBAR STRATEGY FOR GROWTH AND REDUCTION OF POVERTY (MKUZA 1)*, Zanzibar.

Revolutionary Government of Zanzibar, MoEVT, Education Policy (2006), [www.rgoz.go.tz/555/Zanzibar Education Policy].

Smith, T. (2001), *Concise Oxford Dictionary*. Oxford University Press, Great Clarendon Street oxford OX2 2DP UK.

Simon & Schuster, (1988), *Webster's New World Dictionary*. Third Edition.

South Africa. (2001), *Statistics South Africa, Mid-year estimates*. Pretoria: Government Printer

Sun Rays News, (2011), *Factors affecting students performance in science in Nigeria schools* [www.jerryjournal.com].

Steven, G. R. (2005), *Teachers, Schools and Academic achievement*. [http://www.econ.ucsb.ed], site visited on 03/01/2011.

URT (2000), *Tanzania Country Economic Memorandum*. Dares salaam.

Vroom, V.H (1964), *Work and motivation*. New York: wiley.

Walonick, D. S.(1997), *Designing and using Questionnaires*. [http://www.philsefsupport.com/questionnaires]. Retrieved on 21/07/2011

World Education Forum, (2000), *“Dakar Framework for Action: Education for All; Meeting our Collectives Commitments”* Senegal. www.wikipedia.org/wiki/education

Ziddy, I. (2007), *Education and Poverty Reduction Strategies*. “Challenges facing the implementation of a policy on girls’ education in Zanzibar. Paper presented at Irene Country Lodge, South Africa.

APPENDICES

APPENDIX NUMBER ONE: QUESTIONNAIRE FOR FORM FOUR TEACHERS AND HEAD TEACHERS

This questionnaire is for the study “**The causes of mass failure of students in Zanzibar secondary schools between 2002-2012: A case of Mkoani District – Pemba.**”

QUESTIONNAIRE

This questionnaire aims at collecting data regarding: **The causes of mass failure of students in Zanzibar secondary schools**; in order to fulfill the Research Project for the Master of Arts in sociology in the University of Dodoma (UDOM).

REMEMBER that all the information provided by you, are for the research purposes only and also be assured that information will not be passed to anybody else and will be confidential.

I take this opportunity to express my gratitude and thanks for your co-operation.

Faithfully Yours

Mr. Machano

Please write / sign your name (if applicable). Your responses will be confidential. Your co-operation will be highly appreciated.

A: PERSONAL INFORMATION

Please put a tick (✓) in an appropriate box beside.

Name(if applicable)

1. Sex :

Male.....

Female.....

2. Age

3. Address

Village

Ward

4. Educational qualifications

[a] Grade 3A teacher.....

[b] Diploma in education.....

[c] Graduate level.....

[d] Masters.....

5. Area of specialization:

[a] Science subjects.....

[b] Arts subjects.....

6. Are you satisfied with working environment in your school?

Yes:

No:

b) If not, why?

a).....

b).....

c).....

d).....

7. Do you think the mushrooming of secondary schools effect teaching and learning performance?

If yes, How?

a).....

b).....

c).....

if not why?

a).....

b).....

c).....

8. Students performance in the previous years was better compared to these years. What do you think are the causes?

a).....

b).....

c).....

d).....

e).....

9. What measures should be taken to solve the problem of mass failure in Zanzibar?

a).....

b).....

c).....

d).....

THANK YOU VERY MUCH

FOR YOUR TIME

APPENDIX NUMBER TWO: QUESTIONNAIRE FOR THE MINISTRY OFFICIALS

Your responses will be confidential. Your co-operation will be highly appreciated.

A: PERSONAL INFORMATION

Please put a tick (✓) in an appropriate box beside.

1. Sex :

Male

Female

2. Age.....

3. Position:

4. Do you think the inspectors and the subjects' advisors play their role of facilitating teaching and learning in school?

If yes, How?

a).....

b).....

c).....

if not why?

a).....

b).....

c).....

5. How does globalization affect learning performance of the secondary students in Zanzibar?

a).....

b).....

c).....

d).....

6. Do you think the mushrooming of secondary schools effect teaching and learning performance?

If yes, How?

a).....

b).....

c).....

if not why?

a).....

b).....

c).....

7. There is a wide gap between the passing rates of students in the Form II examination to that of Form IV National examinations". Why this gap?

a).....

b).....

c).....

8. The Ministry has prepared good strategies and plans to improve education in Zanzibar, but the performance of ordinary levels' students goes down every year. What are the causes?

- a).....
- b).....
- c).....
- d).....
- e).....
- f).....

9. What are your strategies to overcome the situation?

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

THANK YOU VERY MUCH

FOR YOUR TIME

APPENDIX NUMBER THREE: INTERVIEW GUIDELINE FOR PARENTS

1. Gender:

Male

Female

2. Age :

3. Village:

4. Have you ever had a child/children in the secondary level?

5. Do you have child/children who is /are studying in secondary school?

6. What role do you play to make sure your child/children pass the examination?

7. Do you think that teachers play their role to impart the knowledge?

8. There is mass failure what do you think are the causes?

9. What measures should be taken to solve the problem?

APPENDIX NUMBER FOUR: INTERVIEW WITH FORM FOUR STUDENTS

1. Gender:

Male

Female.....

2. Age:

3. Who normally encourage your learning at home?

4. Which subjects do you like best? Why?

5. Which one do you hate? Why

6. Do you understand something about syllabus?

7. Do teachers attend your class regularly?

8. How big is your class?

9. Is your learning environment encouraging you to learn?

10. Do you have a library and a laboratory in your school?

11. Do you use the library and the laboratory effectively?

12. Do teachers correct your work regularly?

13. How many subjects are not taught at all?

14. What are your opinions towards continuous fail in Zanzibar secondary schools?

15. What do you think are the causes of mass failure?

16. What are your expectations in the final examination this year? Why do you say so?

APPENDIX NUMBER FIVE: FOCUS GROUP DISCUSSION FOR PARENTS

1. Are you satisfied with the learning habit of your children?
2. Have you anything to complain about teaching habit of teachers in your school?
3. There is mass failure in ordinary level examinations what do you think are the causes?
4. What measures should be taken to solve the problem in Zanzibar?