Factors Influencing Academic Performance of Ward Secondary Schools: A Case of Selected Schools in Moshi Municipality and Moshi District

By

Cyril Kalembana Komba, Ernest Lucas Hizza and Winledy T. Y Jonathan
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ABSTRACT

The main objective of this study was to examine factors affecting academic performance of ward secondary schools in Moshi district and Moshi municipality. Four ward secondary schools were visited. The focus was on the links between education providers, facilitators, and learning environments, which includes all facilities and infrastructure, availability of materials and performance of ward secondary schools at district levels. The study involved 100 students, 4 heads of schools, 8 teachers, 4 ward education officers, 2 municipal/district education officers. Surveying interview method, elite interviews and document review were methods used to collect data. The data was analyzed both qualitatively and quantitatively.

The study found that there is no impressive performance among ward secondary schools in Moshi Municipal. Some of the challenges that are 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.
CHAPTER ONE: INTRODUCTION

1.1 Background to the Study
Education is the process of initiating and preparing man through training in his environment, in order to play active roles in society. It provides desirable and worthwhile broad and in depth modes of thought, skills, attitudes and understanding needed for the full development of human thinking and actions. Education makes man aware of his own condition and that of his society; it is embodied within its science and technology (Tanzania Education and Training Policy, 1995).

Following the TETP (1995) report, the Education Sector Development Program (ESDP) was initiated in 1997 as a strategy towards a Sector-Wide Approach (SWAP) to educational development. The main goals of SWAP was to achieve the long-term human development, to reduce poverty and to redress the problems of fragmented interventions through projects, so as to promote collaboration and partnership among all stakeholders using pooled human, financial and material resources.

Secondary education occupies a pivotal role in the development of the economy and the education system itself. Experience shows that, the majority of the people in both the private and public sectors are expected to be secondary education leavers. The primary education system relies on teachers who are the product of secondary education system. Candidates of higher and tertiary education training are the products of the secondary education system. This is the essence of being pivotal or the lynch pin.

During the third phase, Tanzanian government under the president Benjamin William Mkapa introduced the implementation of the Tanzania Education Policy, which went together with the campaign of increasing the number of students’ enrollment from primary school to secondary school. The government, as one of the main education stakeholders in the country introduced ward secondary schools, whereas, every ward is supposed to establish a secondary school. This led to the increasing number of student who are were enrolling into secondary school education in the country. However, when all these transformative are taking place, the factors that affect the academic performance of these ward secondary schools are still not yet studied. It is this situation, which created interest to the researcher to develop this kind of research inquiry.

For the case of this study, the focus has been on the links between education providers, facilitators, and learning environments, which includes all the facilities and infrastructure, availability of materials and how they affect the performance of ward secondary schools in Moshi municipal and Moshi district as well.

1.2 Research Problem
Since the pronouncement of the Tanzania Education and Training Policy early 2000s, there were campaigns emphasizing on the goals of education for all. This led to the introduction of ward secondary schools in every ward in Tanzania hence increases the enrollment of primary school leavers into secondary schools.

The establishment of ward secondary schools in Tanzania is a phenomenon of the early 2000s, but there is no adequate literature and information on the actual performance of ward secondary schools. This existing gap instigated this research to be conducted. There was a need for establishing and examining the academic performance trend of ward secondary schools using few selected secondary schools from Moshi Municipality and Moshi Rural as the case study.

1.3 Objectives

1.3.1 Main Objective
The main objective of this study was to examine factors affecting the academic performance of ward secondary schools.
1.3.2 Specific Objectives

Specifically the study intended to:

i. Examine the performance trend of ward secondary schools since their establishment;
ii. Identify the average number of teachers in secondary schools;
iii. Evaluate the availability of teaching and learning materials [quality and quantity]; and
iv. Assess the learning environment [laboratory, library, dormitories and classrooms]

1.3.3 Research Questions

The study was seeking to answer the following questions:

i. What is the performance trend of the secondary schools since their establishment?
ii. What is the average number of teachers per secondary school?
iii. What is the quality and quantity of learning materials?
iv. What is the existing learning environment in the selected secondary schools?

1.4 Significance of the Study

In order to have proper and well established education establishment and management practices for addressing various education issues, there is a need to have a core understanding of the various strategies and ways in which different development practitioners and stakeholders participate and influence the education management processes in the country. The study generates knowledge and understanding in the ways, which enable and influence the development of education sector in a country.

The findings of the study have increased understanding on various policies and decision makers and planners in realizing the various factors influencing the development and education sector in the planning and implementation of the educational practices and dissemination programs for sustainable development not only to the study area but also in the various parts of the country and the world at large.

The study is significant to other researchers who are interested in doing research on education development and students’ performance in relation to education management activities and strategies in the country. In addition, the study significantly enriches different studies that have been undertaken on students’ performance, and it reveals the problems associated with secondary education and students’ performance, which are very important in identifying the solutions for addressing the identified problems.

1.5 The Study Framework

This Conceptual framework is derived from the whole process and progress of the increased established ward secondary schools. The idea in this case gives meaning the purpose of the concept as the conceptual framework expresses itself stage by stage.

After the establishment of more secondary schools, the society expects the increased students’ enrolment at secondary levels, which in turn lead to the increase number of secondary school leavers in a society and sometimes, it makes secondary education as a must and basic level for education attainment.

In the next stage, it is expected that most of these secondary school leavers proceed to another stage where they may join tertiary education, colleges, universities, vocational training, advanced secondary schools, and others become competent secondary school leavers. All these are determined by the students’ grade in secondary level, which is influenced by several factors like, availability of competent teachers, teaching facilities, dormitories, well equipped library, just to mentions few.

Therefore, from the above Conceptual framework, it is now clear that the main pivotal for this study is the factors determining students pass (school performance) and the above-mentioned factors are the variables that were used. This idea is summarized in figure 1 below.
Figure 1: The Framework of the Study on the Established ward Secondary Schools and their Expected Impacts

- Introduced Ward Secondary Schools
- Increased Number of Secondary Schools
- Increase Secondary Students’ Enrolment
- Increase Secondary School Leavers

**Students Passing Grade**

- 1.0 Division One
- 2.0 Division Two
- 3.0 Division Three
- 4.0 Division Four
- 5.0 Division Zero

- Qualified Teachers
- Teaching Facilities/Materials
- Dormitories/hostels
- Equipped Library

- Join Tertiary Education
- Join Colleges
- Join Universities
- Join Vocation Training
- Competent Secondary Leavers
- Join Advanced Secondary Schools

*All these are determined by the students’ passing grade*

Source: Authors; 2013
CHAPTER TWO: LITERATURE REVIEW

2.1 Definitions of Key Terms

2.1.1 Ward and Ward Secondary Schools
According to the Oxford Advanced Learner’s Dictionary 2006, the term ward means one of the areas into which a city is divided and which elects and is presented by member of the local council. For the case of this study, a ward refers to a subdivision of a municipality. The term secondary school as used in this study refers to the level above primary school. Moreover, the term ward secondary schools is used to refer to those secondary schools that were constructed and established by the government within these localities. The Tanzanian government purposefully introduced them, in order to meet the need to increase the number of students’ enrolment in secondary schools.

2.1.2 Learning Environment
The learning environment includes all the facilities, infrastructure available at the place where the school is located and all that can be found within the school surroundings. For the case of this study, the learning environment refers to the physical location, teaching delivery as well as approaches to learning where as the term infrastructure is used to refer to things such as classrooms, desks, laboratory and the library (www.reference.com).

2.1.3 Teaching Materials
Teaching materials are the instructional materials used to support students and teachers in the whole process of teaching and learning. They include textbooks, teacher’s lesson plans and other related resources responsible to facilitate the teaching activities (www.reference.com). For the case of this study, teaching materials refers to teaching aids that class room teachers use to help their students learn quickly and thoroughly.

2.1.4 School Performance
Refers to the accomplishment of a given task which is measured against predetermined standards of accuracy, completeness, cost, and speed (http://www.businessdictionary.com). In this study schools performance refers to the act of academic in which students deal with studies and how well they meet the standards set out by the responsible authorities responsible. Performance of secondary schools means the rate of schools’ students passing grades in national examinations [Students’ overall examination scores].

2.2 Literature Review

2.2.1 Education and Development
The relationship between education and development depends on the extent to which the kind of education provided and its methods, can meet the expectations of the individual and the needs of society. In this ideology, education and its guiding philosophy refers to all development efforts made by Tanzanian government towards achievement self-reliance education (TETP, 1995).

A good system of education in any country must be effective on two fonts. First, on the quantitative level, this is used to ensure access to education and equity as well as allocation of resources to various segments of the society. Secondly, on the qualitative level, this is used to ensure that country produces the skills needed for rapid social and economic development. Evidence exists to show a very high correlation between investment in education and the creation of national wealth.

2.2.2 Education Sector Development Programme (ESDP) in Tanzania
The Education Sector Development Programme (ESDP) was launched in 1997 and revised in 2001, in order to improve educational provision for poverty alleviation. It is a comprehensive programme aimed at a total transformation of the education system into an efficient and effective outcome/output based sector. The 2001 ESDP edition covers the period from 2008 through 2017. It reflects enduring national priorities and a determined response to the existing educational conditions and requirements.
Also, it is a key part of the systemic public sector reform that is supporting the National Strategy for Growth and Reduction of Poverty (NSGRP).

Tanzania Development Vision 2025 envisages the total elimination of poverty by 2025 and thus accords high priority to the education sector, which is pivotal in bringing about social and economic transformations in the country. It is expressly stated in the Tanzania Nation Vision 2025 document that: “...Education should be treated as a strategic agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving.”

2.2.3 Secondary Education in Tanzania
Secondary education refers to post-primary formal education offered to persons who have successfully completed seven years of primary education and have met the requisite entry requirements. The aims and objectives of secondary education are: to consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary level. Also, to enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations, to mention a few (SEDP 1, 2004-2009).

2.2.4 Education Development Programmes in Tanzania
The Secondary Education Development Programme II (SEDP II) is a continuation of SEDP I, which was implemented between 2004-2009, building on the national goals of secondary education provision. It also builds on national and international reforms regarding the education sector, which have taken place in the last 15 years. Some of these reforms are based on key policy documents such as the Tanzania Development Vision 2025, the National Strategy for Growth and Reduction of Poverty (NSGRP “MKUKUTA”), the Education and Training Policy of 1995, the Education Sector Development Programme (ESDP, 2001) and the Millennium Development Goals (MDGs).

2.2.5 Objectives of Secondary Education Development Programme I (SEDP I)
The objectives of SEDP-I were to improve access with equity, quality, management and delivery of secondary education in Tanzania. Review of SEDP I implementation has shown that the Programme was most successful in improving access and equity. The number of secondary schools has tripled between 2004 and 2009 to serve different underserved communities and so has the number of enrollees.

2.2.6 Challenges of Secondary Education Development Programme I (SEDP I)
Despite the above mentioned successes, there have been a number of challenges, including the following: poor performance in secondary education examinations with most students getting a marginal pass of Division IV or failing completely, acute shortages of teachers, especially in the sciences and mathematics subjects, with many students who are not able to do these subjects at all. Moreover, the asymmetrical deployment of teachers required whereby urban areas have an advantage in recruiting more and better teachers compared to rural areas where most of them have an acute shortage of teachers. Also, inequalities in learning environment among different schools resulting in inequalities of learning outcomes with most girls doing poorly in both participation rates and pass rates, especially, in science and mathematics subjects, particularly, in rural secondary schools. Furthermore, insufficient infrastructure, including many construction projects that started under SEDP I but were not completed, as well as lack of or non-use of laboratories in most schools resulting to students taking science subject to do them theoretically, and most of them performing poorly (SEDP 1, 2004-2009).

2.2.7 Characteristics of Secondary Education in Tanzania
Secondary education in Tanzania is currently characterized by the following features: Poor performance in science subjects, which in turn has resulted into an avoidance syndrome, with most students choosing to enrol in social science/arts subjects, rather than natural sciences, poor teaching aids and approaches in the classroom, as it is in teacher-centered approach, where students rely heavily on the teacher and old notes at
the same time, classroom time often not being used efficiently and effectively for mental engagement of the students, Low transition rates (hardly 30%) from Ordinary to Advanced Level secondary education due to limited availability of Form 5 places; Limited school management skills of some Heads of Schools affecting daily running, academic performance and financial management of schools; Increasing number of students from poor households in relation to available resource for provision of scholarship grants; and limited access to secondary education for nomads, marginalized groups and disabled learners. [SEDP II – FINAL DRAFT – MAY 2010-vii]

2.2.8 Related Education Policies and Directives in Tanzania

The country has benefited from many policies, directives and reforms, which were put in place for the last 15 years with significant contribution in education sector. These have shaped thinking, guided design and implementation of educational activities and programmes. These key reforms and directives are Tanzania Development Vision 2025, The Education and Training Policy (ETP 1995), The Technical Education and Training Policy (1996), National Higher Education Policy (1997), Education Sector Development Programme (ESDP, 2008–2017), The National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA, 2005), Education For All (EFA), and the Millennium Development Goals (MDGs).
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design
The aim of this study was to examine the factors influencing the performance of ward secondary schools in Tanzania. The study focused on four selected ward secondary schools in Moshi Rural District and Moshi Municipality in Kilimanjaro Region. Therefore, the case study research design was the most appropriate research design for this study. This is due to the fact that, it has provided the researchers with rich information. Moreover, data were collected using cross-sectional survey and questionnaire.

3.2 Areas of the Study
This study was carried in Kilimanjaro region, a region located in the north-eastern part of Tanzania Mainland. It lies south of the Equator between latitudes 2° 25’ and 4° 15’. Longitudinally, the region is between 36° 25’ 30” and 38° 10’ 45” east of Greenwich.

The region is divided into six districts, namely, Rombo, Mwanga, Same, Hai, Moshi Rural and Moshi Municipal. The districts are further sub-divided into 26 divisions, 114 wards and 402 villages (Regional Profile, 1998). According to 2012 Tanzania population census, Kilimanjaro region has a total population of 1,640,087, and the selected districts Moshi Rural and Moshi Urban had a total population of 466,737 and 184,292 respectively.

The selection of ward secondary schools in Kilimanjaro Region was based on the fact that, Kilimanjaro is among of the regions in Tanzania with many ward secondary schools that were established following the 1995 Education and Training Policy implementation.

3.3 Sample and Sampling Procedures

3.3.1 Selection of the Target Population
The aim of this study was to obtain data that would enable the researcher to understand factors influencing the performance of ward secondary schools in Moshi Rural and Moshi Municipality. The study was conducted by interviewing students from form one to form four in these schools, as well as, the parents surrounding the selected schools.

Also, for the purpose of collecting more reliable information, the study interviewed the key influential people like ward and district education officers, headmasters/mistress from each secondary school, and some of the government officials from the ward level to the District/Municipal.

3.3.2 Sampling Procedures
The study mainly used random sampling method to obtain the required selected numbers of secondary schools. The method was preferred because it avoids bias and gives each of the units in the population the probability of being selected. Given the constraints in time and fund, the researcher interviewed only a total of 118 respondents, whereas student respondents were 100 from four secondary schools, each ward one school was selected and from each school, 25 students were selected. Further, the study included four (4) heads of schools, eight (8) teachers, (two teachers from each school, one male and one female), four (4) ward education officers and lastly, two (2) district/municipal education officers.

3.3.3 Sampling of the Target Population
The sample for this study was obtained through random sampling. Random sampling was most appropriate for this study in the selection of the target population because all secondary schools and students had equal chance to be selected as a representative sample. But, before random sampling was applied, cluster sampling was used in the selection of students’ representatives. In this case, students were put into clusters according to their classes and years of study and they were given number. Then, simple random sampling was done by picking every fifteenth (15th) student was used in order to get the number of students’ respondents from each class.
3.4 Methods of Data Collection
Both, primary and secondary data were collected and used during and throughout the research process. Primary data were obtained through interview, both structured and unstructured. Secondary data were obtained from documentary analysis, from different and relevant sources. The methods for data collection are further analysed below.

3.4.1 Interviewing Method
Interview was both structured and unstructured. Structure interview was done by preparing a well structured questionnaire which was administered to all respondents. Data were also obtained through unstructured interviews with elites such as heads of schools, teachers, wards, districts and municipal education officers.

3.4.2 Elite Interviewing
This is the method where key influential personnel (Key Informants) were contacted and interviewed. People are referred as elite, if they have knowledge that relates to this research project, hence, they were given individual treatment in an interview. Their elite status depends did not depend on their role in society, but, on their access to information that can help to answer given research questions. Even though people who get elite treatment in research are often persons of political, social, or economic importance, in this case heads of schools, teachers, ward and district of municipal education officers were treated as the elites of the study.

3.4.3 Documents Review
Documentary review is defined as a process of reading various extracts found in offices or places dealing or associated with the issue relating to what the research is investigating (Miles, 1996). Data obtained through this technique was taken as secondary data. Documentary research was used as a technique of enriching information obtained from the interviews.

3.5 Data Analysis
The study included both qualitative and quantitative data that were collected in the field. Thus, qualitative and quantitative data analysis was employed in the study, using the variables that were explained before. Also, cross tabulation and bivariate procedures were used in the analysis of the data collected.

Quantitative analysis was done through SPSS computer program system. These data are presented in the form of graphs and tables. In order to establish a convenient comparative tool, percentage rates were also used to present data.

The qualitative data were analyzed during the research process. There were some questions formulated by the researcher on observation while some important themes were noted throughout the research process. In this process, as the research was progressing, some questions were discarded and others were formulated to suit the study objectives.
CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1 Characteristics and Distribution of Respondents

The study involved interviewing one hundred students (100), whereas each secondary school was represented by 25 students; four heads of schools and eight teachers from the four secondary schools where the study was carried were also interviewed, four wards and two district education officers from Moshi municipal and Moshi district respectively. The percent distribution of students interviewed as per secondary schools is as shown in table 1 and graph 2.

Table 1: Students Respondents Distribution per Secondary School

<table>
<thead>
<tr>
<th>Name of Sec. School</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (%)</td>
</tr>
<tr>
<td>Rau Secondary Sc.</td>
<td>18</td>
</tr>
<tr>
<td>Kirima Secondary Sc.</td>
<td>14</td>
</tr>
<tr>
<td>Mbokomu Secondary Sc.</td>
<td>14</td>
</tr>
<tr>
<td>Anna Mkapa Secondary Sc.</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
</tr>
</tbody>
</table>

Source: Survey, June 2013

Data in table 1 and graph 2 shows the percent distribution of student respondents whereas in raw secondary constituted 7% females and 18% males, Kirima 14% males and 11% females, Mbokomu 11% females and 14% males while Anna Mkapa 15% males and 10% females of respondents. The total percent of male students interviewed (the respondents) is larger in all secondary schools due to the fact that, the number of males enrolled in each secondary school is greater than its counterpart. Total contribution distribution according sex and secondary schools are as shown in table 2.

Source: Survey, June 2013
Table 2: Distribution of Respondents by Class levels and Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Form One</th>
<th>Form Two</th>
<th>Form Three</th>
<th>Form Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5%</td>
<td>16%</td>
<td>25%</td>
<td>15%</td>
</tr>
<tr>
<td>Female</td>
<td>5%</td>
<td>9%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Total</td>
<td>10%</td>
<td>25%</td>
<td>37%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Source: Survey, June 2013

The study also tried to ensure that the distribution of respondents among students had to be undertaken in at least a balanced manner. Table 2 shows the distribution of respondents by class levels and sex whereas respondents were taken from form one to form four. The distribution shows that 10%, 25%, 37% and 28% of students respondents are contributed by form one, two, three and four respectively.

4.2 Establishment of Secondary Schools and Enrolment Trend

It was also necessary for this study to obtain data and information concerning their establishment and enrolment trends since their establishments. It was informed that Rau, Kirima and Anna Mkapa secondary schools were established in 2005 except Mbokomu secondary school, which was established in 2004. This shows that Rau, Kirima and Anna Mkapa secondary schools have cerebrated form four graduations five times while Mbokomu has done it six times. The form one enrolment trend fluctuates slightly in each secondary school every year. The study managed to obtain data concerning enrolment trend from each secondary school from 2005 to 2013 with exception of Rau and Kirima secondary schools, where information collected starts from 2005 when the schools were established to 2013 (Table 3). This implies that, data keeping for the two secondary schools, Mbokomu and Anna Mkapa, need to be improved so as to have useful sources for other research studies in the future.

Table 3: Enrolment Trend for Three Secondary Schools 2005-2013

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rau</td>
<td>55</td>
<td>160</td>
<td>258</td>
<td>225</td>
<td>320</td>
<td>237</td>
<td>236</td>
<td>268</td>
<td>311</td>
</tr>
<tr>
<td>Kirima</td>
<td>68</td>
<td>136</td>
<td>120</td>
<td>78</td>
<td>148</td>
<td>81</td>
<td>98</td>
<td>126</td>
<td>88</td>
</tr>
<tr>
<td>Mbokomu</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>92</td>
<td>41</td>
<td>79</td>
<td>98</td>
<td>133</td>
</tr>
<tr>
<td>Anna Mkapa</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>239</td>
<td>226</td>
<td>231</td>
<td>241</td>
<td>234</td>
</tr>
</tbody>
</table>

Source: Survey, June 2013

Information in table 3 shows that, the enrolment trend is slightly fluctuating. It seems to be dropping in number every year in all secondary schools involved in the survey. The exception is observed from Rau and Mbokomu secondary schools where the fluctuation is in high rate. This is contributed by poor performance in form four national examinations that discourages parents to allow their children to join ward secondary schools. Nowadays, most of the parents send their children to private schools where the performance in national examinations is a bit higher despite the higher cost they incur.

4.3 National Examination Performance Trend

The most important information in relation to analyzing and judging academic performance for secondary schools is the performance trend in the national examinations. The examination of academic performance was done from each individual secondary under the study. The following tables 4, 5 and graphs 2 and 3 show the national examination form four performance results for different years in each secondary school.
Table 4: Rau Secondary Form Four Examination Performance Trend (2008-2012)

<table>
<thead>
<tr>
<th>Year</th>
<th>Performance Grades</th>
<th>Regional Rank</th>
<th>National Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Div. I</td>
<td>Div. II</td>
<td>Div. III</td>
</tr>
<tr>
<td>2008</td>
<td>0</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>2009</td>
<td>02</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>2010</td>
<td>06</td>
<td>09</td>
<td>18</td>
</tr>
<tr>
<td>2011</td>
<td>02</td>
<td>02</td>
<td>12</td>
</tr>
<tr>
<td>2012</td>
<td>02</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>

Source: Survey, June 2013

Table 4 shows the performance trend of the form four national examination results and the ranking position of Rau secondary school which does not impress at all. Generally, the performance is not good because of the decreasing trend of students passed with division one to three in the respective years who normally qualifies for enrolment in advanced level education. This implies that, the school contributes fewer students to be enrolled in advanced level secondary education in each year which is contrary to the targets of SEDP II in Tanzania.

Graph 2: Performance Trend for Kirima Secondary School

Graph 2 above shows the performance trend of form four national examination results for Kirima secondary school where as the passing grade is as well not improved every year. In 2009 and 2010 many students scored division four and failure (division zero) compared to division one, two and three which are the results that may at least allow a student to proceed for advanced secondary school education. These results show that, from the years 2008 to 2012 fewer students from Kirima secondary school paved the way to form five (advanced secondary education), as it can be revealed in table 4.7.

The information obtained from the office of the head of school shows the furthest position of Kirima secondary school national wise, where as 2008 it was occupying the 821 position out of 2197, in 2009 it was in the 956 position out of 2259, in 2010 it was placed in the 1023 position out of 3196, in 2011 it was ranked 1030 out of 3210, and in 2012 it was the 1656 position out of 3392 secondary schools national ranking.
Table 5: Mbokomu Secondary Form Four Examination Performance (2007-2012)

<table>
<thead>
<tr>
<th>Year</th>
<th>Performance Grades</th>
<th>Regional Rank</th>
<th>National Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Div. I</td>
<td>Div. II</td>
<td>Div. III</td>
</tr>
<tr>
<td>2007</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2008</td>
<td>04</td>
<td>08</td>
<td>22</td>
</tr>
<tr>
<td>2009</td>
<td>01</td>
<td>05</td>
<td>19</td>
</tr>
<tr>
<td>2010</td>
<td>01</td>
<td>01</td>
<td>14</td>
</tr>
<tr>
<td>2011</td>
<td>01</td>
<td>02</td>
<td>07</td>
</tr>
<tr>
<td>2012</td>
<td>0</td>
<td>01</td>
<td>03</td>
</tr>
</tbody>
</table>

Source: Survey, June 2013

Graph 3: Anna Mkapa Secondary School Form Four Examination Performance (2008-2012)

Table 5 and graph 3 also have the same story of unimpressive performance results for both Anna Mkapa and Mbokomu ward secondary schools respectively. As it can be seen in graph 4.2 that at Anna Mkapa, in all the five years, more than fifty percent of candidates scored division four and zero. This also expresses that a very limited number of students who qualified to pursue for advanced secondary education. It was explained and the researcher was provided with some information about a number of students from Mbokomu secondary school who were selected to join for form five studies elsewhere. Table 4.7 below shows the allocation number of students who were selected for the advanced secondary studies between 2007 and 2012 in all four surveyed secondary schools.

Table 6: Number of Students Joined Form Five 2007-2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidates Joined Form Five</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mbokomu Secondary School</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>11 out of 51 students</td>
<td>21.6%</td>
</tr>
<tr>
<td>2008</td>
<td>22 out of 44 students</td>
<td>50.0%</td>
</tr>
<tr>
<td>2009</td>
<td>19 out of 59 students</td>
<td>32.2%</td>
</tr>
<tr>
<td>2010</td>
<td>16 out of 82 students</td>
<td>19.5%</td>
</tr>
<tr>
<td>2011</td>
<td>9 out of 61 students</td>
<td>14.8%</td>
</tr>
<tr>
<td>2012</td>
<td>4 out of 131 students</td>
<td>3.05%</td>
</tr>
</tbody>
</table>

Kirima Secondary School

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidates Joined Form Five</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>3 out of 46 students</td>
<td>6.5%</td>
</tr>
</tbody>
</table>
Factors Influencing Academic Performance of Ward Secondary Schools: A Case of Selected Schools in Moshi Municipality and Moshi District

<table>
<thead>
<tr>
<th>Year</th>
<th>Rau Secondary School</th>
<th>Anna Mkapa Secondary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>25 out of 113 students</td>
<td>4 out of 60 students</td>
</tr>
<tr>
<td>2009</td>
<td>35 out of 163 students</td>
<td>9 out of 129 students</td>
</tr>
<tr>
<td>2010</td>
<td>27 out of 200 students</td>
<td>8 out of 192 students</td>
</tr>
<tr>
<td>2011</td>
<td>12 out of 215 students</td>
<td>7 out of 162 students</td>
</tr>
<tr>
<td>2012</td>
<td>17 out of 177 students</td>
<td>5 out of 181 students</td>
</tr>
</tbody>
</table>

Source: Survey, June 2013

NB: These are the years Students completed form four and joined from five (advanced) secondary education in a next year. For example the numbers of students shown in 2012 ha have joined advanced secondary education in May and June 2013.

These distribution results of the students succeeded to pursue higher level education are not impressive except in 2008, where the number was at least 50% higher. However, in the following years; 2009, 2010 and 2011 Mbokomu secondary school performance dropped. The 2012 form four results were worse all over the country. This can be observed from this table whereby all surveyed secondary schools had no attractive results and hence holding the truth that even the number of students joined form five in June 2013 had also dropped as compared to other years where the trend was seen to be increasing.

Generally, the total number of students set for the form four national examinations from 2008-2012 was 2490 (the year 2007 has been excluded because only Mbokomu secondary school was in existence). Out of the 2490 students, only 271 students managed to join advanced secondary school studies which was about 10.9% and an average of 0.1 students joining the advanced secondary school for each secondary school. This implies a massive failure form four graduates. This situation calls for a need to increase efforts on improving the academic performance of many ward secondary schools in the country. But, this can also be treated as an appreciation that the number of form four leavers has significantly increased from the previously unknown number to 2419 in 2012. This also calls for an effort to identify the progress they have gone through this widespread number of form four leavers from several ward secondary schools not only in Kilimanjaro region but also all over the country since the establishment of ward secondary schools in early 2000s.

4.4 Availability of Teachers and Number of Teachers per Subjects Taught

It was also necessary for the researchers to get information concerning the availability of teachers together with the distribution of subjects they are teaching. This enabled the study to get an analysis of students’ performance in relation to the number of teachers and teaching subjects’ distribution. It was observed that the distribution of teachers in each secondary school was uneven. Study findings show that, number of teachers in Rau, Kirima, Mbokomu and Anna Mkapa secondary schools were 40, 16, 17 and 40 respectively. However, the number of teachers present in each secondary school complies with the National education policy which requires a ratio of one teacher to 45 students (URT, 1995). This implies that, poor performance in the national examinations is caused by other factors rather than the number of teachers present at a particular school. Table 7 shows the distribution of teachers per subjects taught at each secondary school.
Table 7: Distribution of Teachers per Subjects

<table>
<thead>
<tr>
<th>Secondary School</th>
<th>Geography</th>
<th>History</th>
<th>Mathematics</th>
<th>Biology</th>
<th>Physics</th>
<th>Kiswahili</th>
<th>Book Keeping</th>
<th>Commerce</th>
<th>Civics</th>
<th>Chemistry</th>
<th>English</th>
<th>Food &amp; Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rau</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Kirima</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mbokomu</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Anna Mkapa</td>
<td>12</td>
<td>17</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey, June 2013

The results presented in table 7 show that there is uneven distribution of the number of teachers and the teaching subjects. The study observed that art subjects like geography, History and Kiswahili have more teachers in each secondary school compared to science subjects like Physics, Mathematics and Chemistry. Other subjects such as Commerce and Bookkeeping have fewer numbers of teachers in both schools. This implies that, the government efforts to increase number of qualified scientists in the country will not be easily attained because of inadequate number of science subjects’ teachers in the country particularly in ward secondary schools where children of the low income earners are studying. These results show the worrying future of scientists in a country, especially, from the newly established ward secondary schools where a very significant number of standard seven leavers are enrolled.

4.5 Teaching and Learning Environment

The study also intended to analyze and evaluate the availability of the learning and teaching environment as one of the factors that may affect the academic performance of students in any secondary school. The study tried to identify the geographical location of the secondary schools and the presence of libraries and laboratories. The study observed that among the secondary schools investigated, Rau secondary school seems to be at least nearer to the town center of Moshi municipality.

It was also found that all secondary schools visited had no library and laboratories in place. Some few books used by teachers for reference, are kept in the teachers’ offices whereby students had no time to access books for independent study. Environmental and learning environment explained does not promise the future of academic improvements in these secondary schools unless some feasible and strategic efforts are done to reverse the situation.

4.6 Teaching and Learning Material

It was also important for the study to undertake a thorough analysis of the learning and teaching materials in terms of quality and quantity. In this case the learning and teaching materials considered were the availability of adequate reference books and materials, and also if the secondary schools visited have laboratories. There was also a need to consider the quality of the existing laboratory equipments. Unfortunately, all the secondary schools were found to have neither laboratories nor libraries laboratories. It was also observed that, the secondary schools had very limited number of reference books and materials in place. Many students complained that offices that were reserved for storing books contain past papers and old textbooks which are not current. Hence, the schools are equipped with limited instructional materials that cannot support students and teachers effectively.

4.7 Challenges Facing Academic Performance

In any deliverance, in the process of achieving a certain goals there must be some challenges that may influence positively or negatively the process towards attaining the intended objectives.
In this case the study aimed to analyze several challenges affecting the academic performance of secondary schools under investigation such as Rau, Kirima, Mbokomu and Anna Mkapa. This sub-section therefore analyzes the challenges facing the academic performance from the selected schools and to observe whether these can help to draw conclusion somewhere else with the same characteristic features.

4.7.1 Number of Qualified Teachers

The study observed that all the schools had a limited number of teachers except for Anna Mkapa and Rau secondary schools where they have at least a satisfactory number of teachers. The headmaster/mistress from these schools reported that, none of them is happy with the number of teachers she/he have. This makes the available teachers to be overworked for a long time by attending many classes beyond their capacity and automatically, it reduces teachers’ delivering efficiency.

Also, even in with these few teachers present in schools, there is a doubt whether these teachers have enough qualification. Most teachers were found to be diploma holders and a few of them were degree holders. For example, at Kirima secondary school which has sixteen teachers, eight of them were diploma holders and the remaining eight are degree holders, this is at least a fifty percent distributions. In Rau secondary school, it was observed that 15 teachers were degree holders, 23 teachers were diploma holder and 2 teachers were certificate holders respectively.

Mbokomu secondary school had eight teachers with a bachelor degree, seven teachers with diploma and 1 teacher with certificate, qualifications respectively. Unfortunately, the study was not able to obtain data of the same nature from the remaining secondary schools due to poor data keeping.

4.7.2 Availability of Reliable Libraries and Laboratories

During the study, it was observed that all the schools under study had neither libraries nor laboratories. This is among of the challenges facing most of ward secondary schools in Tanzania (URT, 2010). Despite the absence of libraries and laboratories in the selected schools, still 59% of students want to specialize in science subject, 24% want to specialise in arts subject and 07% want to learn commerce subjects by, and while 10% had no response in the areas which they would love to specialize.

This implies that, the nonexistence of libraries and laboratories in these schools hinders the visions of students who intend to specialize in science, arts and commercial subjects. The study revealed that, fewer books found in these schools are kept in the head master’s office where only teachers can access them.

4.7.3 Parents and Teachers Communication

One important issue to be considered for students’ academic excellence is the communication between parents and teachers and the social interactions between them for the betterment of students’ academic welfare.

Respondents reiterated that, most of the parents do not make follow up on the academic progress of their children, which in turn brings difficulties to teachers in taking care of children due to lack of support from the parents. It is believed that, parents’ weakness in making students follow up is among the challenges that influencing poor academic performance of students, especially, in ward secondary schools which are day schools.

4.7.4 Teachers and students Classroom Attendance

Effective participation and attendance of teachers in classes for teaching purposes can also influence the academic performance of students. Students responded that, though schools under the study had limited numbers of teachers, but the class attendances of teachers are satisfactory.

About 52% of students who were interviewed showed, to some extent, satisfaction on the rate of teachers’ attendance, whereas 48% of the students were not satisfied. Table 8 shows the percent satisfaction with students on teachers’ frequency of attending classes for teaching.
Table 8: Percent Satisfaction on Teachers’ Class Attendance

<table>
<thead>
<tr>
<th>Secondary School</th>
<th>Percent Satisfaction on Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes they attend</td>
</tr>
<tr>
<td>Rau</td>
<td>6.0%</td>
</tr>
<tr>
<td>Kirima</td>
<td>25.0%</td>
</tr>
<tr>
<td>Mbokomu</td>
<td>12.0%</td>
</tr>
<tr>
<td>Anna Mkapa</td>
<td>9.0%</td>
</tr>
<tr>
<td>Total</td>
<td>52.0%</td>
</tr>
</tbody>
</table>

Source: Survey, June 2013

Attendance of teachers cannot be seen, at its own, as a factor for students having good academic performance, but it was also necessary to get information on the students’ attendance in classes. This question was posed to teachers and some of the students from both schools argued that, students’ attendance is satisfactory and accepted. The response from teachers and students implies that, they are satisfied with attendance level of students though there are special cases, which are almost negligible as compared to the large percent of students who are normally attending classes.
CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The whole mechanism involved in the process of influencing academic performance of secondary schools is often complicated and varies according to time and space. The norms and values in academic excellence in a country that influence the academic performance of ward secondary schools are found to be of great important aspects in the analysis secondary school academic performance.

The study focused on examining the factors influencing the academic performance of ward secondary schools in Tanzania specifically Moshi rural and Moshi municipality. Several factors found to have significant contribution to students’ poor academic performance in the study areas. Such factors include; poor number of qualified teachers, unavailability of libraries and laboratories, poor communication among parents and teachers.

From the survey, it was found that there are no differences in the perception on the performance of ward secondary schools. Most of the respondents (students, education officers at all levels and teachers) had shown non-satisfaction in the general performance of ward secondary schools. This indicates the need for extra efforts to be made so as to make these secondary schools have good performance and create positive perceptions among citizens in the country at large.

The study also found that, most of ward secondary schools are enriched with teachers specializing in art subjects compared to science and commercial subjects. This situation terrorizes the nation targets in this era of science and technology development. This also reveals the need to concentrate on strengthening the ward secondary schools with science teachers as well as with laboratories which are also well equipped. This call for government efforts to create good environment for teachers so that more university students will be attracted to specialize in teaching since the job working environment will be attractive like other specializations.

5.2 Recommendations

The findings in this study allow an extensive study on various factors influencing the academic performance of Tanzanian ward secondary schools in general and deep insight of the necessary interactions for improvements. However, there is a need to collect more information in order to have a good generalization and better understanding of the factors affecting the academic performance of ward secondary schools in Tanzania.

The findings have explained that among the total number of 2490 students who had completed form four secondary education among the four surveyed schools, only 271 students had the opportunity to join form five studies between 2008 and 2013. This suggests the need to have a thorough research on the progress of the remaining number of students who have completed form four in ward secondary school in Kilimanjaro region, but, if possible, the government should fund this kind of a survey all over the country so as to come into a conclusion on the socio-economic impacts of the established ward secondary schools.

Also, there is a need for the government authorities (local and central government authorities) through participatory planning and implementation of secondary schools development programmes in order to have a sustainable and bright future of existing ward secondary school instead of adding more and more secondary schools.
REFERENCES


