

**ASSESSMENT OF ACADEMIC PERFORMANCE IN  
SECONDARY SCHOOLS IN TANZANIA: A CASE OF  
SECONDARY SCHOOLS IN DODOMA MUNICIPALITY**

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SECONDARY SCHOOLS IN TANZANIA: A CASE OF  
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By

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A Dissertation Submitted in partial Fulfillment of the Requirements for the Degree  
of Master of Public Administration of the University of Dodoma

The University of Dodoma

October, 2017

## CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by the University of Dodoma a dissertation titled *Assessment of Academic Performance In Secondary Schools in Tanzania: A Study of Secondary Schools in Dodoma Municipality* in partial fulfillment of requirements for the degree of Master of Public Administration of the University of Dodoma.

.....

Prof. Peter A. Kopoka

(SUPERVISOR)

Date .....

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

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## **DEDICATION**

I dedicate this work to my lovely Mother, Mariam Nandonde for her patience, contribution and her support throughout the study period. She enabled me to succeed due to her encouragement during the whole period of my study.

## ACKNOWLEDGEMENTS

First of all I thank Almighty God for giving me the ability and energy to accomplish this work. I thank my lovely Mother for her support and encouragement during the whole period of my studies.

I also thank my all respondents, they were very close to me starting with all students, teachers and schools managements team, they gave me huge support for filling the questionnaires and answer my questions through interview from all five secondary schools those are K/Ndege, Jamuhuri, Dodoma, City and Nkuhungu secondary school.

I also acknowledge the contribution of the District Secondary Education Officer for filling my questionnaire, answer my questions through interview and giving me an overview of academic performance of secondary schools in Dodoma Municipality.

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## **ABSTRACT**

The study focused on academic performance in secondary schools in Tanzania taking as a case study of selected secondary schools in Dodoma Municipality. The general objective of this study was to explore factors contributing to academic performance of secondary schools students in Dodoma Municipality. A sample of one hundred (100) respondents was selected, data was collected through questionnaires, interview and documentary review. Data were analyzed by using qualitatively, quantitatively and documentary review. The study found out that the factors that affect academic performance of secondary schools in the study area were Availability of classrooms, parental level of income, availability of textbooks, parental level of Education, students/teachers ratio, syllabus coverage, presence of a well stocked library, students/teachers motivation, students/teachers contact hours, school location far distance from home, truancy and (social networks ) existing of facebook, twitter, instagram and whatsapp.

The study also revealed that high academic performance of secondary schools are influenced by Availability of learning resources, Students/Teachers ratio, Syllabus coverage, Students/Teachers motivation, Availability of qualified teachers as well as English language as a medium of instruction.

The findings of the study, it is recommended that the Government should employ qualified teachers with at least first degree. Government, parents and stakeholders need to cooperate to build school hostels. The Government should also provide satisfactory salaries to teachers. School management should seek to construct fences at schools in order to avoid truancy among students and also to establish lunch program at school so that students may stop practice truancy.

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## **LIST OF ABBREVIATIONS**

ADF	African Development Fund
AIDS	Acquired Immune Deficiency Syndrome
DAS	District Administrative Secretary
DED	District Executive Director
DEO	District Education Officer
DSEO	District Secondary Education Officer
ESDP	Education Sector Development Programme
GPA	Grade Point Average
HIV	Human Immune Virus
MoEVT	Ministry of Education Vocational Training
MPA	Master in Public Administration
n	Number of respondents in the sample
N	Number of respondents in the population
NECTA	National Examination Council of Tanzania
NGO's	Non Government Organizations
OECD	Organization for Economic Co-operation and Development
PISA	Programme for International Student Assessment
RAS	Regional Administrative Secretary
SAT	Scholastic Assessment Test
SEDP	Secondary Education Development Plan
SES	Social Economic Status
SMP	Secondary Master Plan
SPSS	Statistical Package for Social Sciences
STR	Student Teacher Ratio

UCDP	UNESCO Country Programming Document
UK	United Kingdom
URT	United Republic of Tanzania
K/Ndege	Kiwanja cha Ndege

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background Information

Education is a Fundamental human right as well as a catalyst for economic growth and human development (Okumu *et al.*, 2008). The academic performance of secondary school learners is affected by different factors such as sex, age, students schooling, guardian economic status, area of residential students, English language as a medium of instructions, tuition, teaching faculty, daily study hour and accommodation as hostelrys (Okumu et al, 2008 ). Considine and Zappala (2002) in their study noticed that income of the parents and their social status bring impact for their children in their education at school. Also Minnesota (2007) on his study cited that high learning achievement is depending upon the academic performance of graduate secondary school students. Also the study of Staffolani and Bratti, (2002) noted that the measurement of learners earlier educational outcomes are the most important indicators of learners future achievement, this refers that as the higher previous appearance, better the student's academic performance in future endeavors.

The things which are associated with the academic performance of secondary school students are economic status of the parents such as professional qualification, revenue, parents academic and occupation. Many studies found that academic performance of students is compatible with parents social and economic condition. So the students who come from higher social economical backgrounds they perform better than those who come from low social economic backgrounds. In normal mode it looks social-economical status of student is determined by combine parents' qualification, occupation and economic status" (Jeynes, 2002). Among the many

studies conducted on academic performance, it is not surprising to see that socio-economic status as one of the challenges contributes to academic performance of secondary school students.

Graetz (1995) in his study he found that the background of socio-economic status of the students affect academic performance of students, also he added that when there is a poor socio-economic background then the performance of the students will be worse, so socio-economic status contributes significantly to students performance, main source of educational imbalance among students and student's academic success contingent very strongly on parent's socio economic standard. Considine and Zappala (2002) and that of Graetz (1995) cited that, when parents are educated and also have economic advantage definitely strengthen the higher level success in their future. Shortly when parents are financially competent then their children will have an awareness of education and this is based on the positive environments around them.

According to Crosne and Elder (2004) in their study observed that provision of facilities. School ownership, and resources availability in schools are important structural component of the school. Private schools due to the better libraries, serious ownership small sizes, faculty of motivation and access to resources like computers system perform better than public schools. All these additional resources and facilities that was found in private secondary schools boost academic performance of secondary school students.

In Tanzania, there is a concern about the quality of education being provided in secondary schools. Different people at different times have passed the blame of poor

academic performance to the government (URT, 2003). Low academic performance is judged by the examinee as falling below an expected standard. Poor academic performance of the students is not only frustrate the students and parents, but also its effects are equally grave on the whole society in terms of dearth of manpower in all spheres of the economy and politics (Aremu and Oluwole, 2000).

Following the concern by education stakeholders on poor academic performance in secondary school students, the government of Tanzania established Secondary Education Development Plan (SEDP) in July 2004 so that to improve access with management, equality, quality and delivery of secondary education targeting to boost student's performance in the country. SEDP was also developed within the context of the broad Education Sector Development Programme (ESDP) of 1997 and the Secondary Master Plan (SMP) of 2000 (URT, 2003).

The main aim of SEDP was to improve the pass rate of division I-III from 36% in 2004 to 70% by the year 2009 through in-service courses for up-grading and continuous professional development of teachers. SEDP was involved in improving school libraries, review of curriculum, to give capitation grant for teaching and learning materials and other charges, improvement of examination structure, expand production of diploma and degree teachers including sensitization and education on HIV/AIDS, environment and gender. All these efforts were designed to improve students' academic performance of secondary school students. However, the pass rate at Certificate level for Secondary Education Examination of Division I-III is still lower than 40% after 5 years of SEDP I implementation (URT, 2010).

## **1.1 Problem Statement**

Academic performance of Secondary school has been a great concern to a good number of educationists, counselors, teachers, psychologists, researchers and school administrators in Tanzania.

Generally in Tanzania academic performance of Secondary schools is a central concern as education is greatly valued by all. All schools strive to excel academically and Dodoma Municipality is no exception in its pursuit of academic excellence. In Dodoma Municipality there is a total of 50 Secondary Schools ( DSEO in Dodoma Municipality, 2016 ). Lately a few schools in Dodoma Municipality seem to be moving up the ladder of academic excellence such as Msalato Secondary School, St. Peter Claver Secondary School, Huruma Girls Secondary School and Maria De Mathias Secondary School. Apart from Msalato all the others are private secondary schools and good performance is expected from these schools due to investments in resources both human and physical.

The Government (URT, 2010) cited that, in order to have a good performance of secondary school students there must be effective implementation of the curriculum which includes the provision of adequate and appropriate facilities, learning, teaching materials and equipment. For Dodoma Municipality to compete favourably with it is important to undertake a critical examination of the factors that affect academic performance of secondary schools. Academic performance may be affected by a number of factors including individual factors, home factors and the environment. URT, (2010) has cited that there had been an outcry that there was a growing number of secondary schools, particularly the profit-making ones that provided sub-standard facilities and a poor environment leading to poor

performance. Despite measures by the Government such as teacher salary increase to boost performance, performance of secondary schools in Dodoma Municipality has been persistently low. With persistent low academic performance in the district, there is need to investigate why academic performance has remained low despite continued government initiatives.

Despite government efforts, for example creation of an inspectorate department, appointing of secondary district educational officers and many others taken by the government of the United Republic of Tanzania headed by the Ministry of Education and Vocational Training in collaboration with other NGO'S toward improving students' performance yet the students' academic performance is continuing to be worse.

The Table 1.is data obtained from the District Secondary Educational Officer which shows the results of form four examinations within four years consecutively.

**Table 1.1: Academic Performance of Secondary School Students in Dodoma Municipality, 2012-2015**

<b>Year</b>	<b>No. of Students Sat</b>	<b>No. of Students Passed</b>	<b>No. of Students Failed</b>	<b>% Passed</b>	<b>% Failed</b>
2012	5,441	1,555	3,886	28.6	71.4
2013	4,732	2,651	2,081	56	44
2014	3,405	2,300	1,105	67.55	32.45
2015	5,571	3,275	2,296	58.79	41.21

**Source:** DSEO in Dodoma Municipality

Table 1.above reveals the trends of students' academic poor performance despite government measures including teacher salary increase to boost performance. Performance of secondary schools in Dodoma Municipality has been persistently low. The Table depict that by 2012 students passed by 28.6% and 71.4% Failed, and in 2013 performance rose up by 56% passed and 44% Failed. The following year (2014) Students' academic performance rose up a little better to 67.55% Passed and 32.45% Failed. But in 2015 Student's academic performance become worse with a drop from 67.55% to 58.79% Passed, whereby 41.21% failed in 2015.

It is now over five years since SEDP I came to an end. The focus was to improve students' academic performance by raising the pass rate from 36% to 70% through improvement of teaching/learning environment. Irrespective of the government efforts, improved academic performance is still a major problem. By the year 2009 the pass rate was still less than 40% (URT, 2010). The objective of raising the pass rate from 36% to 70% has not been realized. The question, therefore is, what is the cause of this falling standard? Is the fault of teachers or students or both? Or is it the methods of teaching and interaction with students? Or is the poor performance caused by provision of insufficient funds that are not sufficient for the planned activities? The problem of poor performance in examinations is costly for any country since education is a major contributor to economic growth (Atkinson, 2000). It would appear that strategies used in implementing SEDP I as a tool for improving students' academic performance have failed to achieve the intended objectives. The reasons for poor performance cannot be easily discerned without a focused investigation. This study was therefore undertaken in order to identify and examine possible factors for poor performance of secondary school students.

## **1.2 Objectives of the Study**

### **1.2.1 General objective**

The general objective of this study was to explore factors contributing to academic performance of secondary schools students in Dodoma Municipality, Tanzania.

### **1.2.2 Specific Objectives**

- i) To provide an overview of academic performance in secondary schools in Dodoma Municipality
- ii) To assess factors contributing to academic performance in five secondary schools in Dodoma Municipality (K/ndege, Jamuhuri, Dodoma, City and Nkuhungu secondary schools)
- iii) To assess the effectiveness of measures taken to improve academic performance

### **1.2.3 Research Questions**

The study sought to answer the following research questions:

- i. What is the academic performance of five secondary schools in Dodoma Municipality (K/ndege, Jamuhuri, Dodoma, City and Nkuhungu secondary schools)?
- ii. What factors are contributing to academic performance of secondary schools in Dodoma Municipality?
- iii. What possible measures can be taken to improve academic performance in Secondary Schools?

### **1.3 Significance of the Study**

The findings of this study will be very important due to the followings reasons:

The study will have implications to policy makers, school administrators, teachers, the Ministry of Education, students and the community in various ways. First, the study will help policy makers to observe the patterns of NECTA performance within the region, districts and different categories of schools. The study is expected to highlight factors affecting performance, which can be a basis of looking into ways of improving overall performance of the region in all areas.

To school administrators, who include principals, deputy principals and heads of departments, the study will provide data that will be used to improve management practices for improved academic performance. By establishing the extent to which schools are implementing the seven correlates of effective schools and how this influences academic performance, the study will stimulate strategic thought among school administrators. By identifying the strategies employed by well performing schools, poorly performing schools will learn lessons that will enable them improve academic performance of their students. Secondary school students will benefit from the study because findings reveal the way students in well performing schools interact with other members of the school community and the school environment.

The study is also going to be significant to the community in that their investment in education on the study is expected to translate to quality education, and the findings will show how this can be achieved. The study is also expected to add to the existing body of knowledge on determinants of academic performance and the correlates of effective schools in Tanzania.

#### **1.4 Scope of the Study**

The study was conducted in Dodoma region and the study was targeted both the private and public secondary schools because many people tend to blame public secondary schools for their poor performance. The study also covered Public secondary schools and Private secondary schools in Dodoma Town District, the study was covered two government secondary schools such as K/Ndege and dodoma secondary schools and also covered three private secondary schools such as Jamhuri, City and Nkuhungu secondary schools in the study area.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter contains a broad literature review including definitions of key terms, theoretical framework, empirical literature review and research gap.

#### **2.2 Definition of key terms**

##### **Education**

Education refers to the process that takes place at learning center where one is giving knowledge and the other receives knowledge. (Nyandwi Melack David 2014). Also, Hornby (2006) defines “Education as the process of teaching and learning in a school or college to advance knowledge and development skills”. On the other hand, Mlozi *et al.* (2013) defines education for sustainable development has come to be seen as a process of learning how to build decisions that judge the long-term future of the financial system, ecology and equity of all communities. The Education and Training Policy (1995) of the United Republic of Tanzania, defines education as the process of initiating and preparing human through training, in their environment, to play active roles in society. URT, (1995:06) defines Education as the process by which the individual acquires knowledge and skills necessary for appreciating and adapting to the environment and ever changing social, political and economic conditions of society and as a means by which one can realize one’s full potential.

## **Secondary Education**

This refers to post-primary formal education offered to persons who will have successfully completed seven years of primary education and have met the requisite entry requirements. (URT 1995:06 )

Secondary Education also refers to education offered to student who have completed seven years of primary education and have met the requisite entry requirements (Tilya, 2003). in addition, Koech (2006) on his study he clarifies that secondary education is the level of basic education in which students are expected to obtain proficiency in both academic and some applied subjects. The pupils are expected to get the first recognized national exam which will lead them to higher education at a variety of fields of training into the globe of work.

## **The concept of Student Academic Performance**

The learners' output measured through a national examination as an indication of having acquired the education curriculum.

The concept of student academic performance also refers to the ability to study and remember facts, being able to learn efficiently and observe how facts fit as one and form bigger patterns of knowledge, and being able to think for yourself in relation to facts and being able to communicate your knowledge down on paper. Nyagosia, P. (2011).

## **Overview of Student Academic Performance**

Academic attainment represents performance outcomes that point to the degree to that a person has accomplished specific objectives that were the focus of activities in instructional environments, specially in school, college, and university. School

systems mostly define cognitive goals that either apply across manifold subject areas (e.g., critical thinking) or include the gaining of knowledge and sympathetic in a specific intellectual domain (e.g. literacy, science, history). hence, academic attainment ought to be considered to be a multifaceted construct that comprises various domains of learning. Because the field of academic attainment is very wide-ranging and covers a wide variety of educational outcomes, the definition of academic performance depending on the indicators used to gauge it. Among the various criteria that indicate academic performance, there are extremely universal indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in ordinary that stand for academic endeavors and thus, more or less, mirror the intellectual capacity of a person, Nyagosia, P. (2011). In developed societies, academic attainment plays an significant role in each person's life. Academic performance as measured by the GPA by standardized assessments intended for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university). Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education.

Besides the relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity. The strong association between a society's level of academic achievement and positive socioeconomic development is one reason for conducting international studies on academic

achievement, such as PISA (Programme for International Student Assessment), administered by the OECD (Organisation for Economic Co-operation and Development). The outcome of these studies give information on diverse indicators of a nation's academic performance; these information is used to analyze the strengths and weaknesses of a country educational system and to guide educational rule decisions. Given the individual and societal importance of academic achievement, it is not surprising that academic attainment is the research focus of several scientists; for example, in psychology or educational disciplines. This article focuses on the explanation, determination, enhancement, and assessment of academic achievement as investigated by educational psychologists.

### **Academic performance in Tanzania**

The indicators of academic performance of secondary school students includes marks scored, grades and divisions that are obtained by students with respect to the examination standard board of the nation such as National Examination Council of Tanzania (NECTA). The NECTA criteria of awarding divisions is as follows: A student who sits for national examinations is awarded divisions one, two, three, four or zero on meeting the following conditions: Division One; passes in at least 7( seven) subjects passes at grade A or B or C in at least five subjects. Reaches an aggregate of more than or equal to 7 points but less than or equal to 17 points, taking the best seven subjects (URT, 2012)

Division Two (II): Passes in at least 7 subjects, passes at grade A or B or C in at least four subjects and reaches an aggregate of more than or equal to 18 points but less than or equal to 21 points, taking the candidates' best seven subjects. Division Three (III); passes in at least seven subjects one of which must be at grade A or B or

C or passes in at least five subjects two of which must be at grade A or B or C. Reaches an aggregate of more than or equal to 22 points but less than or equal to 25 points, taking the candidates' best seven subjects. Division Four (IV): Passes in at least one subject at grade A, B or C, or passes in two subjects at grade D, reaches an aggregate of more than or equal to 26 points to 33 points but less than or equal to 33 points, taking the candidate's best seven subjects. Division Zero (O): does not fulfill the conditions for awards of the divisions (I-IV) (URT, 2012).

### **Secondary Education Academic Performance Trends in Tanzania**

Education in Tanzania is provided both by the public sector and the private sector. The general structure is as follows: 2 years of pre-primary education for ages 5–6 (year 1 and 2), 7 years of primary education for ages 7–13 (Standard I-VII), 4 years of secondary ordinary level education for ages 14–17 (Form 1-4), 2 years of secondary advanced level education for ages 18–19 (Form 5 and 6), 3 or more years of university education.

Since independence 1961 many reforms had taken place to address the education sector in Tanzania. In 1996, the Government of Tanzania undertook to develop the Education Sector Development Program (ESDP) to address the existing problems and face the new challenges resulting from ongoing socio economic reforms initiated in 1986 and the increasing demand for human resource development in line with the fast changing technological advancement. Policy and practice in education for about two decades have been a struggle between quality and quantity.

While the demand on educational opportunities has continued to rise, the question for quality education started to emerge very strongly in the 1990s. The quality of

secondary school education in Tanzania is still facing various challenges. The African Development Fund (ADF) (2007) shows that the significant progress in the expansion of secondary schools education in Tanzania for the past two decade but low access and quality of secondary schools education

have remained to be the main challenges. The mobilization and sensitization of the people by the government in building community based secondary schools, mostly at the ward levels, got success, this is due to the country target of having one or more day secondary schools in each ward.

URT (2011) (UCPD, 2011 – 2015) indicates that governance of education in Tanzania is shared between Tanzania Mainland and Zanzibar. In Tanzania, three entities share responsibilities for the teaching sector, the Ministry of Education and Vocational Training, the Ministry of Community Development, Gender and Children, and the Prime Minister's Office for Regional Administration and Local Government, while policy making and monitoring is entrusted to the MoEVT. Zanzibar got only one ministry in charge of the teaching sector, the Zanzibar Ministry of Education and Vocational Training (MoEVT). Higher education and the national curriculum are the only area of education measured as union matters.

The Tanzanian Commission for Universities accredits universities operating in Tanzania and coordinates the proper functioning of all university institutions in the country. The system of education in Tanzania presently faces disasters in terms of resources and management in particular. Teachers are demoralized, primary infrastructure is still facing many challenges (especially the quality of buildings, play grounds, the availability of teaching and learning material). The curriculum is

lacking some relevance too. Swainson *et al.* (1998) observes how teachers have been seriously demoralized and poorly motivated by their employer (Tanzania government) in the past two decades. Parents are questioning the value of sending their children to schools. Through this scenario, the majority of pupils graduating primary school education are not competent enough to attain secondary education smoothly.

### **2.3 Theoretical Framework**

The theory that guided this study is the Education Production Function theory by Monk, (1992). The theory assumes that inputs determine the outputs of an education system. Monk (1992) described production function analysis as the relating of an input measure to an output measure using correlation of multivariate analysis. Education production function involves the study of relationships between purchased schooling inputs and education outputs. Education is looked at as an industry where the inputs automatically lead to outputs. This study look at factors such as family background (parent's income, parent's educational level) and school factors (availability of qualified teachers, relevant text books, curriculum implementation and proper utilization of resources) among others as inputs. It is expected that parents who have high income will support the education of their children by providing the required facilities and other learning resources. It is also assumed that these children from families with high income and are well provided for will perform better than those from families with low income. Children from homes where parents have higher education will perform well owing to support and encouragement from parents. The high expectations of the highly educated parents will in turn reinforce performance.

School factors are the inputs that include teachers and facilities. Well qualified teachers with pedagogical skills will produce higher grades. The confidence and content acquisition will give the students confidence to perform. In addition, the provision of relevant text-books will also contribute to good performance. Education policies and programmes have a role to play in the performance of students. When policies and programmes are well outlined, then they will be implemented and the curriculum will be well covered. The coverage of the curriculum enables students to perform well.

This theory assisted this study by looking at parent's income of the students who are from different family background, also parent's educational level of student, how parent's educational level of student affect the academic performance of their children at school.

This theory assisted the study to show well qualified teacher will produce high grades to secondary school students, how school with enough text book, facilities, curriculum implementation with different proper utilization of resources enables students to perform well

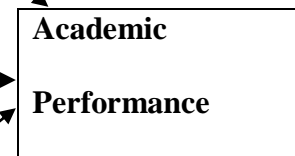
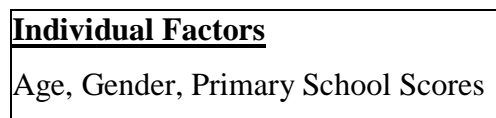
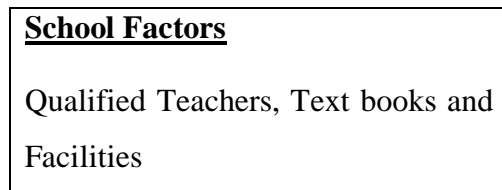
This is well demonstrated in the diagram below.

**Figure 2.1: Conceptual Framework**

**INDEPENDENT VARIABLE**



**DEPENDENT VARIABLE**



**Figure 1: Elements of Student Academic Performance**

**Source:** Researchers Own Construct ( 2017 )

It is evident that several factors contribute to the performance of a Secondary schools student such as student's family background, school and the individual student's factors. Students from poor families may not work comfortably as those from the well to do families. This in itself affects the performance of a student. The student's entry behavior at the time of joining secondary school in a way has part to play in the general performance of the student. Those who join with high marks have higher chances of performing better than those who join with lower scores. The school too has an impact on the performance of students. A school with all facilities

cannot be compared to one that has strained facilities. Classes, textbooks and teachers are basic to good performance.

#### **2.4 Empirical Literature review**

According to Nyandwi, M D. (2014) in his study ( Sumbawanga District ) cited that Low parents' income, shortage of laboratories, lack of English language competence, inadequate teaching and learning materials, inadequate number of teachers and unavailability of library facilities like textbooks, and long walking distances to schools were found to have significant influence on the poor academic performances of the students,. The performance of secondary school students were therefore, found to drop every year mainly due to schools and home based factors. It is concluded that, District Councils should construct laboratories and dormitories to create conducive environments for learning. Also, District Council and other educational stakeholders should provide learning materials to its schools because most of parents have low incomes to meet all scholastic requirements of their children.

Komba's (2013), in his study ( Moshi Municipality and Moshi District ) found that there is no impressive performance among ward secondary schools. Some of the challenges that limit their performance include; limited number of teachers per subjects to be taught and number of students; lack of conducive teaching and learning environment, and shortage of teaching and learning materials. Other factors were associated with the employment of unqualified of teachers, lack of reliable libraries and laboratories, weak communication among teachers and parents and students and poor classroom attendance by teachers. Finally, the study recommends the following: there is a need to collect more information in order to have a good

generalization and better understanding of factors affecting academic performance of ward secondary schools in Tanzania. Not only that, but also, there is a need for the government authorities through participatory planning to implement secondary school development programs for the sustainability and bright future of existing wards the secondary school, instead of adding other secondary schools.

According to Mkalagale, V. ( 2013 ), In his study ( Temeke District ) inadequate teaching and learning resources, negative attitude of students toward subjects, teachers job dissatisfaction, parental treatment, school location and physical building, English language as a medium of instruction, teaching methodologies to be among the related challenges affecting the performance in community secondary schools. From Mkalagale's findings it is recommended that more effort should be made to improve the number of teachers, improve teaching and learning facilities including using overhead projector.

Nakhumicha, S M. ( 2013 ), In his study ( Trans – Nzoia West District Kenya ) he found that school factors that contribute to the academic performance of the secondary school students are presence of a well-stocked library, relevant and sufficient text books, well trained teachers with pedagogical skills, spacious classrooms are factors that can contribute to good academic performance. Therefore, secondary schools whether public or private should endeavor to have well stocked library, enough reference books, textbooks, trained teachers with pedagogical skills who will give students enough time, and classrooms that are spacious.

Makoye's ( 2014 ), (Nyamagana District ) results in his study suggested that major factors that affect students' academic performance included poor teaching/learning

environment such as inadequate classrooms, text books, basic laboratory and library equipment/facilities. These were largely attributed to inadequate funding of the planned activities, misallocation of funds, poor participation by the key stakeholders and untimely disbursement of funds. In light of the above, it is recommended that successful implementation of future similar programmes should take into consideration the following: (1) Provision of adequate funds for budgeted activities and proper financial management, (2) Sensitization of key stakeholders in programme/project management, (3) Provision of regular in service training to teachers aiming at improving teaching methodology and professional skills, and (4) training more teachers in mathematics and science based subjects in order to reduce the existing deficit.

Boa, Y P. ( 2014 ), in his study ( Kilimanjaro Region ) he noted that high performing secondary schools had enough qualified teachers, had conducive teaching and learning environment, and teachers insisted on formative evaluations before accepting students in their schools, Further, it was found that involvement of parents in students' progress and other school business was high. The study recommends that the Ministry of Education and Vocational Training (MoEVT) should train enough teachers to raise learning standards in secondary schools. It was further recommended that secondary schools should screen students before they are allowed to enroll as quality control. The last recommendation was that, each teacher ought to struggle to generate conducive environment for teaching and learning for high academic performance. For additional, the study recommends that researchers have to focus on what works in education instead of always focusing on what is not

working, This will help to understand the strengths and imitate for excellence teaching and learning.

## **2.5 Research Gap**

Many studies with different authors such as Yolanda Peter Boa ( 2014 ), Suzana Makoye ( 2014 ), Simiyu Margaret Nakhumicha ( 2013 ), Vumbi Mkalagale ( 2013), Cyril Kalembana Komba (2013), Nyandwi Melack David (2014), have conducted studies to assess the performance of secondary school students in different regions in Tanzania, but few studies have been conducted to assess the performance of secondary schools in Dodoma region, from that point we cannot generalize that these features from other regions are the same with Dodoma region, so the research will be conducted in Dodoma because Dodoma has different geographical features, traditions, norms from other regions in which the research study has been conducted in the past. Also many studies did not show how existing of whatsapp, Facebook, twitter, instagram have affect academic performance of secondary school students, so this study will go further to determine how these factors affect academic performance of regional level.

However, little attention has been paid on looking at sources of these factors. It is significant to note that the consequence that exacerbated the education inequalities in some parts of the country (Tanzania) such as Dodoma Municipality are due to historical background since colonialism and perpetuated even after her independence. Some areas have remained at disadvantages. Few studies carried out in these areas and those carried out are based on other issues such as primary teacher professional misconduct and other related education development as a whole. Those studies carried out did not identify how social networks affect academic

performance of students in these secondary schools, and the way of getting out from these constraints. Furthermore, some secondary school graduates in some areas of education which do not help them adequately to compete in the labour market and improve their life quality and social well-being as they expected.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This part describes how the proposed research was be conducted. The part appears in the following sub-titles; research design, research approach, the study area, target population, Sampling and Sampling procedures, Data collection methods, Questionnaires, Interviews, Documentary review, instrumentation for the study, validity and reliability of the instruments, ethical consideration, and data analysis.

#### **3.1 Research Design**

According to Kothari, (2004) “a research design is a conceptual structure within which the research is conducted. It constitutes the blue print for the collection, measurements and analysis of data”. The researcher used a two-phase or mixed method design. According to (Creswell, et al, 2003), a two- phase mixed methods design to explain or build upon initial quantitative results. This study employed cross section survey. This design is considered to be appropriate to meet the demands of research questions guiding this study since the design allows studying all variables throughout the research objectives by employing various techniques of data collection regarding the study. In this study, survey design was used to explore the factors that affect learning in public and privately run secondary schools in Dodoma Municipality. Descriptive survey research produces statistical information about aspects of education that interest policy makers and educators.

#### **3.2 Research Approach**

Research approach refers to the methodology that has been adopted to conduct the research (Creswell, 2008). It involves the selection of research question, the

conceptual framework that has to be adopted and the selection of appropriate research method (Kothari, 2004). This study employed the mixed method approach in data collection, analysis and interpretation hence the accomplishment of the research process. Mixed methods research is the research approach with philosophical assumption as well as method of inquiry, as a methodology, it involves philosophical assumptions that guide the collection of data and analysis of data and the mixture of quantitative data and qualitative data (Creswell, 2003). Therefore, the mixed method approach combines both qualitative and quantitative approaches in collecting data, analyzing, interpreting and reporting data whereby they done simultaneously in a single study to come up with a mixed research. Punch (2009) mixed method approach is “empirical research that involves the collection and analysis of both qualitative and Quantitative data”

### **3.3 Target Population**

Leedy and Ormrod (2001) define population as a group of individuals that has at least one common characteristics of interest to the researcher. The study population consisted of teachers and students in the five (5) selected secondary schools in Dodoma Municipality in Dodoma region.

### **3.4 Sampling and Sampling Procedure**

Sampling is concerned with the selection of a subject of individuals within a population to estimate characteristic of the whole population (Creswell, 2008). Charles, (1995) defines a sample as a small group of respondents drawn from a population in which the researcher is interested in gaining information and drawing conclusion.

Under this study, both probability sampling and non-probability sampling was adopted whereby probability sampling helped to obtain the number of respondents who are the students and teachers from five selected schools and through simple random sampling and non-probability sampling was purposive sampling which helped a researcher to obtain other respondents like headmasters and district secondary education officer for interview because they possess deeply information related to study.

### **3.5 Sample size**

According to Veal (1997), it is the absolute size of the sample which is important, not its size relative to the population. The sample size determined based on the following criteria: The required level of precision in the results, the level of detail in the proposed analysis and the available budget. In Dodoma municipality consist of 60,804 number of students and number of teachers consist of 2,651. Sample sizes was determined by using the formula developed by Yamane (1967) whereby level of precision of 10% was used. Based on these data the actual sample size was obtained as follows: Therefore population size  $n = N / N + 1 (e)^2$ . Whereby  $n =$  sample size;  $N =$  is the population size; and  $e =$  standard error with confidence level of 10% hence,  $n = 63,455 / 63,455 + 1(10)^2$ , therefore after calculation total of 99.9984241 sample was used. 99.9984241 is estimated to 100 total sample size. Therefore,

$n = 100 + 6$  Key Informants which makes a total number of 106 respondents. Since this sample consist of two strata or groups of students and teachers therefore sample of 100 respondents was divided by 2 to get 50 sample from each group.

### **3.6 Data Collection Methods**

The methods which was employed by the researcher during data collection include, interviews, questionnaire and documentary review. Each of the methods was employed and useful in the following ways:-

#### **3.6.1 Questionnaire**

The questionnaires was designed to collect data from respondents. The questionnaires contained both open ended and closed ended questions. The method was employed because it assured that, the questions was answered by the intended respondents. This improved reliability of the data to be collected.

In this study, 20 questionnaires was used to collect data from each School from five selected schools whereby ten (10) questionnaires was used to collect data from the teachers, this sought the teachers personal characteristics, their qualifications, their perception and attitude towards teaching, and others ten (10) questionnaires was used to collect data from the students sought information about their background, their entry characteristics, and their perception on the kind of facilities in the school and their view on the policies in the school. so there was total of 100 questionnaires that was used to collect data from five (5) selected schools, whereby five headmasters and District secondary education officer were interviewed as a key informants that makes a total number of 106 respondents.

#### **3.6.2 Interview**

Qualitative data was collected through the use of interviews and documentary analysis. An interview is an oral administration of a questionnaire or an interview schedule. Interviews are therefore face-to-face encounters. To obtain accurate information through interviews, a researcher needed to obtain the maximum co-

operation from respondents. The researcher established a friendly relationship with the respondent prior to conducting the interview (Mugenda and Mugenda 2003).

There are two types of interviews: structured and unstructured. Structured interview involved predetermined set of questions posed to respondents in the same order. Unstructured interviews have no definite order of questions. The questions depended on the respondents' responses. This study used structured interview. The interview schedules target mainly the heads of schools. Interviews have a number of advantages; interview was make it possible to obtain data required to meet specific objectives of the study. When well conducted, interviews produced in depth data possible with other instruments. In contrast to the questionnaire, the interview was flexible whereby the interview was adapted to the situation of each subject.

There are total of 6 interviews was covered, whereby 1 interviews was conducted from each school, so there was five selected schools, in each school headmaster/mistress was interviewed and district secondary educational officer was interviewed as well. I used to interview them because they are part of academic performance of secondary school and they gave me a correct information on academic performance in secondary school in Dodoma Municipality.

### **3.6.3 Documentary Review**

Collection of secondary data was done by the researcher through various published and unpublished materials. Paper-based sources, electronic sources, internet and broadcasts. Secondary data collection was based on Mikkelsen, (1995) who cited that secondary data sources provide a wealth of information from different studies which can be utilized to shape and mould a research study. Information from the

secondary sources not only supplemented the primary data that was collected but also gave more insight about different aspects linked to the study topic.

### **3.7 Validity and Reliability**

Validity and reliability of data depends on the instruments used in the research (Kothari, 2004).

Validity means that correct procedures have been applied to find answers to a question (Dawson, 2002). Validity is the extent which an instrument measures what is intended. In this case, findings must accurately describe the phenomena being researched and must ensure that element of the main issue to be covered in the research are fair representation of wider issue under investigation. Pilot study was made before the actual data collection to test the validity of data collection instruments. This meant that data collection instruments was tested out to see if it is obtaining the required information. Research instruments was administered by self for accuracy. However, triangulation was insured the validity of data to be collected. The translated questionnaire was translated into Kiswahili to assure understanding of respondents by officials. However, the study was considered the issue of being not bias to respondents.

Reliability refers to the quality of a measurement procedure that provides repeatability and accuracy (Dawson, 2002). Reliability of data was observed through triangulation method of data collection (one to one interviews, questionnaires and documentary analysis). In order to facilitate understanding between the research and participant, the research instruments need to be prepared in language that will be easily understood to respondents (Best and Kahn, 2006). Therefore the items

indicated poor reliability was modified to increase the internal consistency of the instruments.

### **3.8 Ethical Considerations**

The administration of the instruments was preceded by securing the required research permit from the directing postgraduate school of University research and consultancy department, University of Dodoma. The permit helped the researcher to obtain permit from the Regional Administrative Secretary (RAS), District Administrative Secretaries (DAS), District Executive Director (DED), District Education Officer (DEO) to visit the selected schools in Dodoma Municipality, to conduct research work in the area chosen.

The Official permission that conduct the research, confidentiality was maintained as it touches the freedom of the respondents. This make the respondents to contribute freely in filling questionnaires. The instruments was administered carefully without interfering the school schedule. In addition, this study ensured confidentiality for information which was obtained from respondents.

### **3.9 Data Processing**

It is argued in Kothari (2004) that data processing implies editing, coding, classification and tabulation of collected data so that they are amenable to analysis. In the same context Rwegoshora (2006) is supporting that data processing or data reduction mainly involves various manipulations necessary for preparing the data for analysis. Data processing could be manual or electronic. It involves editing, categorizing the open ended questions, coding, computerization and presentation of tables and diagrams.

With regard to this study, the data to be collected was processed manually where codes was developed and in the template. Editing and coding of the questionnaires was done and data was entered in the Statistical Package for Social Sciences version 20 (SPSS) computer program following the developed codes or format ready for analysis.

### **3.9.1 Data Analysis**

After having coded, data was entered directly into a prepared template for analysis and was commanded to analysis, descriptive statistic, and frequency to get outputs for closed ended nature of questions from questionnaires. While for open ended nature of questions the command was started from multiple responses, define the frequency to get outputs. Some data especially qualitative data was analyzed by using content analysis. This is the rich or thick descriptions approach that required comprehensive and detailed explanations of the findings from the data to be collected.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

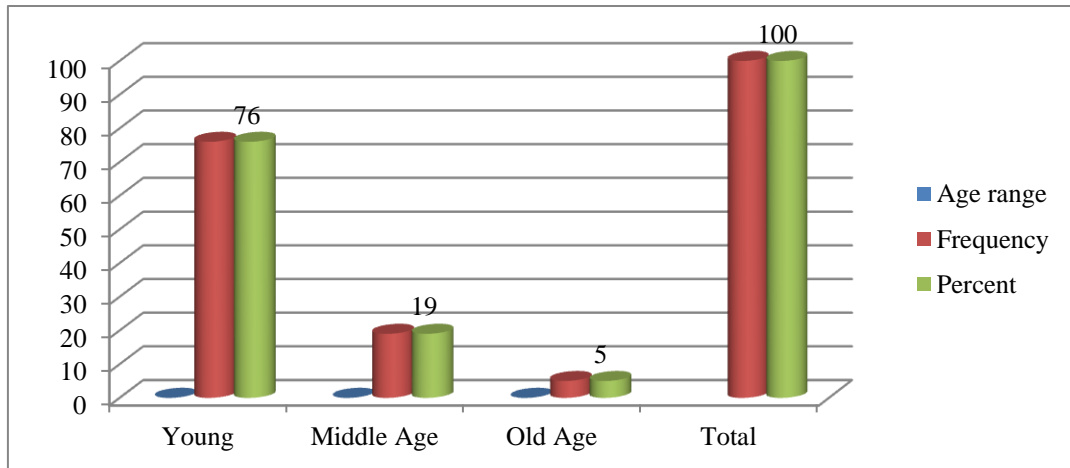
#### **4.1 Background characteristics of respondents**

Background characteristics of respondents included age, sex, marital status and level of education

##### **4.1.1 Age groups of the respondents**

Findings are presented in Figure 4.1. The respondents whose are in age between 13 to 60 years are grouped as follows; young are between 16-35, middle aged 36-50, and old 51-60. In this findings it showed that the group of young age are majority of the respondents by 76%, followed by middle aged were 19%, whereby the group of old aged were only 5%. During the random sampling, the findings reveal that majority of secondary schools headmaster/headmistress were adults aged ranged 40 and 58 years. In this study the group of young age are majority of the respondents by 76%, the percentage of young age seemed to be bigger because 50 percent of respondents were secondary school students whose age is often from 15 to 19. So 16-35 ages the sample is reasonably representative of the Tanzanian population whose most of them are still in academic institutions for further study.

**Figure 4. 1: Age groups of the respondents**

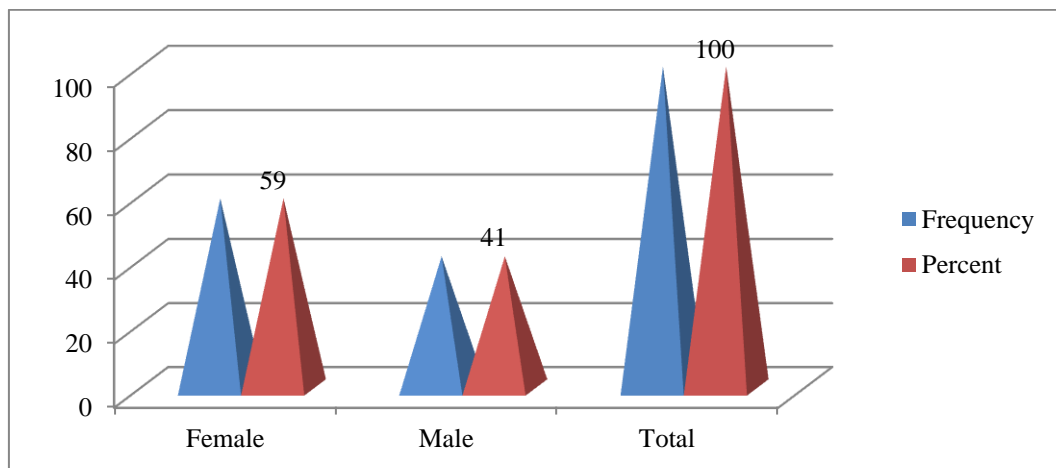


**Source:** Field Data, 2017

#### 4.1.2 Sex groups of the respondents

The sex groups of the respondents are presented in Figure 4.2 . Women were about 59%, and men were 41%. It showed that low participation of men was due to the fact that, now days men are not prefer to participate in education system and children education compared to women that why most of the respondents were women.

**Figure 4. 2: Sex groups of the respondents**



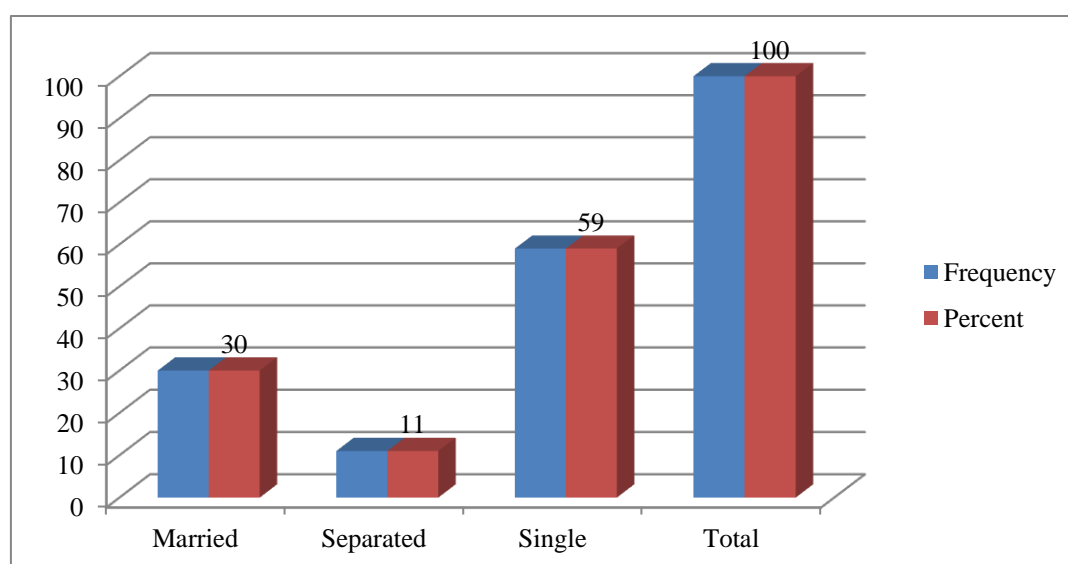
**Source:** Field Data, 2017

Therefore, this sample revealed that, women are more effective in education matters compared to men. This sample overcome the cultural setup whereby in Africa women are more self-effacing.

#### 4.1.3 Marital status of the respondents

The marital status of the respondents are presented in Figure 4.3. In this study, majority of the respondents were single by 59% including students and married were 30%, whereby separated were only about 11%.

**Figure 4. 3: The marital status of the respondents**



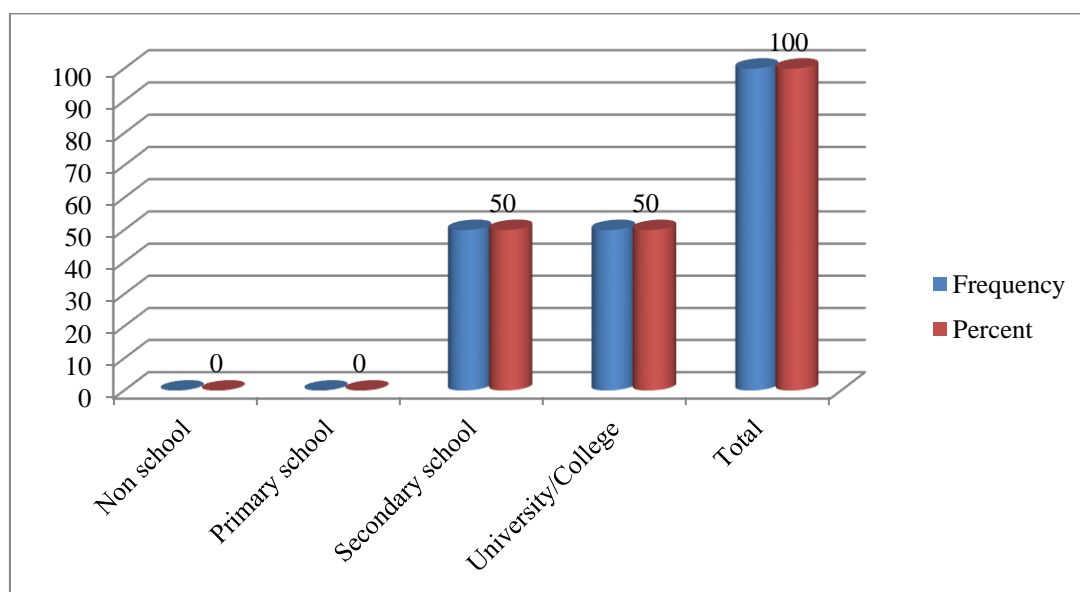
**Source:** Field Data, 2017

#### 4.1.4 Level of education of the respondents

Findings of this study in Figure 4.4 indicates that respondents such as headmasters/mistress, second masters/mistress, academic masters/mistress, discipline masters/mistress and teachers were university/college graduates by 50% including District Secondary Education Officer (DSEO) and students were secondary school by 50% , in this findings non interviewed respondents attained

only primary school education, so below sampling especially based on teachers' qualification was appropriate for it to ensure that all professional categories of school administrative team and teachers respondents were university/college graduates suggesting that secondary school administrative team and teachers are highly qualified.

**Figure 4. 4: Level of education**



**Source:** Field Data, 2017

#### **4.2 An overview of academic performance in secondary schools in Dodoma Municipality for five years from 2012-2016**

In this study it was found that the pass rates of secondary school students in Dodoma Municipality was being different for each year then for a very high percentage for each year as shown in the table 4.1 below from 2012 to 2016. The study found that there is variation in academic performance of secondary schools within five years from 2012 to 2016 in Dodoma Municipality, despite measures by the Government such as increase teacher salary so that to boost academic performance but still academic performance has remained low, and each year there is high standard

variation in academic performance of secondary schools. The table 2 below shows the data that obtained from the District Secondary Education Officer which shows the results of form four national examinations within five years consecutively

Table 2 below show the trends of students academic performance of secondary schools within five years from 2012 to 2016, the table reveals how many students sat for national examination, how many students passed, how many failed for each year and its percentage.

**Table 4. 1: Academic performance of secondary school students in Dodoma Municipality, 2012 – 2016**

<b>YEAR</b>	<b>No of students sat</b>	<b>No of students passed</b>	<b>No of students failed</b>	<b>% Passed</b>	<b>% Failed</b>
2012	5,441	1,555	3,886	28.6	71.4
2013	4,732	2,651	2,081	56	44
2014	3,405	2,300	1,105	67.55	32.45
2015	5,571	3,275	2,296	58.79	41.21
2016	4,875	3,132	1,743	64.2	35.8

**Source:** DSEO in Dodoma Municipality. Field Data, 2017

The table 4.1 depict that in 2012 the number of students who sat for form four national examination are 5,441 and only 1,555 students passed for division One to Four by 28.6%, while 3,886 students failed by 71.4%. So in 2012 the pass rates of secondary school students was very poor. When a researcher received this data from to District Secondary Education Officer also he interviewed him about the performance of secondary school in 2012, a researcher asked the DSEO as why the results of the year 2012 of form four national examination have been bad and unconvincing , the DSEO replied that:

*“The existing of community schools in each county are provided some challenges, with this not only the municipality of Dodoma town but has affected many areas, this is because the community schools is new so the Government introduced these schools to reduce the nuisance of education and support for each student obtain secondary education because previously secondary schools were too few, so everything a successful challenges must be made available”.*

In 2013 the number of students who sat for form four national examinations in Dodoma Municipality are 4,732 and 2,651 students passed for division One to Four by 56%, while 2,081 students failed by 44%, so in this year the result of form four national examinations in academic performance rose up by 56% passed, this year 2013 the pass rate of secondary education rose for 56%, an DSEO in an interview said that:

*“ We strive to increase teachers who are qualified and that is why the results of secondary schools of 2013 rose by 56 percent, before that many counties schools had no enough teachers and that is why the Government was making efforts to increase teachers in secondary schools, so in 2013 concerns the shortage of teachers in secondary schools declined”.*

During 2014, the number of students who sat for form four national examination in Dodoma Municipality are 3,405 and 2,300 students passed by 67.55%, while 1,105 students failed by 32.45%. In an interview between DSEO and the researcher, DSEO Said:

*“ In the year 2014 the pass rate of secondary schools in the municipality of Dodoma was moved up to the percentage Of 67.55, this is due to the efforts made by the Government to increase teachers from the universities, and we seek to work together with the heads of the schools to prevent truancy of students and to provide quiz, test and home work for students in order to keep them busy with their studies, which in long run led to negative impacts in academic performance”.*

In 2015 it is indicated that the number of students who sat for form four national examination in Dodoma Municipality are 5,571, among from those students it showed that 3,275 students passed by 58.79%, whereby 2,296 students failed by

41.21%. This is the year where the results of form four national examinations was drop up as a percentage 58.79 compare with the year of 2014. The researcher tried interviewing DSEO why results was drop, DSEO claims that:

*“ Actually in this year the results of form four national examinations was slightly drop, we discovered that this is the year where there were a large number of students who sat for form four national examinations compare with the previously years, in this year many students passed and many failed, but also the provision of permission for teachers to enhance education led to a slight deficit of teachers especially in science, we advised the Government to increase the number of teachers in secondary schools in order to conform with the ratio between students and teachers”.*

In 2016 the number of students who sat for national examination form four in Dodoma Municipality are 4,875 and only 3,132 students passed by 64.2%, while 1,743 students failed by 35.8%. This year the pass rate for students of form four national examinations jumped to 64.2 percents compared to 2015. In the conversation between researcher and DSEO, DSEO said that:

*“ The Government increased the number of teachers in secondary schools, also the number of students who sat for form four national examinations was slightly decreased where the students were 4,875 compared to 2015 where the students were doing national examinations were 5,571. This gave us a pictures that when there is a large number of students and then there is a few teachers, the pass rate of secondary school will drop, that is why now day we are trying to keep a good ratio between teachers and students, that every teacher must carry two or one subject, and each class should have not more than 60 students”.*

Academic performance of secondary school students in Dodoma municipality varies annually to a large extent due to the fact that, every year government employ new teachers and they come up with their new style of teaching, others are not qualified and experience of teaching, also some time teachers do not cover the syllabus, moreover all years are not the same and not every year the students will have the same size of learning scope.

The findings are in line with that of Melack D ( 2014 ), he cited that performance trends by different secondary schools gives us knowledge to increase the level of achievement by correcting errors over the past years. Also Sperman, (1904) state that the discovery of general intelligence involved, in part, using individual differences in school examination scores.

### **4.3 To assess factors contributing to academic performance in five secondary schools in Dodoma Municipality.**

#### **4.3.1 Availability of classroom**

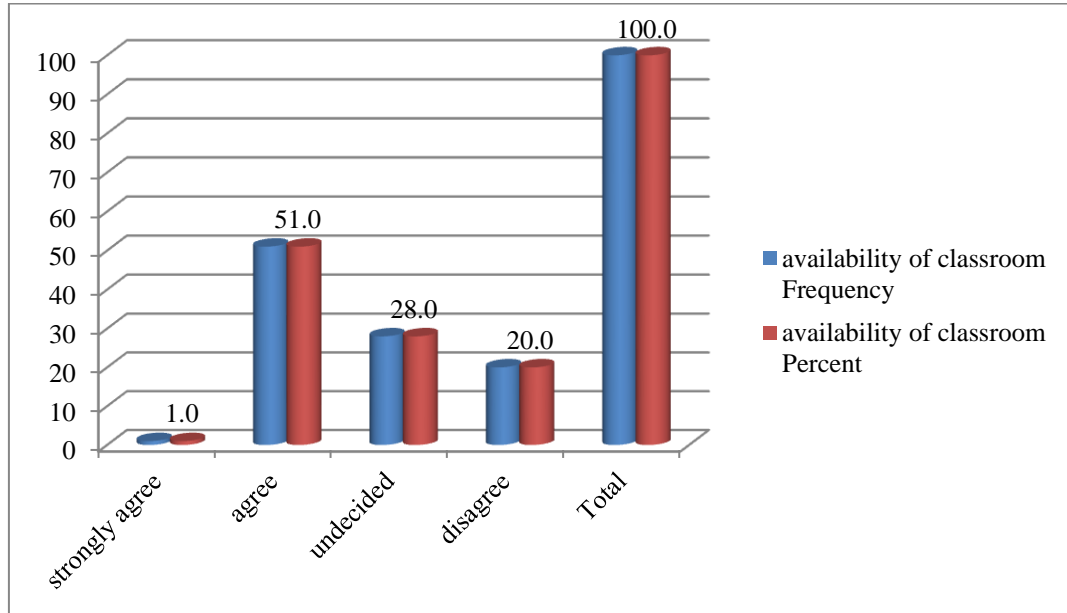
The findings in this study reveals in the figure 4.5 that 51% of the respondents agreed that lack of enough classroom leads to poor academic performance of secondary schools, whereas 28% undecided ( they objected to neutral ), also 20% of the respondents disagreed and only 1% of the respondents were strongly agree. The study found that availability of enough classroom is very important to academic performance, there is relation between classroom and academic performance of secondary school students. During the collection of data the researcher has done an interview with the principals of schools and he asked them about how the availability of enough classes or shortness of classes lower the pass rate of the students and school principals responded as follows:

Headmaster 1

*“ I agree with the fact that lack of availability of enough classroom affect student’s academic performance, in order to have a good pass rate of students we must make sure that each classroom must be standardized by between 40 to 50 students that will lead students to be comfortable when learning, but when there is a congested classroom must affect the learner’s concentration during lessons and even a teacher will be uncomfortable, that in long run will lead to poor performance of students”.*

*“ As many students in the same class must be half of them will not understand what teacher taught because they are afraid to ask questions, also there are some teachers are not confident when classroom are congested”.*

**Figure 4. 5: Availability of Classroom**



**Source:** Field Data, 2017

Findings indicate that lack of classroom was noted as being very crucial in affecting academic performance of secondary school students, when there is congested of students in one classroom during lessons this leads to uncomfortable concentration of students and teachers which in long run affect the teaching learning process.

These findings are in line with that of Kostman, (1977 ) who observed that population of students in classrooms does not create favorable situation for learning which can lead to poor academic performance of secondary school students. Also these findings are in line with the report of World Bank (1997) which cited that private secondary schools operate in a rather imperfect environment. The learner enrolment in any school should think about the accessibility of enough classrooms.

Secondary school headmaster should not over enroll excess students for this will impact on performance due to congestion.

#### **4.3.2 Parental level of income**

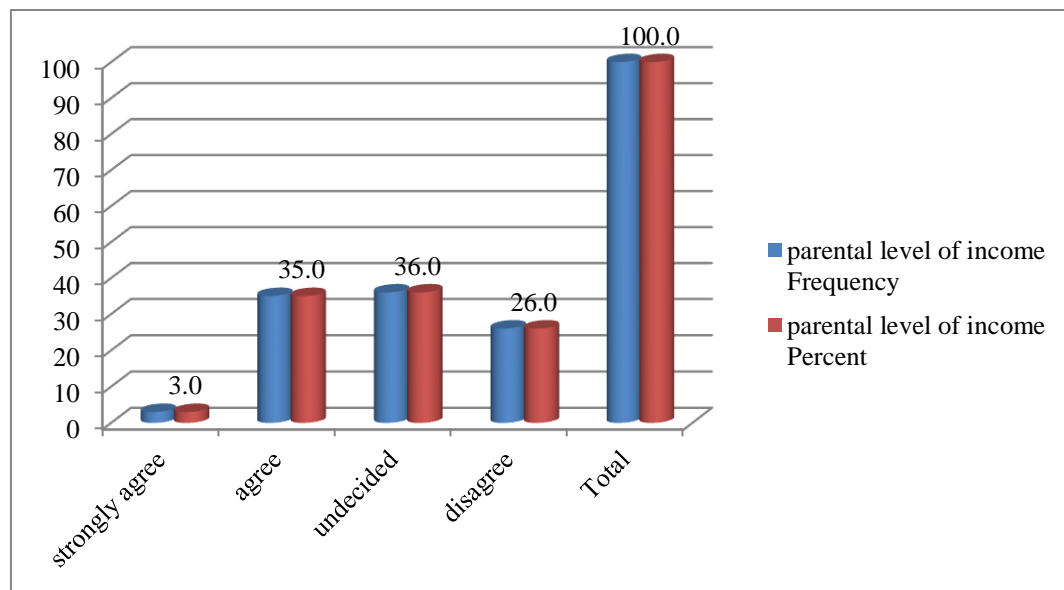
The findings in figure 4.6 below show that about 35% of the respondents agreed that parental level of income contribute to academic performance of secondary school since parents are responsible for taking care of their children's education expenses like fees, uniform, meals, and other requirement needs, also 36% of the respondents were undecided , whereby 26% of respondents disagreed and only 3% of the respondents strongly agreed. The study found that students from poor families are likely to have bad results in their exams and this is due to the fact that their parents fail to pay school fees, buying textbooks, school uniforms and other requirements needed for students like pocket money for lunch, all these affect students psychological and become unsettled and cause them to become truants because of that missing requirements, so they flee from school before absconders and they are not coming back to school that makes them to miss other sessions.

The study reported that there is a relationship between parent income and academic performance. The low level income of parents contribute to poor academic performance of secondary school students.

One headmaster from the five selected schools was interviewed and said that

*“ Poverty and academic performance are two sides of the same coin that you cannot separate them, students with high socioeconomic status perform better than those who come from poor families and this due to the fact that students with low level of income face many obstacles such as some time they come to school without pocket money so during break they do not get breakfast so when they return to class they become unsettled even the lunch time, also they focus much to think about their families background ( economic status ) rather than their studies.*

**Figure 4. 6: Parental level of income**



**Source:** Field Data, 2017

This findings are in line with that of Johnson (1996) who observed that low level income of parents has resilient effects on their children's academic works. That causes them to lack of enough resources and funds to sponsor their education.

Also the study of Kirkup, (2008) observed that the learners with high level of socio-economic status perform better than the middle class learners and the middle class learners perform better than the learners with low level of SES Therefore low income is statistically significant to poor academic performance. These findings are also in line with that of Sclafani, (2004) who observed that parent's income correlates with negative school outcome but, it is not always true that lower-income parents are neglectful parents, but it is easy to slip into that stereotype under extreme pressure.

### 4.3.3 Availability of textbooks

In this findings figure 4.7 below shows that about 74% of the respondents agreed respectively that availability of text books was important in academic performance of students. This implies that a combination of percentages, 74% and 1% gives a percentage of 75 of the teachers and students who supported that availability of text books was a factor that affect the students' performance in any given school, and 17% of respondents undecided, 8% of the respondents disagreed and only 1% of the respondents were strongly agree.

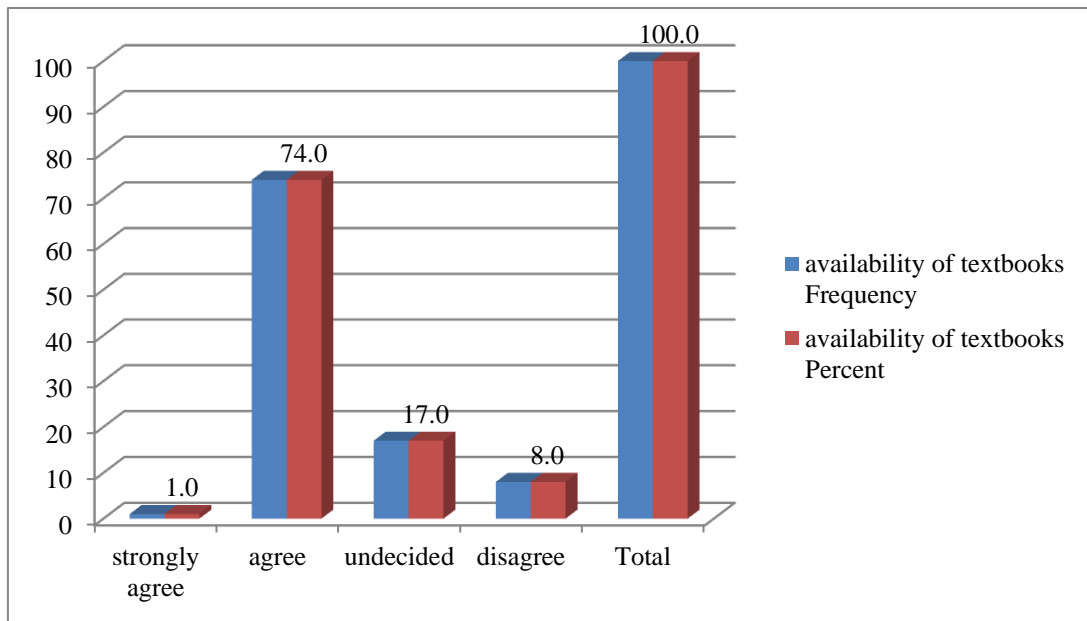
In public secondary schools where the Tanzania government is continuing implementing its noble venture of financing secondary schools to procure text books this shortage will hopefully be an issue of the past.

In this study lack of enough textbooks was noted as a critical factor that ruins academic performance of secondary school. Textbooks are very important facility that inculcates in the students' reading behaviors so that to have a wide knowledge. Having Textbooks facilities could help to improve their learning environment and eventually get better academic performances.

One of headmaster from these five schools was interviewed and he responses as follow:

*“ The availability of text books was crucial in the academic performance of any secondary school. In our school here we put more budget for text books than any other else project whenever any money came in our way. The student/textbook ratio was crucial in the academic performance of learners. Schools which do well in national examinations must have either a 1:1 or 1:2 text books –student ratio, otherwise the performance will be low”.*

**Figure 4. 7: Availability of textbooks**



**Source:** Field Data, 2017

This findings are in line with that of Jaminson and Hyneman (1974), Beebout and Juriz, (1972) that show there is a positive relationship between textbooks and academic performance than with any other teaching/learning resource input.

Also a study of Ernest, (1991) observed that the presence of learning-teaching resources is based on the vision that learning should be active, varied, socially engaged and self regulatory. Lockheed et al (1991) cited that in some nations text books are supplemented by libraries, other print and graph materials, audio cassettes, films, radios, television and computers.

This supported is by Fuller and Clarke, (1994) who found out that almost all studies of text books in low and middle income countries show that the books have a positive impact on student academic performance. Lack of availability of textbooks affect must academic performance of secondary school students.

The World Bank report (2006) also observing that lack of school facilities hinder enrolment rates.

#### **4.3.4 Parental level of education**

In this findings the below figure 4.8 reveal that 44% of the respondents in the combination of teachers and students have agreed that the parental level of education had an impact on the academic performance of secondary school students, and 20% of respondents were strongly agree, this implies that a combination of percentages, 44% and 20% gives a percentage of 64 of the teachers and students who supported that level of education of parents had an effect on the academic performance of students. That above percentages are attributed the feeling that parents who are educated will be more conscious of the requirements for high performance than an uneducated parents. It seems that an educated parent tends to encourage the child to do better and go beyond. In this study about 22% of respondents were undecided it means that they became neutral about the level of education of parents if it real affect academic performance of students or whatever. And 5% of respondents disagreed to that point, whereby 9% of respondents were strongly disagree. According to that data, the study found that education level of parents had linkage to poor academic performance of their children. Parents always carry responsibility of instilling ethics of educational achievements and hard working in their children. The data from this study area in Dodoma Municipality reveals that, uneducated parents fail to provide adequate encouragement and other educational support to their children that contributed to their poor academic performance. So Parental level of education noted as a factor that contribute to academic performance of secondary school students.

Educated parents are more responsible in supporting their children in education because they know the important of education that is even why they send them to private schools by thinking that private schools provide good and better education than government schools

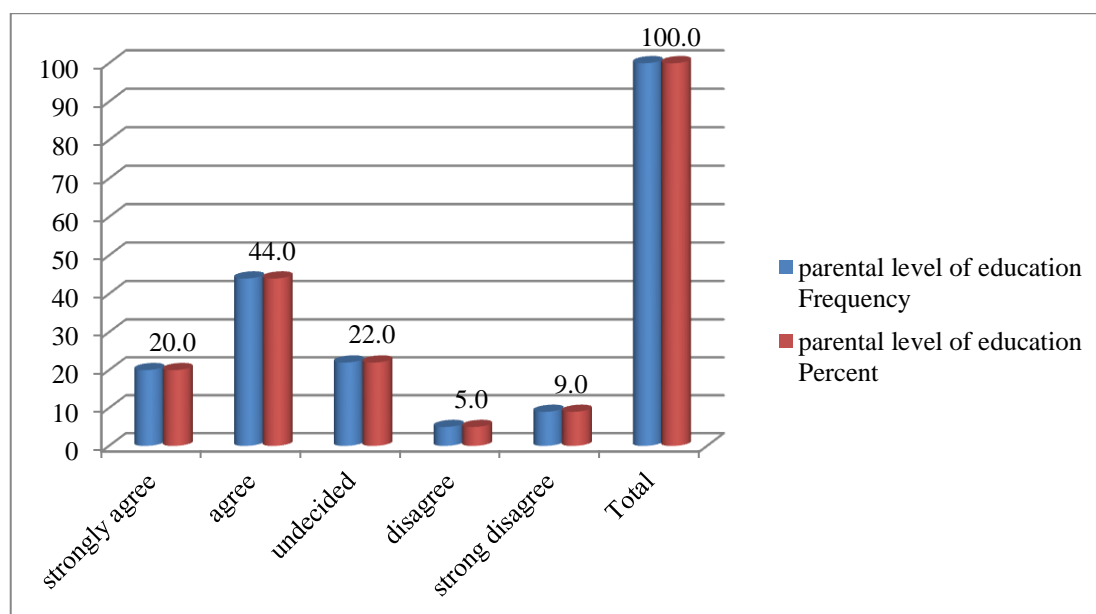
In an oral interview between the researcher and District secondary education officer, he said that:

*“It seems that uneducated parents are not countercheck their children’s notes book , they do not do it even once per term. Hence, parental influence is an important factor affecting Students’ achievement”.*

Also one of the headmasters from these five selected schools was interviewed and said that:

*“Sometime the economic status tends to be directly proportional to the education level hence the more educated the parent, the more economically stable, parent is likely to be thus readily able to avail necessities for better education and ultimate good performance for the child”.*

**Figure 4. 8: Parental level of education**



**Source:** Field Data, 2017

These findings are in line with that of Oloo (2003) who cited that, students whose parents are of high educational scales have a far better statistical chance of participating in secondary education. And also, educated parents greatly enhanced students' academic achievement. From this study, an uneducated parents have negatively influences academic achievement of their children. It is more evident that, education of parents and encouragement are strongly related to improved students' academic performance.

It seems that academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success, students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their homework and participate at school.

#### **4.3.5 Students / Teachers ratio**

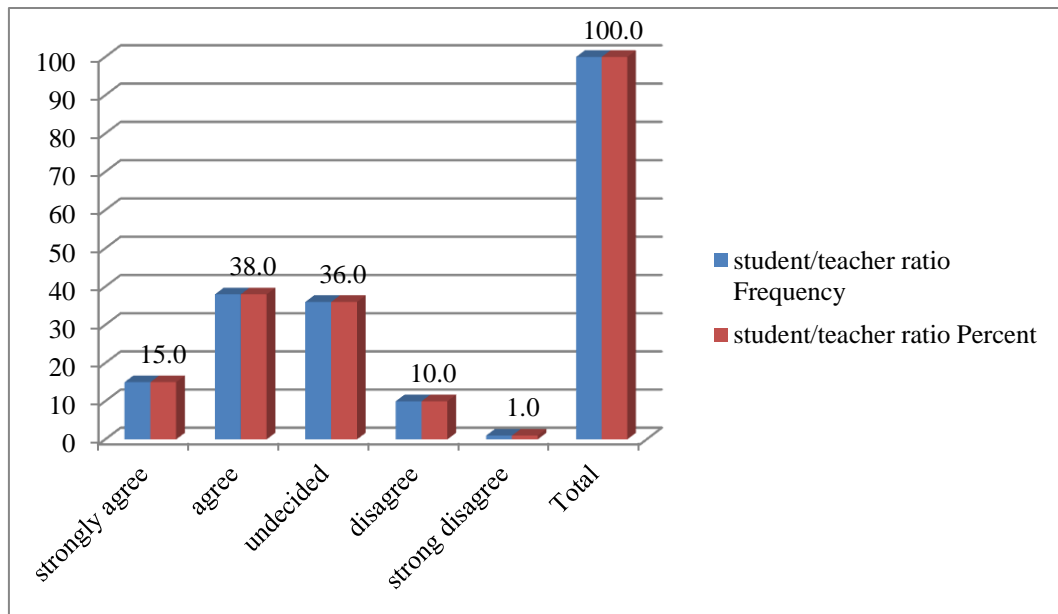
In this study figure 4.9 reveal that 38% of the respondents agreed that students / teachers ratio bring negative consequences ( poor academic performance ) for student, teachers are overwhelmed and not know that how many students have understood the lesson and how many did not understand because it becomes difficult for teacher to reach every student, but if there is a good ratio between students and teachers it becomes easy for teacher to reach students which in long run it leads to high academic performance for students. And 36% of the respondents were undecided ( they become neutral ), and 15% of the respondents were strongly agree to that point, so the combination of two percentages 38% and 15% gives us 53% of

the respondents that supported the fact that student/teacher ratio influenced students' performance. In this study 10% of the respondents were disagree and only 1% of the respondents strongly disagreed.

Students / Teachers ratio cited as a key factor that affect academic performance of secondary school students. It seems that high number of students in class scale down the contact time that a teacher have for each student an aspect that is necessary for meaningful impartation of knowledge and skills. If students as more than teachers this leads teachers overwhelmed and also hold many students failure in their study, the model you look at schools that have a good ratio between the teachers and students often school such student's performance becomes greater, so the problem of ratio between students and teachers bring negative consequences for students.

In this study there were interviews between the researcher and the district Secondary Education Officer, the researcher questioned the District Secondary Education Officer that *“ does the ratio of teachers and students bring challenges in the pass rate of students”* and Officer education secondary responded that *“ often you see many schools will be realized with good performance are those with a good ratio of teachers and students, the school with a few teachers that their performance is being very limited because you find one teacher teaches more than five lessons so she/he stressed, but as a teacher he/she teaches two or one subject this will bring positive results in the pass rate of students.*

**Figure 4. 9: Student / Teacher ratio**



**Source:** Field Data, 2017

These findings are in line with that Abagi, (1997) he found out that private school administrators and educators believe that a low teacher-pupil ratio boosts pupils performance. Also it was supported by Atkinson, (1983) in his study on secondary school efficiency in Britain he observed that smaller classes lead to higher educational attainment.

Many secondary schools with fewer number of students in classroom achieve high academic performance in national examinations, such as seminary schools, there are fewer students in classroom and each teacher teach one subject, that is why in every year the schools like this enter in top ten in academic performance compared to the others.

#### **4.3.6 Syllabus coverage**

In this study figure 4.10 reveals that 42% of the respondents agreed the fact that syllabus coverage as a key factor that contribute to student academic performance,

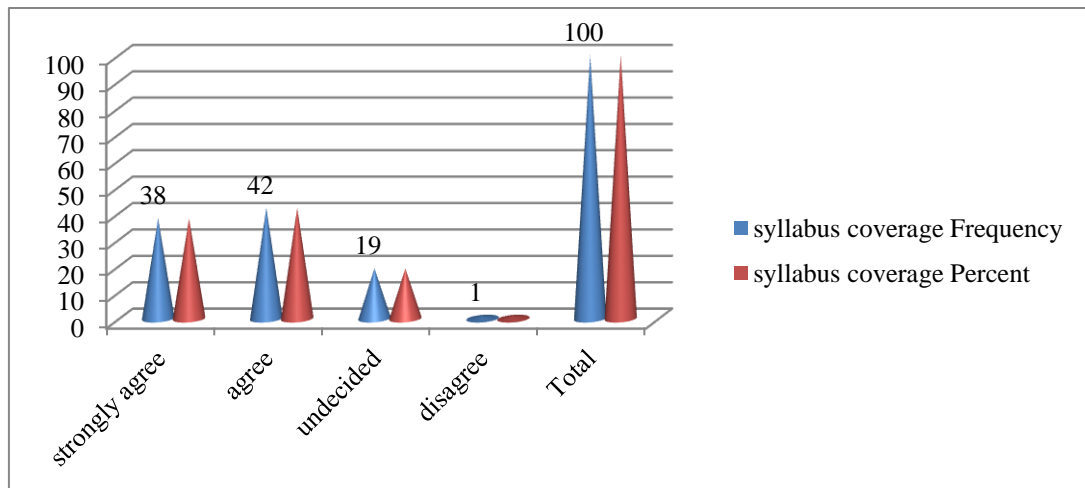
and 38% of the respondents were strongly agree to that point, so the combinations of the two percentages 42% and 38% gives us 80% of the all respondents that agreed to the fact. In this study 19% of the respondents were undecided, this means that they became neutral and only 1% of the respondents were disagree. The coverage of topic of subjects in secondary schools was cited as a key factor that contribute to academic performance of students. Syllabus coverage was cited to be very important. In any secondary school if the syllabus is not covered it will be very hard for students to perform well, and in national examinations are written to look all topics and touched every topic to look at the whole syllabus, so if teachers as they not complete their syllabus then in one way or another the students will fail dramatically. One headmaster from these five selected school was interviewed and said that:

*“ Completing the syllabus in time it allows enough time for revision before final examination. Syllabus coverage enables learners to develop confidence in themselves as they prepare for national examinations and also when syllabus is covered this in itself creates confidence, especially in the students and avoids unnecessary panic and anxiety that ultimately leads to poor performance”.*

District Secondary Education Officer claimed that:

*“In order for teachers and students in well performing schools should have to work outside time-tabled time so that to cover the syllabus in right time. Coverage of topics in subjects is a technical aspect in that it is possible for a teacher to rush through and cover it without students getting the objectives of the syllabus. In the course of covering the syllabus, teachers should have to ensure that learners get what the syllabus specifies for them accordingly”.*

**Figure 4. 10: Syllabus coverage**



**Source:** Field Data, 2017

The findings are in line with that of Kerlinger, (2006) who noted that syllabus coverage determines student's academic performance in national examination because students are tested generally from any topic in the syllabus and if any school doesn't cover all the topics in the syllabus, its students will be disadvantaged.

The findings are in line with the news paper of the Daily Nation of October 8th 2001 which cited that poor coverage syllabus, failure to understand questions and poor teaching method as some of the weaknesses noted in many school. Proper syllabus coverage will depend on time management in the school by head teacher, teachers and students.

Also the findings are in line with that of Comber and Keeves, (2003) cited that more hours allowed for instruction in subjects the higher the achievement. Similarly at the end of secondary school the more the home work given and corrected the better the student's academic performance in their national examination. This implies that

effective time management by the teachers would ensure effective syllabus coverage.

#### **4.3.7 Presence of a well stocked library**

In this findings figure 4.11 below shows that 43% of the respondents agreed the fact that the presence of a well stocked library influence academic performance of secondary school students, and 25% of the respondents were also strongly agree with that point, so the combinations of these two percentages 43% and 25% gives us 68% percentage of all respondents who supported that well stocked library as a key factor that contribute to academic performance of secondary school students. In this study about 30% of the respondents were undecided ( they became neutral ) and only 2% of the respondents were disagree.

A well stocked library is noted as a key factor that contributes to student's academic performance, any school with well stocked library with enough books then student achievement increased because students get different books for reading and this maximize learning much more in their studies, and if school does not has enough well stocked library then expect negative consequences for students. The study found that a few schools have well stocked libraries, a school with enough text books and reference books enable students to borrow and read from elsewhere.

In this study two headmasters from these five selected schools were interviewed about stocked library in secondary schools and they responded that:

Headmaster 1

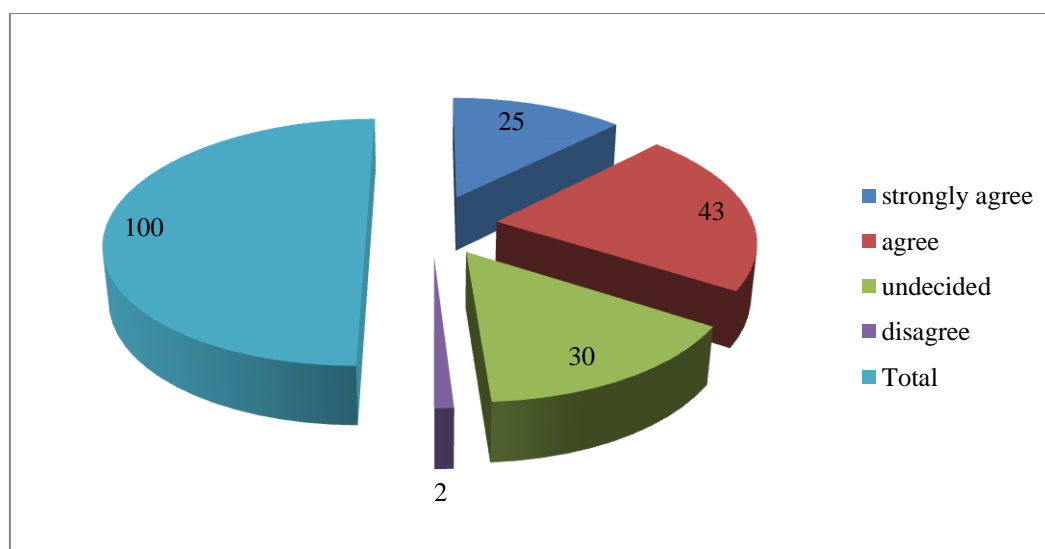
*“ I agree that the lack of well stocked library affect academic performance of secondary school students, school without well stocked library is nothing, library enable learners to access*

*information and knowledge conserved in books, books are helping a pupil to have a wide field of understanding the topic was taught by the teacher, other teachers did a rattling everything that a student passing through topic was taught by his teacher in various books gained great scope to answer questions”.*

Headmaster 2

*“I agree with the fact that presence of a well stocked library contribute to academic performance of secondary school student, a well stocked library is a desire of each school due to academic benefits that accrue from it. Students in a well stocked library will always excel in academics when the syllabus is well covered. School with a well stocked library gives quicker for students to read freely that are each student reads the book in its enough time, but schools with a shortage of books makes one book read by turns and this make a student to give the other to read if he himself has not finished read well”.*

**Figure 4. 11: Presence of a well stocked library**



**Source:** Field Data, 2017

The findings are in the line with that of Muya, (1987) in a newspaper article postulated that a well-equipped library give opportunity for learners to benefit from a wide range of reading and diverse ideas that boost their academic performance. Also the study of Eshiwani, (1987) concurs with Muya by observing that those secondary

schools that appear in the top-ten in national examination must have adequate text books.



**Plate 4. 1: A typical stocked library with insufficient textbooks in one of the school covered in Dodoma Municipality**

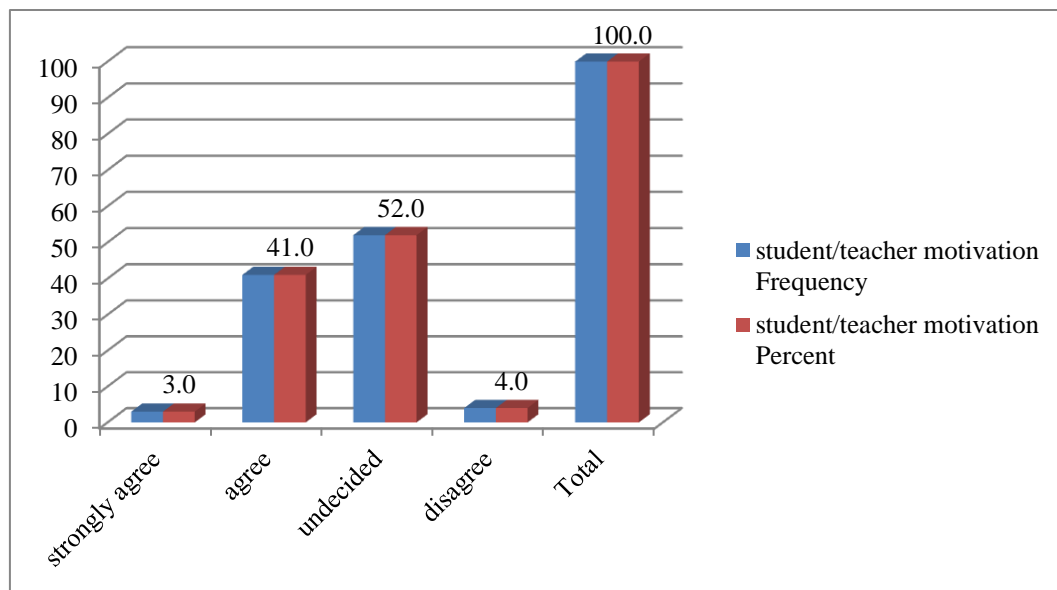
#### **4.3.8 Student / Teacher motivation**

In this study a figure 4.12 reveals that 41% of the respondents agreed to the fact that students / teachers motivation also influence student's academic performance, and 3% of the respondents were strongly agreed, and then 52% of the respondents were undecided, not opposed to neutral, themselves said that it depends because you may find the school has teachers who are allowances are not paid but by their own efforts they teach diligently and students studied hard and managed better than even those schools that there are all kinds of allowances for teachers and prizes for students, so the student's performance depends on the individual efforts of teachers and students.

Students / Teachers motivation noted as a key factor that contribute to academic performance of secondary school students, motivation involves hard working and effort hence is reinforcement for excellent results, Motivated teachers always get for better results and are committed to their work and always go for an extra mile. Motivated students also strive to excel. Teachers as motivated they will be encouraged to work hard and this situation makes the performance of the student will be high, and all the teachers and students as motivated then bring positive results in the pass rate of students.

The District Secondary Education Officer was interviewed and said that “ *When you motivate teachers gives them the strength to work hard, and this motivation may be due and maybe pupils excelled his lesson then the teacher gets an allowance and then also teachers were appended to the salaries they receive awareness of hard work, this situation will lead to better student’s performance, also If schools constructed a policy that every student has reached a certain score in each subject then you will be rewarded, this makes students study hard hence pass rate will be high*”

**Figure 4. 12: Student / Teacher ratio**



**Source:** Field Data, 2017

Through teachers and students motivation the headmasters of the five selected schools (K/Ndege, Jamuhuri, Dodoma, City and Nkuhingu secondary schools realized that the principle of achieving good results include team work, intelligence, hard work and cooperating with teachers. Students who are motivated understand the importance of beating deadlines and working out on assignments. Motivated teachers always work in order to maintain and improve on the set tradition realized through teamwork and collective working. Such teachers always set and realize targets. Teachers who are motivated believe that every child has the potential to do well.

These findings are in line with that of Analoui (2000) who observed that low teacher motivation is reflected in failing standards of professional conduct, including serious misconduct (in and outside of work), and poor professional performance

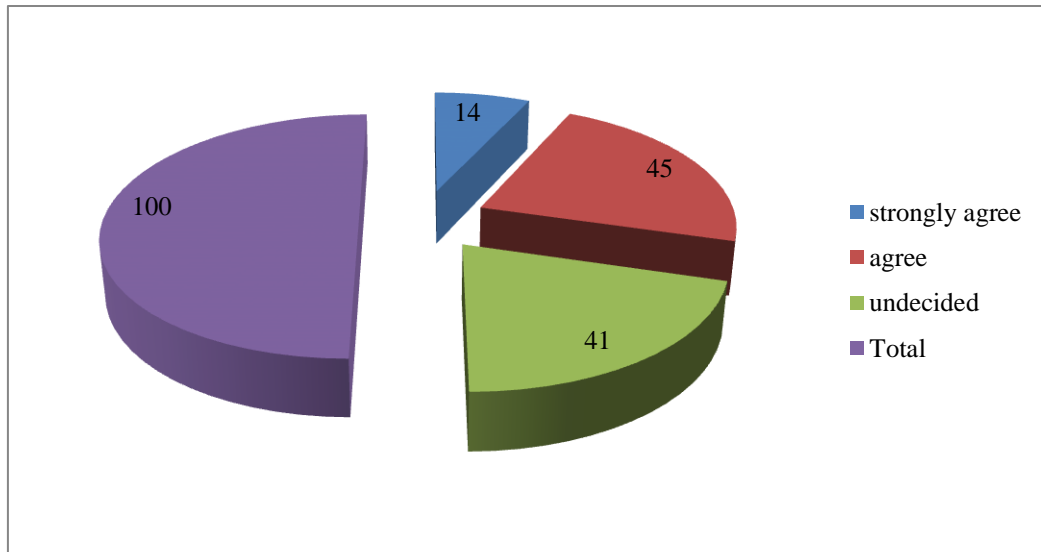
#### **4.3.9 Students / Teachers contact hours**

The contact hours between students and teachers performance of secondary school students, and it was seemed as a very crucial towards good results. The figure 4.13 below indicates that 45% of the respondents agreed the fact that contact hours between students and teachers affect academic performance of secondary school students, whereby 14% of the respondents were strongly agreed to the fact and 41% of the respondents were undecided (they objected to neutral), so the combination of two percentages 45% and 14% which gives us 59% of all respondents who have agreed that it is a factor that leads to a decline in results for students.

One headmaster from the five selected schools was interviewed and claimed that

*“Contact hours influence academic performance of secondary school students because other students are very slow to understand the subject so they need the support of the teachers, so for this situation teachers and students whether they have contact regularly and be close, contact hours should be in terms of lessons and consultation outside the class setting in order to help the students in their pass rate, here at my school I strive very much to keep teachers and students to be near each other and have as friends so that students are not afraid to ask questions of their teachers”.*

**Figure 4. 13: Student / Teacher contact hours**



**Source:** Field Data, 2017

The findings are in line with that of World Bank report, (1989) which notes that proper staffing of teachers in the school ensures that learners are closely monitored thus increasing student/Teacher contact hours and in turn increases student participation in an education system.

#### **4.3.10 Truancy**

The findings of this study in figure 4.14 reveals that 44% of the respondents were strongly agreed the fact that truancy as a key factor that affect student's academic performance, and 44% of the respondents agreed with that point, and only 12% of the respondents were undecided ( they objected to neutral ). So the combination of these two percentages 44% and 44% gives us 88% of all respondents that agreed and strongly agreed that the truancy cited as a factor that affect student's academic performance. In this study one headmaster from the five selected schools was interviewed and agreed with this fact and said that:

*“Truancy is influenced by low economic status of parents who cannot pay school related expenses, such as pocket money for*

*lunch for their children, and also truancy is influenced by students getting involved in criminal groups among the community they live such as to use marijuana with their peers and this resulted into poor attendance of some students in classes”.*

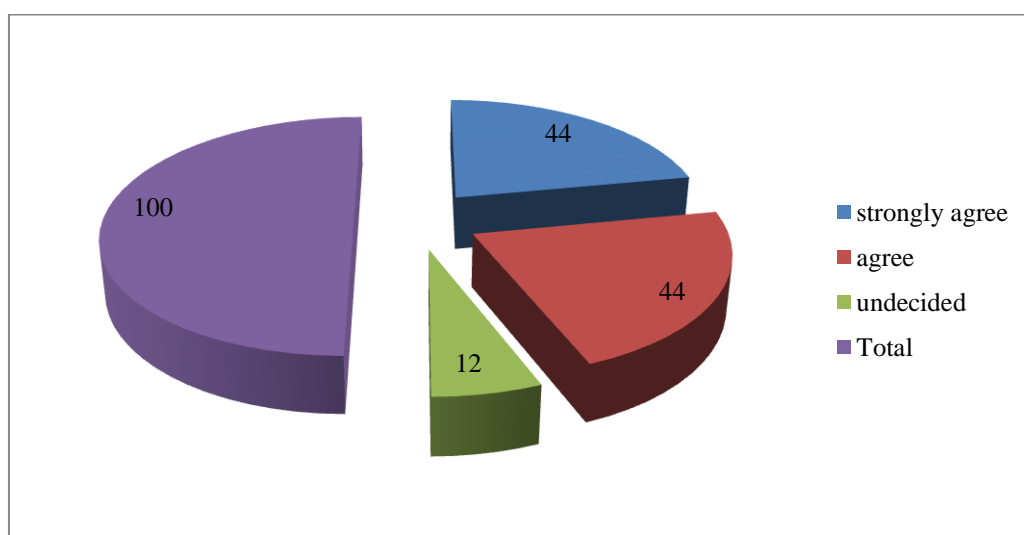
One headmaster claims that:

*“Absenteeism of students lead to student failure in her studies and often absenteeism caused by segments bad students, also if parent does not care about the development of her child at school leading to child feel to be free to decide to return home time he asked, here at school we strive to prevent absenteeism for students but many escape during the break to get tea and even the lunch time, this situation lead to students missing class periods and as a result they fail”.*

The District Secondary Education Officer was interviewed and he said that:

*“It is true that the absenteeism of pupils in the school is the source of performance to be poor, there is a period we created a commission to investigate why some students become truants at schools, the commission came up with answers that many students become truants due to lack of money for lunch ( pocket money ) and breakfast, so we tried to consult with the principals of the schools that we call a meeting together with the parents of all students to agree each other and raise contributions to their children that they can get breakfast and lunch at school through that contributions of their parents, but something that was deeper bit for some parents but we are still working hard at it so far”.*

**Figure 4. 14: Truancy Frequency**



Source: Field Data, 2017

The findings are in line with that of Balfanz *et al.* (2008) who observed that truancy harms more than the individual and his/her prospects. High truancy and absence rates affect the achievement of the school overall, slowing the rate of instruction, which harms all students.

The findings were also supported by Heeyoung, (2010) who noted that being absent from class decrease a student's ability to learn. It is very challenging to succeed if a student misses too much school work, because it is hard to catch up. Truants students lose interest in schooling which results in low academic performance.

#### **4.3.11 Social networks (Existing of Facebook, Whatsapp, Twitter and Instagram)**

The findings of this study in figure 4.15 reveals that 54% of the respondents agreed that existing of social networks affect student's academic performance, and 20% of the respondents strongly agreed with that point, whereas 14% of the respondents were undecided ( they objected to neutral ), and 10% of the respondents disagreed and only 2% of the respondents were strongly disagree. So the combinations of 54% and 20% gives us 74% of the respondents who agreed and strongly agreed with the fact that existing of social networks affect academic performance of secondary school students. In this study this findings was supported by the principals of the schools who were interviewed by the researcher and they said that:

Headmaster 1

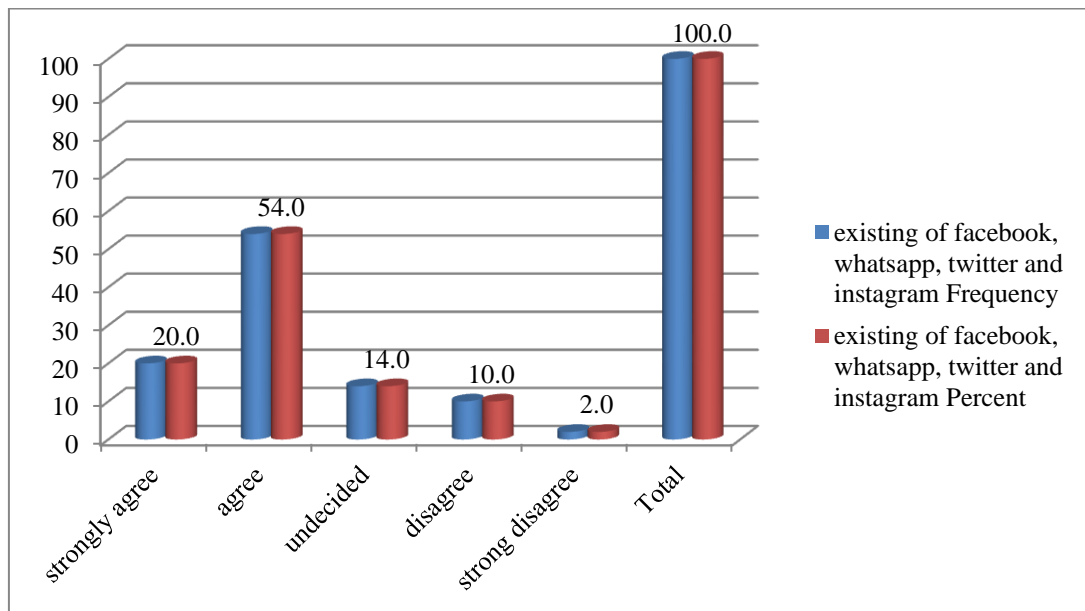
*"I agree with that issue at an unprecedented rate, social networking has decimated the pass rates for students, you will find a student more time is busy with facebook, whatsapp and other forms of social media and spends much time in social networks rather than in his studies, this situation just making becomes he*

*lost a lot of time on social networks than reading his studies and as a result he failed his exams”.*

Headmaster 2

*“I personally I agree with that, social networks has made students become slaves to the network, i found such cases here at my school, you will find a teacher teaching a class in the same time the student is busy with whatsapp or facebook, this situation grew here in school and run short pass rates, but we created a policy that no any student allowed to come with phone at school and anyone arrested will face punishment, so we are glad we are now forbidden to come to the phone at the school and at least now the results have been good in this school”.*

**Figure 4. 15: Social networks**



**Source:** Field Data, 2017

The findings are in line with that of Ndaku, (2013 ) who cited that students use a lot of time on social networking sites rather than in their academic activities and this affects their academic performance.

Also these findings are in line with that of a study by Rithika and Selvaraj (2013) came out with a number of findings that relate to social network participation and academic performance. In their study showed that there was a significant impact of

social media usage on student's academic performance. Then authors continued noted that there is a significant negative impact of social network participation on students' performance through the use of mobile technologies.

Yeboah and Ewur (2014), observed how distractive social media networks are when it comes to academic performance. They observed that social networks such as Whatsapp, facebook, instagram and twitter distracts students' academic life and affects their concentration during classes.

#### **4.3.12 School location (Long walking distance to school)**

The findings in figure 4.16 indicates that 64% of the respondents agreed with the fact that long walking distance to school affect student's academic performance, and 21% of the respondents were strongly agree, whereas 12% of the respondents were undecided that means they objected to neutral, and only 3% of the respondents disagreed. So the combinations of the two percentages 64% and 21% gives us the total of 85% of the all respondents who agreed and strongly agreed with the fact that Long walking distance to school affect academic performance of secondary school students. In this findings the researcher had an interview with the principals of the selected schools, and they said as follow:

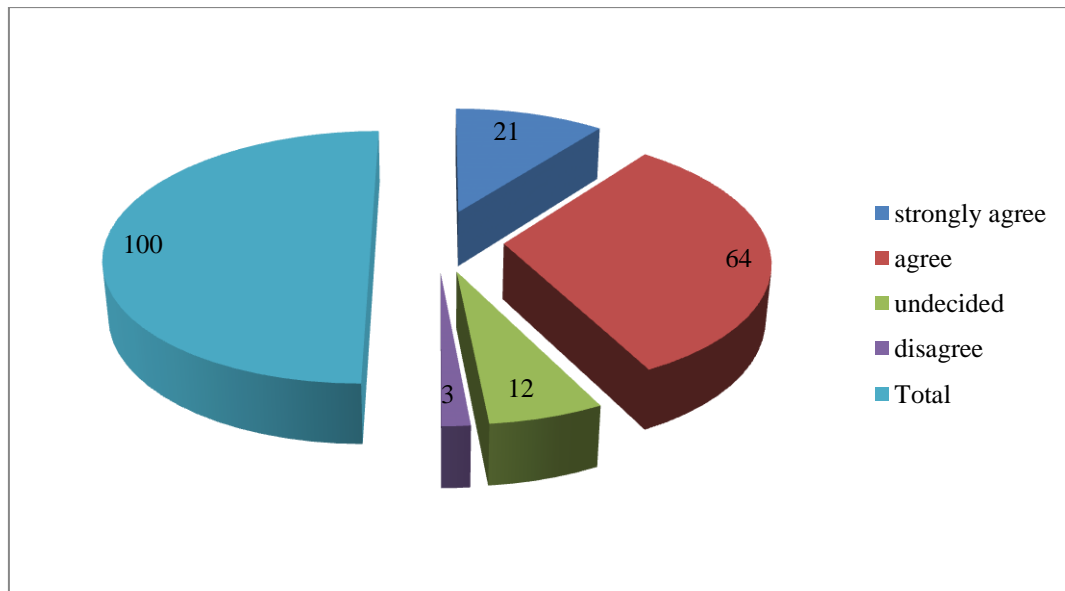
Headmaster 1

*"I agree that long walking distance to school affect student's academic performance this is because the major means of transport used by these students are walking, this long distance makes students to wake up early before six o'clock if they are to enter the classes earlier; otherwise they are likely to enter the classes late which bring many negative impacts in relation to their academic performances, it is obvious that, students have arrived at school tired which results into lack of attention to the subjects being taught and sometimes sleeping in the classes thus learn nothing, consequently performing poorly in their academic work".*

Headmaster 2

*“Walking for a long time contributed to poor academic performance of students, are relatively few students use bicycles as transportation to come to school, most of them are walking, you will now find the student stays far away from the school and he is not given bus fare or motorcycles fare as transportation to school then he becomes late to class and also when he reaches he becomes tired even to listen what teacher taught becomes difficult which in long run he fail in his exams, then you will find students did not use motor cycles or cars as their means of transport not because all students were coming nearby the school premises but, because their families are too poor to buy them”.*

**Figure 4. 16: School location**



**Source:** Field Data, 2017

The findings are in line with that of Herzog and Pittman (1995), on school location matters. They noted that in sparsely populated rural areas, students often travel long distances to attend school. Transportation for such long distances is costly, and daily commuting poses a severe constraint on the daily lives of these students.

The Standard Newspaper of May 26, 2010 reported that a study by Africa population Health and Research Centre (APHRC) found that home location, family

size and income as well as family head's level of education and sex influence performance of pupils.

The findings are also in line with that of M. Nyoni et al (2017) they noted that Long walking distance to school affect student's academic performance and total affect them psychological to the time when they reach at school compound.

#### **4.4 To assess the effectiveness of measures taken to improve academic performance**

##### **4.4.1 Availability of learning resources**

The Table 4.2 below reveal that 10% of the respondents strongly agreed the fact that availability of learning resources such as textbooks, laboratories, classroom, chalks, desks are measures to improve academic performance of secondary school students, whereas 76% of the respondents agreed, and 12% of the respondents undecided (they objected to neutral) and only 2% of the respondents disagreed, so the combinations of 10% of strongly agreed and 76% of agreed gives us 86% of all respondents who agreed with the fact that availability of learning resources improve academic performance of secondary school students. In this study it seemed that the availability of learning resources such as textbooks, laboratories, classroom, chalks, desks and conducive environment are the materials that leading to a good academic performance of secondary school students. One of the Headmaster from these five selected schools said, *“Poor performance in subjects is resulted from lack of resources that is teaching and learning materials, also he added that school with no sufficient apparatus in laboratory academic performance especially in science subjects will drop”*.

Another headmaster from the five selected secondary schools claimed that:

*“Subject books are not sufficient, whereby one book some time is cheered with five to nine students and due to lack of library more books have been stolen not only of the one subject but also of the other subjects, the scarcity of these facilities and inadequacy of teaching materials such as text books, mathematics geometrical sets, classroom, chalks, desk and mathematic models in schools making learning difficulties, therefore inadequate teaching and learning materials should be associated to poor academic performance of secondary school students”.*

**Table 4. 2: Availability of learning resources**

	<b>Frequency</b>	<b>Percent</b>
strongly agree	10	10.0
Agree	76	76.0
Undecided	12	12.0
Disagree	2	2.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source:** Field Data, 2017

The findings are in line with that of Chimombe, (2011) who observed that adequate learning facilities at all levels including equipment and human resources and conducive for learning enhances the quality and relevance of imparted skills of learners.

Also Lumuli, (2009) noted that learning involves interaction of students with the environment teaching and learning resources include classrooms, laboratories, libraries, playing fields, textbooks among others. Indeed physical resources go a long way in creating conducive environment that promote effective teaching and learning.

Ombou (2001) links performance in examinations to state of teaching and learning resources in secondary schools. He cited that pupils from poor backgrounds perform

poorly in their examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time.

Also the findings are in line with that of Heyneymann, (1981) he observed that secondary school that has adequate instructional materials is likely to post better quality grades than a school which has poor quality physical resources.

Adeogun, (2001) cited that schools endowed with more materials performed better than schools that are less endowed. Babayomi (1999) also noted that private secondary schools performed better than public schools because of the availability and adequacy of teaching and learning materials.

Mwiria (1985) also observed that students academic performance is affected by the quality and quantity of teaching and learning materials. The researcher noted that schools with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones.

Learning resources such as textbooks, libraries constitute an important tool for academic achievement, in order to have high academic performance we must improve in instructional materials that can lead to changes in actual teaching. For many teachers, textbooks can provide an excellent and useful resource, without assuming the position of the teacher, so there is a significant relationship between learning resources and academic performance.

#### 4.4.2 Student/teacher ratio

In the study findings indicated in table 4.3 below revealed that 17% of the respondents strongly agreed with the fact that a good ratio of teachers and students leading to high academic performance of secondary school students, 36% of the respondents agreed, whereas 36% of the respondents undecided (they objected to neutral), 10% of the respondents disagreed with the fact and only 1% strongly disagreed with the fact. In this findings it was discovered that large number of students in classroom reduce pass rate of students and teacher becomes teachers overwhelmed.

District Secondary Education officer was interviewed and said that:

*“often you see many schools will be realized with good performance are those with a good ratio of teachers and students, the school with a few teachers that their performance is being very limited because you find one teacher teaches more than five lessons so she/he stressed, but as a teacher he/she teaches two or one subject this will bring positive results in the pass rate of students.*

**Table 4. 3: Student/teacher ratio**

	Frequency	Percent
Strongly agree	17	17.0
Agree	36	36.0
Undecided	36	36.0
Disagree	10	10.0
Strongly Disagree	1	1.0
<b>Total</b>	<b>100</b>	<b>100</b>

**Source:** Field Data, 2017

Normore and Ilon (2006) also they observed that smaller class sizes had a positive impact in several areas: more time to cover curriculum, higher levels of student-

student and student-teacher engagement, and safer schools with fewer discipline problems.

Atkinson (1983) in his study on secondary school efficiency in Britain noted that smaller classes lead to higher educational attainment. Similarly, Abagi, (1997) also notes that private school administrators and educators believe that a low teacher-pupil ratio boosts pupils' performance.

#### **4.4.3 Syllabus Coverage**

The results in the table 4.4 below shows that 46% of the respondents strongly agreed and 44% of the respondents agreed with the fact that Coverage of syllabus improves academic performance of secondary school students, whereas 10% of the respondents undecided and non of the respondents disagreed, so the combinations of two percentages 46% of strongly agreed and 44% of agreed give us the total of 90% of the respondents who agreed that Syllabus coverage leads to improve academic performance of secondary school students and it makes students to be confident during their national examinations. *One of the headmaster was interviewed and said that "non coverage of school syllabus will result to poor performance of students in national examinations and thus limit the education sector's goal of providing quality education for development".*

**Table 4. 4: Syllabus coverage**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	46	46.0
Agree	44	44.0
Undecided	10	10.0
Disagree	0	0.0
<b>Total</b>	<b>100</b>	<b>100</b>

**Source:** Field Data, 2017

The findings are in line with that of Chinyani, (2013) who also cited that improving the standards of education will mainly be achieved through implementation of school syllabus which aims to inculcate certain skills and attitudes through various subjects.

Kerlinger, (2006) also cited that syllabus coverage determines student's academic performance in national examination because students are tested generally from any topic in the syllabus and if any school doesn't cover all the topics in the syllabus, its students will be disadvantaged.

#### **4.4.4 Students / Teachers motivation**

The result in table 4.5 below indicates that 3% of the respondents strongly agreed , 48% of the respondents agreed with the fact that teachers / Students motivation bring high academic performance of secondary school students, whereas 47% of the respondents undecided and only 2% of the respondents disagreed. The combination of these two percentages 3% of strongly agreed and 48% of agreed give us a total of 51% of all respondents who have agreed the fact. The study found out that school management should have the culture of rewarding teachers for better performance of students on national examination results, also school management should have a

culture of rewarding those students who perform better in the subject so that to encourage them. One headmaster was interviewed and said that: “ *When we have a culture of rewarding teacher at the moment where his subject has been passed by many students, he will be committed and will do better and also been rewarded students who do well in their studies will have the commitment and will do well in their national exams*”.

**Table 4. 5: Students / Teachers motivation**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	3	3.0
Agree	48	48.0
Undecided	47	47.0
Disagree	2	2.0
<b>Total</b>	<b>100</b>	<b>100</b>

**Source:** Field Data, 2017

The findings are in line with that of Analoui (2000) who reveals that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance.

#### **4.4.5 Availability of qualified teachers**

The result in table 4.6 below indicates that 43% of the respondents strongly agreed with the fact that availability of qualified teachers improve academic performance of secondary schools in dramatically, 56% of the respondents agreed with the fact, whereas 1% of the respondents undecided, and non of the respondents disagreed. So the combinations of these percentages 43% of strongly agreed and 56% of agreed give us a total of 99% of the all respondents agreed with the fact that availability of qualified teachers as a factor that can improve academic performance of secondary

school students. The study found that enough qualified teachers influence high academic performance of secondary schools. Schools should hire teachers with good qualification that can increase levels of student achievement, and qualified teachers must be trained, In view of this, a teacher is someone who has been exposed to a good measure of training in a teaching subject area as well as in professional education.

*One headmaster was interviewed and said that: “No matter how good a course curriculum is, if we do not have well trained, qualified teachers and motivated teachers, we may not achieve the desired goals. A lot of variables may hinder effective dissemination of knowledge to the understanding of the content by the students, but variable of qualified teachers, teachers’ qualification, and experience are very special”.*

**Table 4. 6: Availability of qualified teachers**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	43	43.0
Agree	56	56.0
Undecided	1	1.0
Disagree	0	0.0
<b>Total</b>	<b>100</b>	<b>100</b>

**Source:** Field Data, 2017

The findings are in line with that of Abe and Adu, (2013), who note that the quality of education of a nation could be determined by the quality of her teachers. The most important factor in improving students’ achievement in subjects is by employing seasoned qualified teachers in all schools. The findings are also supported by Okuruwa, (1999) he stated that policy investment on quality of teachers is related to improvement in students’ performance.

**Table 4. 7: Availability of teachers by qualification in the study area**

	<b>Name of schools</b>	<b>Degree in science</b>	<b>Degree in arts</b>	<b>Diploma in science</b>	<b>Diploma in arts</b>	<b>Other s</b>	<b>Total</b>
1	Dodoma	9	29	13	32	0	83
2	Jamuhuri	4	10	6	11	1	32
3	K/Ndege	5	21	8	14	0	48
4	City	4	9	7	9	2	31
5	Nkuhungu	4	8	6	11	1	30
	<b>Total</b>	<b>26</b>	<b>77</b>	<b>40</b>	<b>77</b>	<b>4</b>	<b>224</b>

**Source:** Field Data, 2017

The table 8 above shows the availability of teachers by qualification in the study area, starting with Dodoma secondary there were 83 teachers, in which 9 teachers whose qualifications were; degree holder in sciences, 29 degree holders in arts, 13 diploma holders in sciences, 32 diploma holders in arts, there is none untrained teachers in Dodoma secondary. Head of school reported that there is deficit of science teachers especially in Physics subject.

Jamuhuri secondary school there were 32 teachers, whereby 4 teachers degree holder in sciences, 10 degree holders in arts, 6 diploma holders in sciences, 11 diploma holders in arts and 1 untrained teacher, head of school said that there is deficit of science teachers especially in Chemistry subject that is why he decided to hire one teacher at least to reduce the burden and to fill the gap.

K/Ndege secondary school 48 teachers were available, in which 5 teachers degree holder in sciences, 21 degree holder in arts, 8 diploma holder in sciences, 14 diploma holder in arts respectively. Untrained teachers observed to be zero at this school. Head of school said that there is deficit of science teachers, also he claimed

that many teachers gone to school to further study so we still have a shortage of qualified teachers in science studies.

The findings on this study revealed that 31 teachers were available at City secondary school, in which 4 teachers degree holder in sciences, 9 teachers degree holder in arts, 7 teachers diploma holder in sciences, 9 teachers diploma holder in arts and 2 untrained teachers were available at this school. Head of school said that 15 teachers are needed to fill the gap.

Nkuhungu secondary school 30 teachers were available, whereby 4 teachers degree holder in sciences, 8 teachers degree holder in arts, 6 teachers diploma holder in sciences, 11 diploma holder in arts and only one untrained teacher. Head of school said that there is a shortage of qualified teachers but we still depend on student fees so that we can hire more qualified teachers.

On another hand, the District Secondary Education Officer reported that the Dodoma Municipality had a need of 370 to 400 qualified teachers in the year 2016/2017.

#### **4.4.6 English language as a medium of instruction**

The results in the table 4.8 below indicates that 27% of the respondents strongly agreed, 69% of the respondents agreed, whereas 3% of the respondents undecided and only 1% of the respondent disagreed, so the combinations of these two percentages 27% of strongly agreed and 69% of agreed give us 96% of all respondents that agreed with the fact that English language to be used as a medium of instruction improve academic performance of secondary school students. The study found that Several scholars have addressed the core problems of

communicative competence in the use of English language and its use as the main language of instruction in Tanzania’s education delivery process. The study found that in Dodoma Municipality almost all secondary schools students use Swahili language as a way of communicate each other, and this it was found as a problem because they do not practice English language which in long run leads to poor performance. The poor performance of Secondary school students in various school subjects at public examinations has often been blamed on their weakness in English language which is the medium through which knowledge in school subjects is transferred to learners. One headmaster was interviewed and said that: *“Students’ performance requires students to have mastered the reading, writing speaking and listening as well as being competent in using the English language in different context, good competence in English language enhances effective communication skills of students and eventually influences their academic performance and vice versa”*.

**Table 4. 8: English language as a medium of instruction**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	27	27.0
Agree	69	69.0
Undecided	3	3.0
Disagree	1	1.0
<b>Total</b>	<b>100</b>	<b>100</b>

**Source:** Field Data, 2017

The findings are in line with that of The Revolutionary Government of Zanzibar (1996) which claimed that teaching at secondary school level is affected by the low proficiency in English, which is the language of instruction. Also it was supported

by Komba and Wilson (2012) who found out that one of the factors frequently mentioned as a cause of poor academic performance of secondary school students in their national examinations is the language of instruction that students who are not proficient in English.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter represents summary, conclusion and recommendation of the findings obtained from the assessment of academic performance in secondary schools in Tanzania, a study of secondary schools in Dodoma Municipality.

#### **5.2 Summary of the Study**

The general objective of this study was to explore factors contributing to academic performance of secondary schools students in Tanzania, a study of secondary schools in Dodoma Municipality. To achieve this, specific objectives were formulated including to provide an overview of academic performance in secondary schools in Dodoma Municipality; to determine factors contributing to academic performance in selected secondary schools in Dodoma Municipality and to assess the effectiveness of measures taken to improve academic performance. The schools studied were Jamuhuri, K/Ndege, Dodoma, City and Nkuhungu secondary schools in Dodoma Municipality. The study found out that Availability of classroom, Parental level of income, Availability of textbooks, Parental level of Education, Students/Teachers ratio, Syllabus coverage, Presence of a well stocked library, Students/Teachers motivation, Students/Teachers contact hours, school location far distance from home, Truancy and (Social networks) existing of facebook, twitter, instagram and whatsapp have influence poor academic performance of secondary school students in Dodoma Municipality. A sample of one hundred (100) respondents was selected, data was collected through questionnaires, interview and

documentary review. Data were analyzed by using qualitatively, quantitatively and documentary review.

The study also revealed that high academic performance of secondary schools are influenced by Availability of learning resources, Students/Teachers ratio, Syllabus coverage, Students/Teachers motivation, Availability of qualified teachers as well as English language as a medium of instruction.

### **5.3 Conclusion of the study**

The main objective of this study was to explore factors contributing to academic performance of secondary schools students in Dodoma Municipality, Tanzania. The findings revealed that the factors that affect academic performance of secondary schools students are Availability of classroom, Parental level of income, Availability of textbooks, Parental level of Education, Students/Teachers ratio, Syllabus coverage, Presence of a well stocked library, Students/Teachers motivation, Students/Teachers contact hours, school location far distance from home, Truancy and ( Social networks ) existing of facebook, twitter, instagram and whatsapp, have influence poor academic performance of secondary schools students in the study area.

The findings revealed that high academic performance of secondary schools are influenced by Availability of learning resources, Students/Teachers ratio, Syllabus coverage, Students/Teachers motivation, Availability of qualified teachers as well as English language as a medium of instruction.

#### **5.4 Recommendations of the study**

The Government should work to ensure that schools have more qualified teachers. This means that should employ teachers starting with first degree in order to ensure effectual teaching and learning so that to boost the standard of academic performance of secondary schools.

The Government, parents and other stakeholders should work together to construct school hostels in order to accommodate students to stay at school compound, this will avoid students to walk long distance from home. The Government should give the basic needs required by the students such as learning materials like text books, reference books, chairs, desks, this will help to adequate the school learning demands.

The Government and School principals of the schools should make sure that school must have conducive environment for the learning to take place. Tasks such as homework, exercises, weekly test, monthly tests, midterm and annually examinations should be administered so that to improve competence to students learning and evaluation requirements.

The Government should seek donors and other stakeholders to build scientific laboratories in secondary schools, this will help to increase the pass rate of science subjects and to avoid bad perception of subject especially science subjects.

The Government should provide a satisfactory salary to the teachers to make sure that they are able to work without learning and finding new green pastures, also to increase seminar and allowances so that teachers to be committed to their work, also reduction of tax for teachers should be considered.

School management should construct fence at school so that to avoid truancy among students and also to establish lunch program at school so that students can stay in school and fail to escape (running away to home).

There should be good cooperation between government, school principals, teachers in order to monitor student conducts in their studies and teachers should report it to school principal, by monitoring students conduct this will help students to be very careful in their studies.

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## APPENDICES

### Appendix 1: Teachers Questionnaire

**RESEARCH TITLE:** ASSESSMENT OF ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN TANZANIA. A STUDY OF SECONDARY SCHOOLS IN DODOMA MUNICIPALITY.

This questionnaire is prepared by Tija Magoma, a student pursuing a **Masters of Public Administration**( MPA ) at the University of Dodoma with the guidance of my supervisor Pro Peter A. Kopoka, as a Senior Lecturer, University of Dodoma. Any data provided shall be used confidentially and only in anonymous form. The information gathered by this questionnaire will help in gathering data for the write-up of my dissertation. Your kindly support is very vital to find plausible and convincing answers to these questions. I request you to take a few minutes to answer this questionnaire. Your kindly support is deeply appreciated.

#### SECTION A – TEACHERS QUESTIONNAIRE

Tick what is applicable

1) Gender            Male (    )            Female (    )

Age 20-25 ( ), 26-35 (    ), 36-45 (    ), above 46 (    )

2) What is your level of Education?

- (a) Certificate
- (b) Diploma
- (c) Degree
- (d) Others.....

3) Name of Institution where you obtained this qualification

.....

4) For how long have you taught?

- (a) Less than 5 years (    )
- (b) More than 5 years (    )
- (c) Above 10 years (    )

5) What classes do you teach? Tick the appropriate class.

- (a) Form One ( )
- (b) Form Two ( )
- (c) Form Three ( )
- (d) Form Four ( )
- (e) Form Five ( )
- (f) Form Six ( )

6) Number of periods taught per week. Tick the appropriate answer

- (a) One period ( )
- (b) Two periods ( )
- (c) Three periods ( )
- (d) Four periods ( )
- (e) Five periods ( )
- (f) Six periods ( )

7) As a Teacher, do you think the training you received in college prepared you well to teach?

YES ( )                      NO ( )

8) How do you rate the level of discipline of

- ( i ) Students?    High ( )                      Average ( )                      Below average ( )
- ( ii ) Teachers?    High ( )                      Average ( )                      Below average ( )
- ( iii ) Administrators? High ( )                      Average ( )                      Below average ( )

9) How do you rate the academic performance of your school?

Very good ( )      Good ( )      Average ( )      Below average ( )

10) The followings are the School factors that contribute to academic performance.

Please tick against the factors as follows:

- 1) Strongly agree
- 2) Agree
- 3) Undecided
- 4) Disagree
- 5) Strongly disagree

S/N	PARTICULARS	1	2	3	4	5
1	Availability of Classrooms					
2	Parental level of income					
3	Availability of Text books					
4	Parental Level of Education					
5	Students / Teachers ratio					
6	Syllabus coverage					
7	Presence of a well stocked library					
8	Students / Teachers motivation					
9	Students / Teachers contact hours					
10	Truancy					
11	Existing of Facebook, Whatsapp, Twitter, Instagram					
12	School location ( Long walking distance to school )					

11) The followings are the School factors that can be taken to improve academic performance

Please tick against the factors as follows:

- 1) Strongly agree
- 2) Agree
- 3) Undecided
- 4) Disagree
- 5) Strongly disagree

S/N	PARTICULAR	1	2	3	4	5
1	Availability of learning resources					
2	Students / Teachers ratio					
3	Syllabus Coverage					
4	Students / Teachers motivation					
5	Availability of Qualified teachers					
6	English language as a medium of instruction					

12) What are causes of poor performance in subjects at your school?

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**Thank You for Taking Time to Fill These Questionnaires**

## Appendix 2: Students Questionnaire

**RESEARCH TITLE:** ASSESSMENT OF ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN TANZANIA. A STUDY OF SECONDARY SCHOOLS IN DODOMA MUNICIPALITY.

This questionnaire is prepared by TijaMagoma, a student pursuing a **Masters of Public Administration**( MPA ) at the University of Dodoma with the guidance of my supervisor Pro Peter A. Kopoka, as a Senior Lecturer, University of Dodoma. Any data provided shall be used confidentially and only in anonymous form. The information gathered by this questionnaire will help in gathering data for the write-up of my dissertation. Your kindly support is very vital to find plausible and convincing answers to these questions. I request you to take a few minutes to answer this questionnaire. Your kindly support is deeply appreciated.

### SECTION B – STUDENTS QUESTIONNAIRE

Tick what is applicable

1) Gender            Male (    )            Female (    )

Age 13-18 (    ), 19-24 (    ),            above 25 (    )

2) What is your combination of study?

(i.) Art subjects            (    )

(ii.) Commerce subjects    (    )

(iii.) Sciences subjects    (    )

3) What form are you?

(i.) One            (    )

(ii.) Two            (    )

(iii.) Three            (    )

(iv.) Four            (    )

4) Which is your entry category into secondary schools?

(i.) Direct from primary school    (    )

(ii.) Transfer from other secondary    (    )

5)The followings are the School factors that contribute to academic performance.

Please tick against the factors as follows:

- 6) Strongly agree
- 7) Agree
- 8) Undecided
- 9) Disagree
- 10) Strongly disagree

S/N	PARTICULARS	1	2	3	4	5
1	Availability of Classrooms					
2	Parental level of income					
3	Availability of Text books					
4	Parental Level of Education					
5	Students / Teachers ratio					
6	Syllabus coverage					
7	Presence of a well stocked library					
8	Students / Teachers motivation					
9	Students / Teachers contact hours					
10	Truancy					
11	Existing of Facebook, Whatsapp, Twitter, Instagram					
12	School location ( Long walking distance to school )					

6)The followings are the School factorsthat can be taken to improve academic performance

Please tick against the factors as follows:

- 1) Strongly agree
- 2) Agree
- 3) Undecided
- 4) Disagree
- 5) Strongly disagree

S/N	PARTICULAR	1	2	3	4	5
1	Availability of learning resources					
2	Students / Teachers ratio					
3	Syllabus Coverage					
4	Students / Teachers motivation					
5	Availability of Qualified teachers					
6	English language as a medium of instruction					

7)Do you think that home factors contribute to a student's academic performance?

YES ( )

NO ( )

8) Are you satisfied with the academic performance of your school in National Exams?

YES ( )

NO ( )

9) If **NO** whom do you blame?

Students ( )      Teachers ( )      Parents ( )      School administration ( )

Why? \_\_\_\_\_

10) Mother's occupation

Farmer ( )      Business ( )      Teacher ( )      Doctor ( )      Others  
(specify) \_\_\_\_\_

11) Father's occupation

Farmer ( )      Business ( )      Teacher ( )      Doctor ( )      Others  
(specify) \_\_\_\_\_

12) Guardian's occupation

Farmer ( )      Business ( )      Teacher ( )      Doctor ( )      Others  
(specify) \_\_\_\_\_

13) Your father's level of Education ( Tick the appropriate answer )

No schooling ( )      Primary school ( )      Secondary  
school ( )

Informal Education ( )      Beyond secondary school ( )

14) Your Mother's level of Education ( Tick the appropriate answer )

No schooling ( )      Primary school ( )      Secondary  
school ( )

Informal Education ( )      Beyond secondary school ( )

15) Your Guardian's level of Education ( Tick the appropriate answer )

No schooling ( )                      Primary school ( )                      Secondary school ( )

Informal Education ( )                      Beyond secondary school ( )

16)When you do your homework in subject who helps? ( Tick the correct answer )

Class teacher ( )                      Tuition teacher ( )                      Parents ( )

Relatives ( )                      Friends / Age mates ( )

**Thank you for patience**

### Appendix 3: Interview Schedule

<b>DATE</b>	<b>SCHOOL</b>	<b>GROUP OF RESPONDANT</b>
01 – 03/05/ 2017	K/NDEGE SEC SCH	Head of school, teachers and students.
04 – 05/05/2017	JAMUHURI SEC SCH	Head of school, teachers and students.
08 – 10/05/2017	DODOMA SEC SCH	Head of school, teachers and students.
11 – 12/05/2017	CITY SEC SCH	Head of school, teachers and students.
15 – 17/05/2017	NKUHUNGU SEC SCH	Head of school, teachers and students.
18-19 /05/2017	DSEO OFFICE	District Secondary Education Officer

The issues to be discussed in the interview are;

- i. General assessment of academic performance in secondary schools
- ii. An overview of academic performance in secondary schools in Dodoma Municipality from 2012 - 2016
- iii. Factors that contribute to academic performance in secondary school students
- iv. Effective ways to improve academic performance in secondary school

#### Appendix 4: Comments from External Examiner

<b>S/N</b>	<b>Title</b>	<b>External Supervisor's Comments</b>	<b>Type of errors</b>	<b>Response From Candidate</b>
1.	Problem Statement	Pages 4, 5, 6	Too long	Corrected as per external supervisor's comment.
2.	Literature Review	Pages 19, 20, 21	Location of the studies	Corrected as per external supervisor's comment.
3.	Data Presentation and Analysis	Pages 33, 37, 39, 48, 59	Grammar errors/Language	Grammar and language mistakes corrected as per external supervisor's requirement.