

**FACTORS AFFECTING STUDENT PERFORMANCE IN CERTIFICATE OF  
SECONDARY EDUCATION EXAMINATION IN NEWALA DISTRICT,  
MTWARA REGION**

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REQUIREMENT OF MASTERS OF EDUCATION IN ADMINISTRATION,  
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**CERTIFICATION**

The Undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled: **“Factors affecting student performance in Certificate of Secondary Education Examination in Tanzania: A case of Newala District in Mtwara Region”** in partial fulfillment of the requirements for the Degree of Masters of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

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**(Supervisor)**

.....

**Date**

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**DECLARATION**

I, **Brightone Daniel Limbe**, do hereby 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.

## **DEDICATION**

This study is dedicated to my first daughter Vickethor, B. Limbe.

## AKNOWLEDGEMENT

First of all, I thank Almighty God for granted me healthy from the beginning to the end of this work. Either, I wish to convey my sincere thanks to all participants of this work including;

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## **ABSTRACT**

This study was aimed to explore factors which influenced performance in the SCEE in Newala District. The study was conducted in Newala District in Mtwara region where by five secondary schools was chosen. Objectives of the study were; to establish factors that affected performance in the CSEE among secondary schools in Newala district, to educate different stakeholders including teachers on what should be done to improve performance in CSEE in Newala district, to highlight on the steps that should be taken to eliminate negative factors influencing student performance in CSEE in Newala district. The study involved 100 participants; 2 education officers, 5 heads of school, 10 secondary teachers, 8 parents and 75 secondary students. Questionnaire, interview guide line and documentary review were instruments used to collect data. The study found that performance in Newala District was low due to; Shortage of teaching and learning materials and physical facilities, Lack of readiness of students in learning and poor entry marks in Form One and Three, Low parental involvement in learning of their children and un-clear education policy. Basing on the conclusions, the study made the following recommendations; government should provide schools with reliable financial support to ensure availability of required physical facilities as well as Teaching and Learning material, Pupils with high scores in Primary School leaving examination should join Form one, Parents should be provided with education on how to support their children in the learning process and Ministry of Education and Vocational Training should ensure presence of clear education policy specifically on recommended text books, instructional language, grading system.

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**LIST OF ABBREVIATIONS**

CSEE	Certificate of Secondary Education Examinations
KCPE	Kenya Certificate of Primary Education
NGO	Non-Governmental Organization
MST	Martin Ford's Motivational Systems Theory
SES	Socio-Economic Status

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

This chapter presents background to the problem, statement of the problem, purpose and objective of the study, research questions, significance of the study, conceptual frame work, and definition of the key term, delimitation and limitation of the study.

#### **1.1 Background of the Problem**

Poor student performance in certificate of secondary education examinations (CSEE) with most students getting a marginal pass of Division IV or failing completely is a major problem in current Tanzanian education. There are several studies which have been conducted in different areas, specifically on student performance in public/national examinations. This verifies that student performance in secondary schools still has unknown factors which influences such negative result which in a way need further exploration.

A study done by Irungu and Grace (2011) titled “Determinants of Academic Performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Kiambu Country, Kenya” revealed the following findings; majority of teachers 72.8 percent did not use apparatus in the teaching of science subjects while 55.6 percent of the students felt that their science laboratories were not well equipped. From the study, 55.7 percent of the schools had no libraries and where they existed, they were poorly equipped. Lecture method was more widely used than any other method of teaching. Again 63.8 percent of the sampled students had scored



201-300 marks out of 500 marks at primary school level hence poor academic background. Most teachers lived outside schools as indicated by 57.3 percent of the students involved in the study. From the study the majority of students 56.9 percent revealed that, the syllabus was never covered before the end of every year.

The recommendations of the study were; the Board of Governors should equip the science laboratories and libraries and put up teachers houses. A variety of teaching methods should be used to create interest in learning and teachers should focus on value addition of the learners' due to their low Kenya Certificate of Primary Education (KCPE) entry marks to secondary school. Internal supervision of the implementation of the curriculum by the principals needs to be intensified.

According to Mbele and Katabaro (2003), in the study of "School Enrolment, Performance and Access Education in Tanzania" government funding of primary and secondary education was low compared to many sub-Saharan Countries. A high proportion of public spending was on wages leaving little for school materials. However, private funding in primary and secondary schools was higher than public spending. Gender disparity, while not significant at primary level was still wide at secondary level. Performance was more determined by school characteristics than individual student characteristics. Females were disadvantaged at the level of schooling as well as absorption in the economy after completing school. Private tuition depicted ambiguous results just like continuous assessment grade when correlated with examination results. The study called for increased investment in education, especially for females and suggests two areas for further research: further

analysis of private tutoring and the potential impact of recent education reforms such as abolishment of systems which in the past favoured girls and raising pass marks for examinations in standards four, seven and form two.

On the other hand, Laddunuri (2012), embarked on a study titled “Status of school Education in Present Tanzania and Emerging Issues in Arusha municipal” the study revealed that pass percent of the students had been declining continuously from 82.3% to 50.74 percent during the last five years. Majority of the teachers were unqualified teachers. Certainly, it contributed to poor performance of the students. Many factors were responsible for the student’s failure in their Form four examinations such as lack of trained teachers, poor infrastructural facilities in schools, and insufficient books in the school library. It has been found that the cost of books was very high when compared with their economic situation. Frequent changes in the curriculum were also one of the reasons for the less pass percent of the students in Tanzania.

The study revealed that highest percentage of the participants not attended in-service Teacher Training program. It was clear that most of the teachers were untrained teachers in study area. Most of the teachers were not attending in-service Teacher Training program due to many reasons such as high cost of teacher training program, no financial assistance from the government, due to own financial problems. Majority of teachers having good opinion on in-service teacher training program, they believed that it enable them to learn new skills and teaching techniques.

Moreover, King (2013), had a study on investigation of “Factors Hindering Quality Education in Secondary Schools in Mbeya, Tanzania”. The findings of the study revealed some crucial factors that led to poor performance in certificate of secondary education examination. The factors were of three major groups, namely those related to the system of education, which was essentially controlled by the ministry of education or any ministry responsible for the provision of the same. The second group of factors were those related to quality of teachers that train primary school students, who were the candidates of secondary education. The third group of factors were those related to resource materials, which the ministry of education mitigate.

The study of King (op.cit) had the following recommendations; firstly, in primary education, research should find out factors leading to poor quality of pupils entering Form one in secondary school. Secondly, there was need to have a tracer study on the quality education right from primary, secondary to the university level.

According to Komba, Hizza and Jonathan (2013) in the study of “Factors Influencing Academic Performance of Ward Secondary Schools: A case of selected Schools in Moshi Municipality and Moshi District”. The study found that there was no impressive performance among ward secondary schools in Moshi Municipal. Some of the challenges that limited their performance were; limited number of teachers per subjects, 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. And finally, the study recommended the following: there was 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 was a need for the government authorities through participatory planning to implement secondary school development programs for the sustainability and bright future of existed wards secondary schools, instead of adding other secondary schools.

There was some argument from Kapinga(2014), on the study of “The Impact of Parental Socioeconomic Status on Students’ Academic Achievement in Secondary Schools in Tanzania”, the study found that majority of the students from selected secondary schools were from low socioeconomic status. The study established that there was a close relationship between socioeconomic status and academic achievement. The study further found that majority of the parents was not involved in the learning of their children as well as in the school improvement programmes.

The study recommended that the government should review the policy of cost sharing and make it free to o-level students especially to low socioeconomic status students. In addition, schools should have professional guidance and counsellors to help students with problems to reduce the gap between low and high socioeconomic status.

This study was aimed to explore further on factors influencing student performance in the CSEE in Newala district. This district has in recent years indicated results in the CSEE which were really deplorable as shown in the table1.1.

**Table 1.1: Results in the CSEE Newala District from 2011 – 2014**

Year	No. of Schools	No. of Students	Divisions				
			I	II	III	IV	FAIL
2011	25	1446	0	2	16	443	985
2012	25	1421	1	3	7	185	1226
2013	27	1066	1	16	44	384	608
2014	27	526	0	12	78	255	173

Source; District Statistical Logistical Office Newala 2011 - 2014

The table 1.1 shows the performance in the CSEE from 2011 – 2014. The figures in Table 1.1 indicate that in general most of students who attempted the CSEE in Newala district between 2011 and 2014 were clustered in division IV and Fail.

## 1.2 Statement of the Problem

A bear reality in secondary education is crucial due to the fact that it is an interface with the kind of technology that every human being need to be able to have in to-days life. There is need to have more than mere primary education. It looks as if secondary education is a bridge to higher education levels. Tanzania had realized the need of providing secondary education to all capable residents. By so doing different policies on education have been passed, including establishment of community secondary schools. Newala district was not left behind in that move. But what is happening as regard to performance in the certificate of secondary education examination (CSEE) it left much to be desired, see Table 1.1. One tend to be confused as to why such result? Was it due to poor school administration and/ or poor staffing? Or were community secondary schools in particular had poorly resourced? Were parents really aware with what was happening in such schools? Those questions and others had instigated in this current study to be conducted in government schools in Newala district.

### **1.3 Research Objectives**

#### **1.3.1 General Research Objective**

The general objective of this study was to explore factors that affect performance of students in the CCEE in Newala District.

#### **1.3.2 Specific Research Objectives**

Specifically the study intended to:

- i) Establish factors that affect performance in the CSEE among secondary schools in Newala district.
- ii) Educate different stakeholders including teachers on what should be done to improve performance in CSEE in Newala district.
- iii) Highlight on the steps that should be taken to eliminate negative factors influencing student performance in CSEE in Newala district.

### **1.4 Research Questions**

- i) What are the factors affecting performance of SCEE?
- ii) How should performance in CSEE be improved in Newala district
- iii) Which steps should be taken to eliminate negative factors affecting performance in CSEE in Newala District.

### **1.5 Research Tasks**

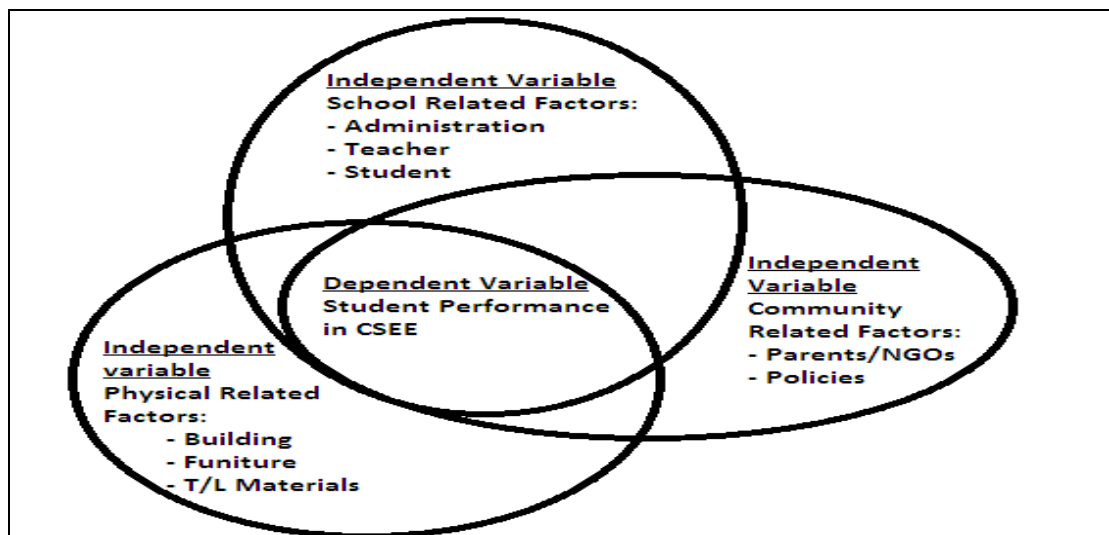
- i) Establishing factors affecting performance of CSEE among secondary schools in Newala district.
- ii) Educating different stakeholders including teacher on what should be done to improve performance in CSEE in Newala district.

- iii) Highlighting on the steps which should be taken to eliminate negative factors influencing student performance in CSEE in Newala district.

## 1.6 Significance of the study

In order to improve student performance in CSEE in Newala district; The study provided information to the Ministry of Education and Vocational Training on factors influencing performance in CSEE especially secondary school students in Newala district, information was provided to secondary school teachers about factors that influenced student performance in CSEE in Newala District and the study provoked other researchers to explore further factors surrounding performance in CSEE in Tanzania.

## 1.7 Conceptual Framework



**Figure 1.1 Variables influencing performances in CSEE in Newala district**

Figure 1.1 is composed of three circles, bearing factors considered to influence performance in CSEE in Tanzania and in case Newala district. In the figure student

performance is centrally located. The three interlocking circles bear different independent variables; namely, school, community and physical facilities related factors. These factors when positively considered are thought to influence the dependent variable for student performance in CSEE.

### **1.8 Definition of key Terms**

**Education;** refer to the knowledge provided to students in government secondary schools in Newala District.

**Performance;** refer to students who do better in CSEE in Newala District.

**Physical related factors;** refer to physical facilities such as buildings, furniture as well as Teaching and Learning materials that required at school so as to promote student performance.

**School related factors;** refers to something that contributes to or has an influence on the outcomes of student performance at school environment.

**Community related factors;** refers to the way education stakeholder such as parents, NGOs and policy makers are participating in learning of secondary students.

### **1.9 Limitation**

The interview method was used to collect data; other participants missed on the planed appointment. To counter this researcher made another arrangement until he met with those participants.



### **1.10 Delimitation**

Newala district had 27 secondary schools however; five secondary schools were sampled to represent the rest. The researcher observed fluctuation of student performance in CSEE for past 4 years. The researcher wanted to explore reasons for the observed performance.

## CHAPTER TWO

### 2.0 LITERATURE REVIEW

#### 2.1 Introduction

This chapter entails the literature review which relates to this research on the factors affecting student performance in CSEE in public secondary schools. To start with the chapter will present a theoretical literature. The second part will involve empirical literature.

#### 2.2 Theoretical Literature

This study was guided by Motivation system theory. Campbell (2007) the theory state that; a direct offspring or subset of Sigmund Freud's theory is Martin Ford's motivational systems theory (MST). This framework focuses on the individual as the unit of analysis, but embeds the individual in the biological, social, and environmental contexts that are crucial to development. MST attempts to describe the development of the whole person-in-context, in much the same way a biologist might describe an individual plant and its relation to its immediate ecological niche, as well as the larger ecosystems in which it resides (Pintrich & Schunk, 1996). Ford proposed a simple mathematical formula that attempts to represent all these factors in one model. The formula for effective person-in-context functioning is:

$$\text{Achievement} = \frac{(\text{Motivation} \times \text{Skill}) \times \text{Responsive Environment}}{\text{Biological Structure}}$$

The formula proposes that actual “achievement and competence are the results of a motivated, skillful, and biologically capable person interacting with a responsive

environment” (Ford, 1992, p.70). The motivational systems theory does not attempt to replace or supersede any of the existing theories. Instead, it attempts to organize the various motivational constructs from different theories into one model. The main constructs are self-efficacy beliefs, the role of expectancy, and goal orientation. The formula suggests that in any behavior episode, there are four major prerequisites for effective functioning:

- i) The person must have the motivation needed to initiate and maintain the activity until the goal directing the episode is attained.
- ii) The person must have the skill necessary to construct and execute a pattern of activity that will produce the desired result.
- iii) The person’s biological structure and functioning must be able to support the operation of the motivation and skill components.
- iv) The person must have the cooperation of a responsive environment that will facilitate progress towards the goal (Ford, 1992).

This model attempts to provide a comprehensive theory of motivation and proposes that actual achievement and competence and even high performance are the results of a motivated, skillful, and biologically capable person interacting within a responsive environment.

## **2.3 The Empirical Review**

### **2.3.1 School Related Factors**

In this study school related factors that influencing student performance includes school administration, the role of teachers and students themselves.

### **2.3.1.1 Influence of School Administration on Student Performance**

Though there were several factors that affected student performance, School Leadership also had also a positive effect on student performance, supporting findings from correlations shown earlier. For every one standard deviation increased in agreement for that factor, the percent of students at or above proficiency could be expected to increase by approximately 3.1 percentage points (TELL Colorado, 2011).

Moreover, one among the functions of school administration was to control discipline both to the students and teachers. Stanley (2014) in the study titled “Discipline and Academic Performance; A Study of Selected secondary Schools in Lagos, Nigeria” argued that school rule and regulation play significant roles in enhancing students’ academic performance.

### **2.3.1.2 Role of Teachers in Student Performance**

Lai (2007), in the study of “The Effect of School and Teacher Quality on Student Performance: Using a Natural Experiment from the Middle School Reforms in Beijing” they examined how school and teacher characteristics affect student academic performance. Results show that school effects matter for the test scores on the High School Entrance Exam. They identified the role of teacher quality, showing that an upgrading of 10 percent of the teachers to higher rank would increase by 5 percent to 14 percent the students’ probability of successfully reaching the minimum required for admission in high school. By contrast, informal degree training was not effective and teachers’ number of years on the job lowers the overall test score,

expectedly due to job burnout under considerable parent pressures to perform. They also found that students with weaker academic achievements or socioeconomic backgrounds were more sensitive to the quality of their teachers.

### **2.3.1.3 Parts of Student in Promoting their Performance**

Discipline toward student is among the key elements which can support student performance. That had evidenced by Stanley (2014) in the study titled “Discipline and Academic Performance; A Study of Selected secondary Schools in Lagos, Nigeria” On the whole, the study revealed that school rule and regulation play significant roles in enhancing students’ academic performance. The adoption further revealed that when rule and regulation was emphasized, it in a long run prescribed the standard of behavior expected of students and teachers.

Moreover, Mlowosa *et al* (2014) in the study titled “The impact of truancy in academic performance among secondary school students: A case study of Kigamboni Ward in Temeke Municipality” they argued that 51.7 percent of the participants agreed that truancy was a latent base for poor academic performance among secondary school students in Kigamboni ward. Then they recommended that, a wake-up call for government and society to redefine the effectiveness of the current education curriculum and education policies was needed. In contrary, poor performance in Tanzania secondary schools was not only caused by attendance characteristics alone but other factors such as poverty, earl child pregnancy, drug abuse, poor parental guide, peer groups and lack of seriousness in classroom, also cause poor performance.

### **2.3.2 Community Related Factors**

According to TELL Colorado (2011) in the study titled “The Impact of Teaching Conditions on Student Performance and Teacher Attrition” argued that Community Support and Involvement had the strongest positive impact of the teaching and learning condition factors at the elementary level. For every one standard deviation increased in agreement on that factor, the percent of students at or above proficiency could be expected to increase by 4.3 percentage points.

Williams (2011) in the study of “Home, school, and community factors that contribute to the educational resilience of urban, African American high school graduates from low-income, single-parent families” revealed that protective factors across multiple contexts of students’ lives contributed to their academic success despite adversity. Eight themes emerged from participants responses: education specific parenting practices, non-traditional ways of supporting education, maintained kinship networks, school as an agent of families, resilience promoting features of schools, supportive relational networks within the community, promoting ecological resilience to improve student outcomes, and relational strategies to promote educational resilience.

#### **2.3.2.1 Roles of Parents/NGOs on Promoting Student Performance**

Ojimba (2013) in the study titled “Socio – economic status of parents and senior secondary school students’ achievement in Mathematics in rivers state, Nigeria” prostrated that socio-economic status of parent (SES) was significantly related to students’ achievement in mathematics, the researcher recommends that parents

should actively support the learning of their children, in such ways as monitoring children's progress and communicating with school personnel, tutor children at home to reinforce work done in school and acting as volunteer in schools as aides or in other roles.

On the other hand, Kibaara and Ndirangu (2014) conducted a research titled "Parental Involvement in Their Children's Academic Achievement in Public Secondary Schools: A Case of Kieni-West Sub-County, Nyeri County- Kenya" they evidenced that 84.7 percent of the parents interviewed participated in school events and activities while 71.6 percent monitored homework. Parents' responses indicated that 92 percent believed that their involvement was beneficial to the teachers in aiding in their children's education progress. In addition 98.2 percent felt that organized parental involvement program could improve their relationship with their children.

### **2.3.2.2 The Influence of Education Policies on Student Performance**

According to Sahilberg (2007), in the study of "Education policies for raising student learning: the Finnish approach" evidenced that various strategies focused on altering education policies have been advocated to raise student achievement. Some recommended strategies were based on menus of elements or functions within the education system to be improved (see Blankstein, 2004, for instance). New practices were often mandated by issuing laws and regulations that coerce schools and teachers to change their behaviors. The Finnish approach to improving learning and

achievement of all students, by contrast, was based on a long-term vision and a set of basic values that have been accepted by Finnish society.

### **2.3.3 Physical Facilities Related Factors**

Sabitu *et al* (2011) in the study of “School types, facilities and academic performance of students in senior secondary schools in Ondo State, Nigeria” evidenced that Causes of the poor academic performance could include ownership of the school and inadequate facilities. Facilities were of everything used directly or indirectly for the benefit of education. Facilities could also be explained as the entire school plant such as blocks of classrooms, staffrooms, laboratories, workshops, libraries, laboratory equipment, consumables, audio visual aids, electricity, water, chairs, tables, stationeries, playground, storage spaces and others which school has. It has always been realized that facilities were very important in the development and improvement of education in Nigeria. A school without facilities, either private or public, could not be able to achieve the stated goals and objectives of the system. When facilities were available and skillfully utilized, they influenced learning and making it more meaningful. Facilities in education were very vital because they aid teaching and learning.

#### **2.3.3.1 The Influence of Buildings on Student Performance**

Naz (2013) *et al*, evidenced that; Physical infrastructure facilities (including school buildings, class rooms etc) were the compulsory components of any educational institution and research have proved that student’s performance and academic achievements in tests scores etc were correlated with better building quality, newer



school buildings, proper lighting and thermal comfort and air quality along-with advanced laboratories and libraries (McGuffey's, 1982, Earthman and Lemasters, 1998). Plumley (1978) and Chan (1979) have assessed students studying in modernized or new buildings and concluded that the students of modern schools scored consistently higher grade across a range of standardized tests as compared to students of non-modernized schools. New and facilitated buildings provide greater opportunity to students in their academic progress, grade up-gradation and other personality traits.

#### **2.3.3.2 Availability of Furniture on Student Performance**

Furniture is a part and parcel of physical facilities required at school so as to promote student performance. Therefore, a school without facilities, either private or public, could not be able to achieve the stated goals and objectives of the system. When facilities were available and skillfully utilized, they influenced learning and made it more meaningful. Facilities in education were very vital because they aided teaching and learning, (Sabitu et al, 2011).

#### **2.3.3.3 Availability of Teaching and Learning Materials and Student Performance**

Atieno (2014) conducted a study titled “Influence of teaching and learning resources on students’ performance in Kenya certificate of secondary education in free day secondary education in Embakasi district”. The study found out that teaching and learning materials were available and were utilized in schools, especially those used in classroom instruction, like chalks, dusters and charts except physical facilities

were lacking and there was gross inadequacy of human resources. That resulted to overstretched resources with annual increase in enrolment rates which resulted in undermining the quality of education.

#### **2.4 Research Gap**

The reviewed literature so far had in common noted that critical issues which influenced performance among students in schools were shortage or lacking of apparatus in the teaching of science subjects, absence of libraries, teaching methodologies, absence of teacher's houses, poor coverage of the syllabus, shortage of fund from the government, school characteristics, unqualified teachers, poor infrastructural facilities, insufficient books, frequent changes in the curriculum, resource materials, lack of conducive teaching and learning environment, weak communication among teachers and parents. Apart from those factors, this study intended to explore further on factors affected student performance in Newala district.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter present research methodology, research design, area of study, population, sample size and sampling procedure, method of data collection as well as data analysis.

#### **3.2 Research Design**

The aim of this study was to explore factors affecting student performance in CSEE in Newala district Tanzania for past four years (2011 - 2014). The study focused on five selected public secondary schools in Newala district in Mtwara region. The study used qualitative approach. The approach was used because research methods involved a broad range of methods of data collection, including questionnaires; interviews guide line and documentary review. Moreover, the method was inductive process of organizing data into categories and identifying relationships among those categories.

#### **3.3 Area of Study**

The study conducted in Newala District in Mtwara region where by five secondary schools were involved (Newala, Nangwanda, Dr. Alex, Nambung and Mtangalanga Secondary schools). These secondary schools were involved in the study as representative part to all public secondary schools which were found in Newala District.

### **3.4 Population**

The population for the study was 2135 participants including 2 education officers, 5 heads of school, 88 secondary teachers, 2000 secondary students, and 40 parents.

### **3.5 Sample Size and Sampling Procedures**

The sample for the study involved 100 participants, categorically were 2 education officers, 5 heads of school, 10 secondary teachers, 8 parents and 75 secondary students.

As regards to the procedure of sampling them, those who purposely sampled were education offices and heads of school. Those were sampled because they had key information on secondary school administration. Participants who selected randomly were teachers, students and parents. Students and teachers were involved in the sample because they were involved in day to day activities in the process of teaching and learning. Also, parents were included in the sample because they were involved in school development plan.

### **3.6 Data Collection Techniques**

The study employed questionnaire, interview guide line and documentary reviews methods to collect information from selected participants.

#### **3.6.1 Questionnaires Instrument**

In this study questionnaire was used to collect information from students and teachers. Questionnaires were used in the study because could contact a large number

of people at relatively low cost, easy to reach people who were spread across a wide geographical area or who live in remote locations and participants were able to complete postal questionnaires in their own time and telephone calls could be arranged for a more clarifications.

### **3.6.2 Interview Method**

This method used to collect data from education officers, heads of school and parents. The method was used in the study because it enabled the researcher to learn the feelings and opinions from participants on the problem being explored. Also, the method gave opportunity for a researcher to explain or clarify questions and it allowed personal interaction with participants.

### **3.6.3 Documentary Reviews Method**

This method used to collect data from different documents including results for CSEE and other related materials. The instrument was used in this study because a researcher needs to get existed records on CSEE performance for past four years in district level and secondary level.

## **3.7 Data Analysis Procedure**

Data analysis is a process of transforming crude data from the field into useful information relevant to the study. Data from questionnaires was tallied according to different themes in order to get quantifies which could be presented in the form of figures or tables. Data from interviews was narratives. Documentary review data was mainly second hand analysis. It was data which created a base line which compared

with primary data collected. In this study base line data were results of the certificate of secondary examination in sampled years. That indicated how students performed in different years, thus gave a hint on the existence of a problem which needed exploration.

## CHAPTER FOUR

### 4.0 DATA PRESENTATION

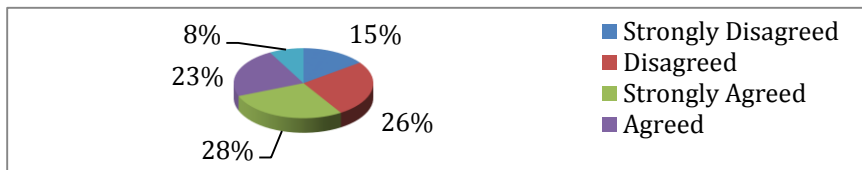
#### 4.1 Introduction

This chapter presents the findings of the study. The data collected were based on the objective of the study.

#### 4.2 School Related Factors

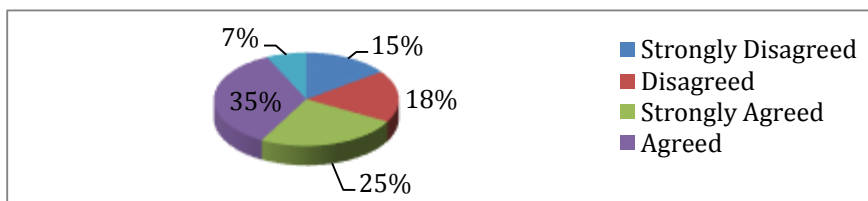
##### 4.2.1 Administration

- i. Poor school administration can lead to poor student performance.



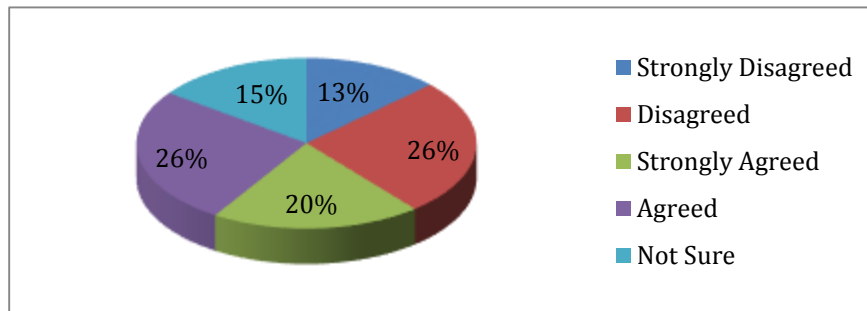
**Figure 4.1: The Effect of School Administration on Student Performance in CSEE**

- ii. Poor entry marks in Form One and Form Three can be source of poor student performance in CSEE.



**Figure 4.2: A Relationship between Poor Entry Marks and Student Performance in CSEE**

- iii. Lack of effective school inspection can be a source student performing poorly in CSEE.



**Figure 4.3: Effect School Inspection on Student Performance in CSEE**

Source: Figure 4.1 – 4.3 Researcher’s coded Questionnaire responses from Newala District in September 2015.

Figure 4.1 indicates that 26 percent of participants disagreed that poor school administration affected the students performance in CSEE, 15 percent strongly disagreed, 28 percent strongly agreed, 23 percent agreed and 8 percent were not sure. On the side of interview, majority of interviewee agreed on the fact that poor school administration was among problems which led to poor performance in CSEE. For example, one among head of school said;

*“If a school is poorly managed obviously you cannot expect students to do better in their CSEE”.*

Figure 4.2 indicates that 35 percent of the participants agreed that poor entry marks in Form One and Three affected performance of students in CSEE, 25 percent strongly agreed, 18 percent disagreed, 15 percent strongly disagreed and 7 percent were not sure.



Participants who were interviewed also agreed that poor entry marks in Form One and Three was a factor that affected student performance in CSEE. For example, some of responses from two heads of school were;

First head of school:

*“Some students were selected out of cheating in Primary School Leaving Exam. That means they join Form one with poor skills in reading and writing”.*

Second head of school:

*“Some students joined Form three with poor or low marks by expecting that they will improve letter but the reality does not show that”.*

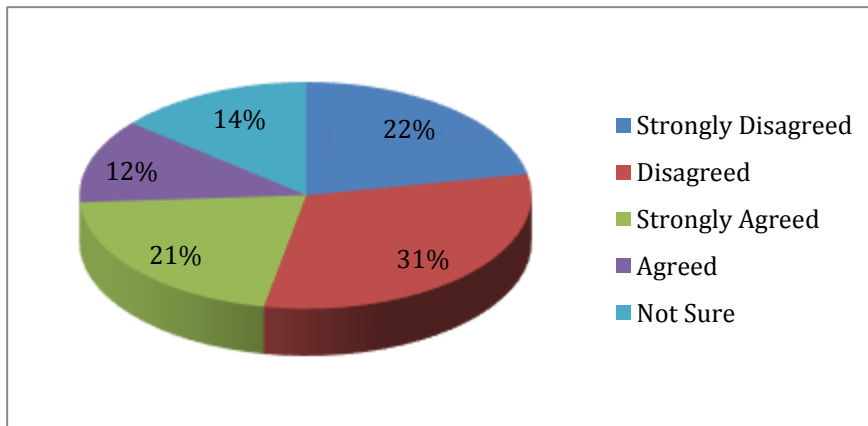
Figure 4.3 indicates that 26 percent of participants agreed that lack of effective school inspection was a factor that affected students’ performance in CSEE, 20 percent strongly agreed, 26 percent disagreed, 13 percent strongly disagreed and 15 percent were not sure.

On the side of interviewees, the majority agreed that lack of effective school inspection was among the factors that affected student performance in CSEE. For example, one District Secondary Education Officer said;

*“School inspection was not conducted regularly especially at zone level as recommended in education policy. What do you expect out of that”*

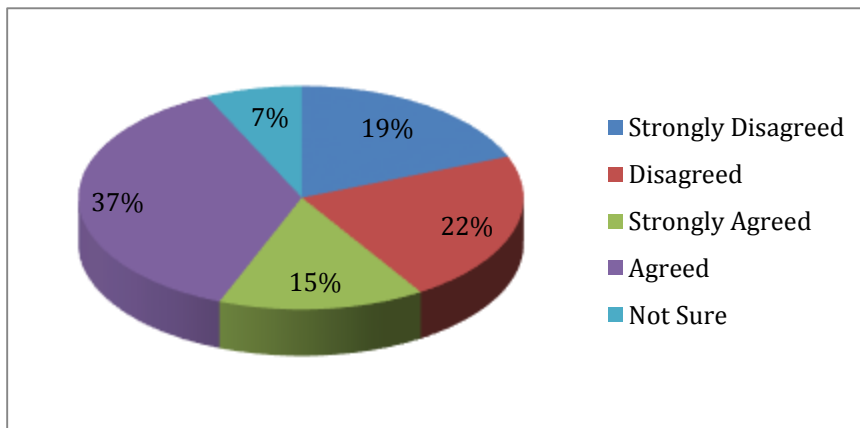
#### **4.2.2 Teachers**

- iv. Competence of Teachers in a subject can affect student performance in CSEE.



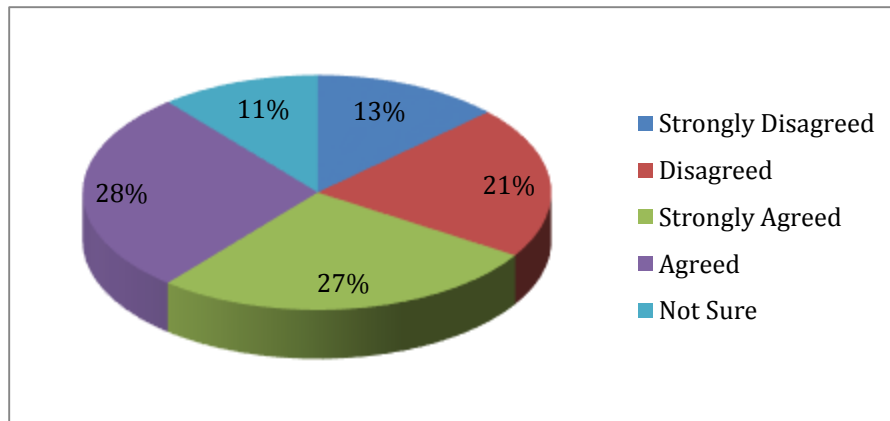
**Figure 4.4: Responses on Teachers Competence in a Subject**

- v. Inconsistence in teacher-student ratio can affect student performance in CSEE.



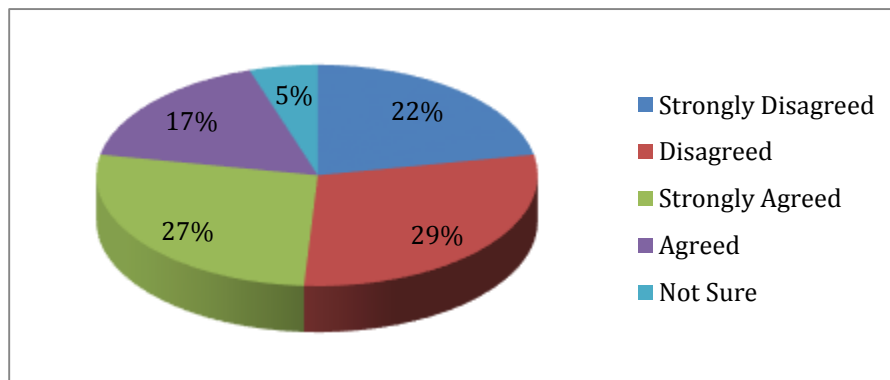
**Figure 4.5: Responses on the Relationship between Teachers-Students Ratio**

- vi. Poor teaching methods in different subjects can influence performance of students in the CSEE.



**Figure 4.6: Responses on Teaching Methods on Influencing Performance in CSEE**

vii. Poor classroom attendance by teachers can affect student performance in CSEE



**Figure 4.7: Responses on Attendance of Teachers in Classrooms**

Source: Figure 4.4 – 4.7 Researcher's coded Questionnaire responses from Newala District in September 2015.

Figure 4.4 indicates that 31 percent of participants disagreed that competence of teachers in different subjects could affect student performance in CSEE, 22 percent strongly disagreed, 21 percent strongly agreed, 12 percent agreed and 14 percent of participants were not sure.

Participants who were interviewed, the majority agreed that competence of teachers in different subjects could affect student performance in CSEE. For example, some of responses on teacher's competence from one parent and one head of school consecutively were;

Head of school said:

*“Poor syllabus coverage in different subject especially science subject was a problem which led into poor student performance in CSEE”.*

Comment from a parent was:

*“Poor test and examination construction at school was a problem also that contributed to poor student performance in CSEE”.*

Figure 4.5 indicates that 37 percent of participants agreed that number of teachers versus student was a problem which could affect performance in CSEE, 15 percent strongly agreed, 22 percent disagreed, and 19 percent strongly disagreed while 7 percent were not sure.

Moreover, a good number of participants who were interviewed agreed that number of teachers versus students especially in science subjects was a problem that contributed into poor student performance in CSEE. For example one parent said;

*“Students performed poorly in science subjects due to shortage or absence of science teachers”.*

Figure 4.6 indicates that 28 percent of participants agreed on poor teaching methods in different subjects as a factor that affected performance of students in CSEE, 27 percent strongly agreed, 21 percent disagreed, 13 percent and 11 percent were not sure.

However, participants who were interviewed did not agree that poor teaching methods did contribute to poor performance of students in the CSEE.

Figure 4.7 indicates that 29 percent of participants strongly disagreed on the fact that poor classroom attendance could affect student performance in CSEE, 22 percent disagreed, 27 percent strongly agreed, 17 percent agreed and 5 percent of participants were not sure.

Participants who were interviewed, some of them agreed that poor classroom attendance was a factor that affected student performance in CSEE. Some of responses from Education Officers on poor classroom attendance were;

District Secondary Education officer said that;

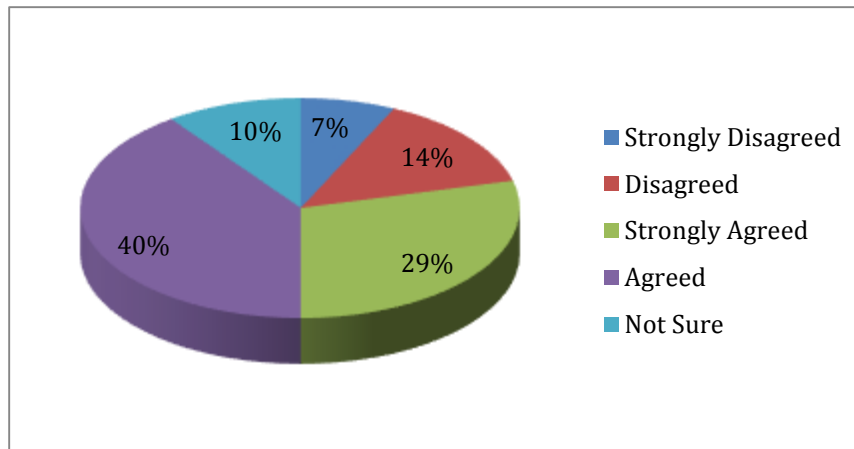
*“Lack of supervision in teaching activity was a problem that led to poor coverage of syllabus since teachers missed in some periods or left notes to student instead of teaching”.*

District Secondary Academic Officer had this to say;

*“Conflict at work especially among teachers themselves was a problem which led to poor classroom attendance by teachers”.*

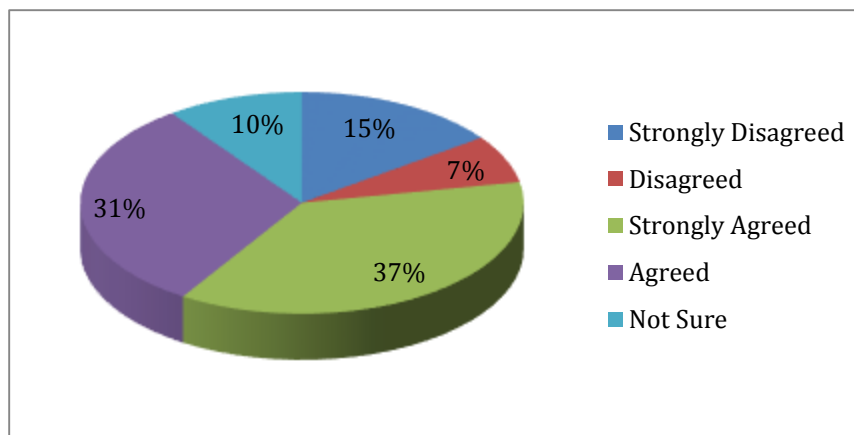
### **4.2.3 Students**

viii. Discipline of students can affect student performance in CSEE.



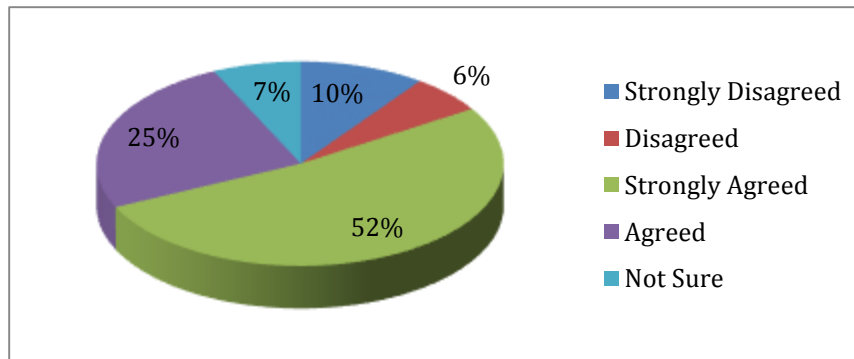
**Figure 4.8: The Effect of Student Discipline on Student Performance in CSEE**

ix. Truancy of students can lead to poor performance in CSEE.



**Figure 4.9: Effect of student absenteeism in performance of CSEE**

x. Lack of readiness of students in learning can affect student performance in CSEE



**Figure 4.10: Responses on Readiness of Students in Learning and Performance of CSEE**

Source: Figure 4.8 – 4.10 Researcher’s coded Questionnaire responses from Newala District in September 2015.

Figure 4.8 indicates that, 40 percent of participants agreed that discipline of students was a factor that affected students’ performance in CSEE for the past four years. 29 percent strongly agreed, 14 percent disagreed, 7 percent strongly disagreed and 10 percent were not sure.

For participants who were interviewed, majority agreed that poor students’ discipline was a problem which contributed to poor performance of CSEE. For example, one head of school said;

*“There were disturbances from parents toward teachers or school management after students being punished by teachers after misbehaving. A lot of time was spent on solving such conflicts instead of teachers attending their duties and responsibilities”.*

Figure 4.9, indicates that 37 percent of participants strongly agreed to the fact that truancy of students at school affected their performance in CSEE, 31 percent agreed,

7 percent disagreed, 15 percent strongly disagreed while 10 percent of participants were not sure with the fact.

Coming to interviewees the majority of participants agreed that truancy of students was a problem which contributed to poor student performance in CSEE. Some of responses from participants on truancy of student were as follows:

Two heads of school had this to say consecutively;

*“Life hardship was a problem because other students especially boys were expected to buy basic needs at their home, by doing that they failed to attend school regularly”.*

*“Majority of students who were living with guardians especially grandparents instead of their parents failed to attend to school frequently due to poor parenting system”.*

As regards to teachers two among them said;

*“Absence of lunch meals at school was a problem which caused students to leave school before appropriate time which made them to miss some periods”.*

*“Long distances from home to school discourage students in attending to school regularly especially after waking up late”.*

Figure 4.10 indicates that 52 percent of participant strongly agreed that lack of readiness of students in learning was a factor which affected students performance in CSEE, 25 percent agreed, 10 percent strongly disagreed, 6 percent disagreed and 7 percent were not sure.

On the other hand, participants who were interviewed agreed that lack of readiness of students in learning was a problem which contributed to poor student performance in CSEE. The following were some of responses from four heads of school;



The first one noted:

*“Peer groups among students especially boys was a problem that enforced them to use drugs and other bad behaviours, that situation discouraged student to study hard”*

The second head of school stressed;

*“Household activities are common problems which restricted girls in learning; while at home most girls do not have time for resting or studying compared to boys”.*

The third one remarked:

*“Love affairs among students and sexual harassment for girls were problems that affected student readiness in learning”.*

The last head of school pre-empted;

*“Lack of confidence specifically for girls was a problem which reduced the readiness of girls in learning science subjects”.*

One among parents commented that;

*“Globalization is a big problem which affected students in learning process because, instead of learning most of the students involved themselves in the use of telephone and spent more time in watching different programmes on Televisions”.*

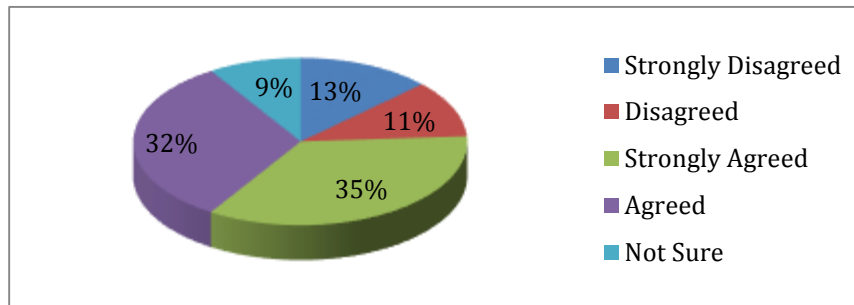
District Secondary Academic Officer remarked;

*“Lack of motivation such as sport and games was a problem that discouraged students to attend school regularly especially those with talents”.*

### **4.3 Physical Facilities Related Factors**

#### **4.3.1 Buildings**

- xi. Lack of availability of physical facilities such as classrooms, laboratories, library, administration and teacher’s houses can lead to poor performance of CSEE



**Figure 4.11: Responses on Availability of Buildings and Student Performance in CSEE**

Source: Figure 4.11 Researcher's coded Questionnaire responses from Newala District in September 2015.

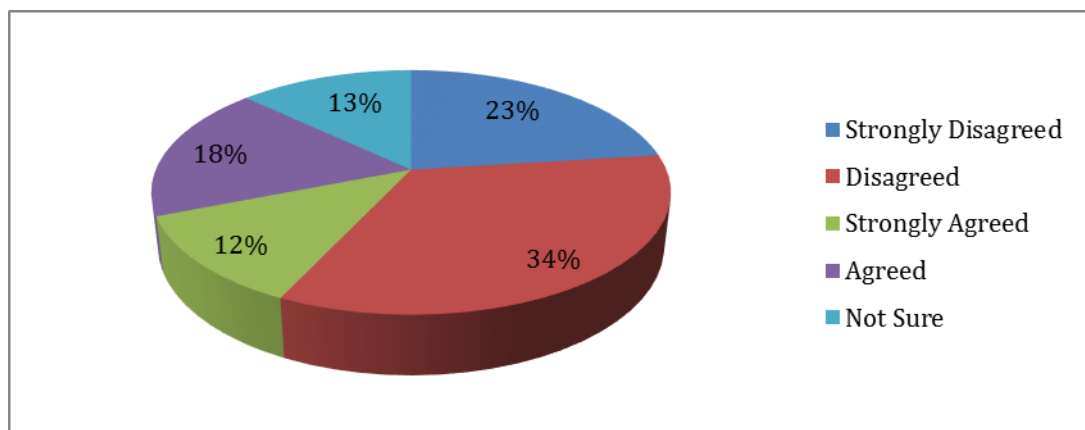
Figure 4.11 indicates that 35 percent of participants strongly agreed on the fact that lack of availability of physical facilities such as classrooms, laboratories, libraries, administration blocks and teacher's houses affected the students' performance in CSEE, 32 percent agreed, 13 percent strongly disagreed, 11 percent disagreed while 9 percent were not sure.

On the side of interview, participants agreed that lack of availability of physical facilities such as classrooms, laboratories, libraries, and administration blocks and teachers houses affected the students' performance in CSEE. For example one parent said:

*“Absence of teacher's houses around school environment was a problem which limited students to contact their teachers frequently and, absence of laboratories in some schools limited students to offer science subjects”.*

### 4.3.2 Furniture

- xii. Lack of availability of furniture such as chairs and tables can negatively affect student performance in CSEE



**Figure 4.12: Availability of Furniture versus Student Performance in CSEE**

Source: Figure 4.12 Researcher's coded Questionnaire responses from Newala District in September 2015.

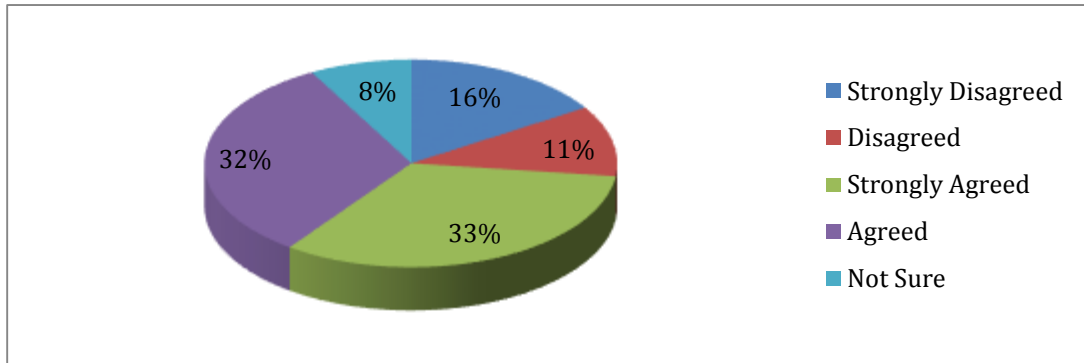
The Figure above indicates that 34 percent of participants disagreed that lack of availability of furniture such as chairs and tables was among the factors that affected students' performance in CSEE negatively. About 23 percent strongly disagreed, 12 percent strongly agreed, 18 percent agreed while 13 percent were not sure with the fact.

Moreover, participants who were interviewed did not agreed that shortage of furniture at school was a problem that contributed to poor student performance in CSEE. District Secondary Education Officer for example said:

*“Most of schools in Newala District have enough furniture, so that can not affect performance in the examinations”*

### 4.3.3 Teaching and Learning materials

- xiii. Lack of teaching and learning materials such as text books, reference books, syllabuses and other related materials can lead to poor performance.



**Figure 4.13: Relationship between Teaching and Learning materials and student performance in CSEE**

Source: Figure 4.13 Researcher's coded Questionnaire responses from Newala District in September 2015.

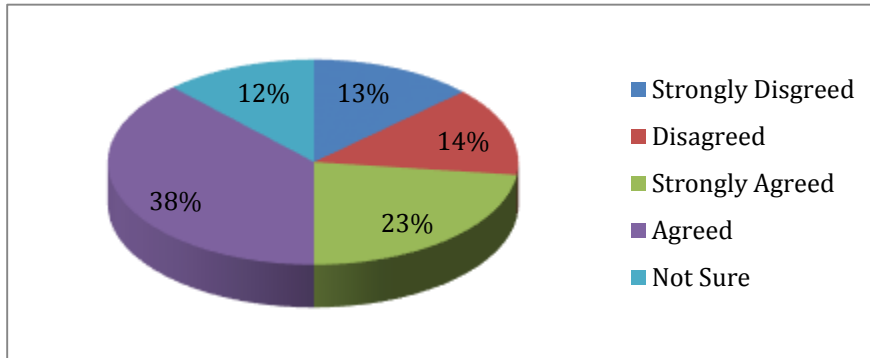
The figure 4.13 indicates that 33 percent of participants strongly agreed on the fact that lack of teaching and learning materials such as text books, reference books, syllabuses and other related materials was a factor that affected students' performance in CSEE. 32 percent agreed, 16 percent strongly disagreed, 11 percent disagreed and 8 percent were not sure.

However, the majority of participants strongly disagreed that lack and or shortage of teaching and learning materials were factors which contributed to poor student performance in CSEE. That indicated that most of school had enough teaching and learning materials.

## 4.4 Community Related Factors

### 4.4.1 Parents

- xiv. Parents' involvement in learning of their children can affect student performance in CSEE.



**Figure 4.14: The Effect of Parental Involvement in Student Performance**

Source: Figure 4.14 Researcher's coded Questionnaire responses from Newala District in September 2015.

From the Figure 4.14, about 38 percent of participants agreed that Parental involvement in learning of their children was low therefore, it led into poor students' performance in CSEE, 23 percent strongly agreed, 14 percent disagreed, 13 strongly disagreed and 12 percent of participants were not sure.

Participants who were interviewed they strongly agreed that low involvement of parents in learning of their children was a problem that contributed to poor student performance in CSEE. The following were some of responses from heads of school and Education Officers:

Two Education Officers consecutively said;

*“Poor parenting system was a problem which reduced readiness of students in learning since most of guardians and some of parents failed to monitor and or supervise children in their studies”.*

*“Other parents left their children alone at home and went far away to cultivate simsim that situation destructed the mindset of students specifically in learning activities”.*

The first head of school noted;

*“Parents were also careless on academic matters; they did not want to know the progress of their children in academic issues”.*

The second one said;

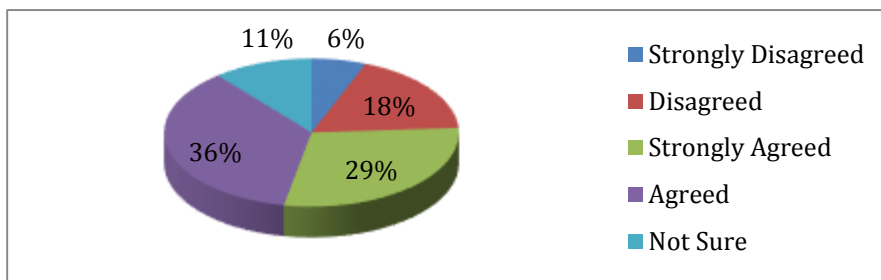
*“Sometimes, other parents failed to provide school requirements for their children thus; readiness of students in learning was reduced”.*

Third head of school stressed;

*“Parents did not corporate positively with teachers in guarding their children”.*

#### 4.4.2 Education Policy

xv. Unclear education policy can affect student performance.



**Figure 4.15: The influence of Education Policy on Student Performance**

Source: Figure 4.15 Researcher’s coded Questionnaire responses from Newala District in September 2015.

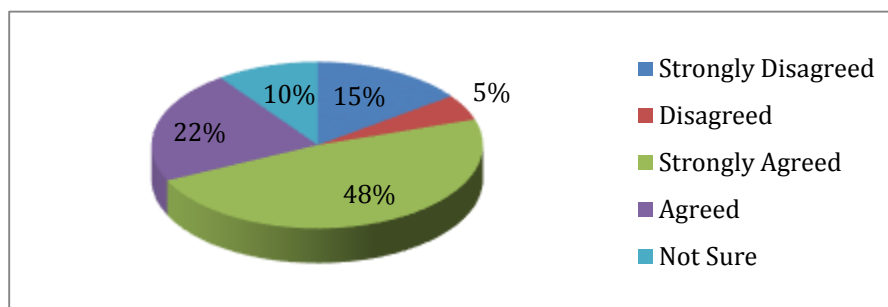
Figure 4.15 indicates that, 36 percent of participants agreed on the fact that Un - clear education policy was a problem that affected students' performance in CSEE negatively, 29 percent strongly agreed, 18 percent disagreed, 6 percent strongly disagreed while 11 percent of participant were not sure. Participants who were interviewed by the researcher especially heads of school and education officers agreed that unclear education policy was among the factors that affected students performance in CSEE. For example, some of responses from three heads of school were:

*“There was a problem on recommended text books used and examination setting; some contents from examination were lacking in text books and such coverage was not indicated in syllabuses”.*

*“An incompetent teacher was a problem which resulted from unclear education policy in guiding the high education level providers”.*

*“Only English Language was recommended to be used in teaching and learning in secondary level but it was still a challenge in improving academic performance”.*

- xvi. Instructional language (English) is a problem which can lead to poor performance of students in CSEE.



**Figure 4.16: Relationship between English Language and Student Performance in CSEE**

Source: Figure 4.16 Researcher's coded Questionnaire responses from Newala District in September 2015.

The Figure 4.16 indicates that, 48 percent of participants strongly agreed that Instructional language (English) was a problem that affected students' performance in CSEE. 22 percent agreed, 15 percent strongly disagreed, 5 percent disagreed and 10 percent of participants were not sure. A good number of participants who were interviewed disagreed that English Language as instructional Language was among problems which contributed to poor student performance in CSEE. Example, experiences of some of the interviewees on instructional language were:

One Education officer said;

*“Students failed even to perform in Kiswahili subject though it is a National Language and students are familiar with it”.*

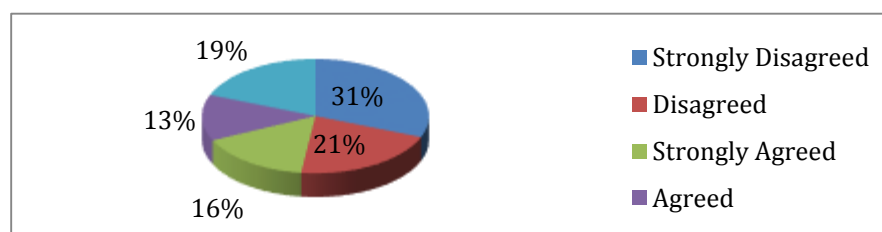
Two heads of school commented that;

*“Students are not committed in learning and speaking English Language therefore, better to start with English from primary level to create confidence to them”.*

*“Most of Teachers are using both Kiswahili and English languages in teaching and learning activities with the aim of improving”.*

#### 4.4.3 Cultural Practice

- xvii. Presence of cultural practice like “Jando na Unyago” can affect student performance specifically in CSEE



**Figure 4.17: The Impact of Cultural Practice on Student Performance in CSEE**

**Source:** Figure 4.17 Researcher's coded Questionnaire responses from Newala District in September 2015.



Figure 4.17 indicates that 31 percent of participants strongly disagreed on the fact that presence of cultural practice like “Jando na Unyago” was among the factors that affected students’ performance negatively in CSEE. 21 percent disagreed, 16 percent strongly agreed, 13 percent agreed, 19 percent of participants were not sure.

However, the majority of participants who were interviewed strongly agreed that cultural practice like “Jando na Unyago” was among factors that affected performance in CSEE. Some of responses on cultural practice were:

One Education Officer noted;

*“Student spent a lot of time by attending such ceremonies instead of studying”*

Two heads of schools remarked;

*“Such kind of cultural practice forced students to engage in early love relationship especially girls”*

*“Parents spent a lot of money in the preparation of such ceremonies while failing to pay school fee and other school contributions”.*

## CHAPTER FIVE

### 5.0 DISCUSSION OF THE FINDINGS

#### 5.1 Introduction

This chapter presents discussions of the study findings. The discussion is divided into three sub headings, namely School, Physical and Community related factors.

#### 5.2 School Related Factors

##### 5.2.1 Poor school Administration

School administration has a positive effect on student performance. The basic role was to ensure availability of conducive learning environment. Figure 4.1, indicated that 51 percent of participants agreed that poor school administration was a factor that affected student performance in CSEE.

Other studies have verified that school administration had a great role toward student performance. In the study of “How does leadership affect student achievement; Results from a national US survey” conducted by Louis *et al* (2010) noted that leadership variables were positively related to student learning. It also suggested that both shared and instructionally focused leadership were complementarily approached for improving schools.

Vidoni and Grasseti (2003) in the study titled “The Role of School Leadership on Student Achievement: Evidence from Timss2003” noted that head-teacher specialization (either in management or in leadership) had negligible direct effect on student achievement. However, head-teacher specialization was

correlated to a lower impact of family with social economic status (SES) on student achievement. Moreover, by investigating the impact of school management and school leadership on student achievement on students with different family background in terms of education, it was apparent that the high concentrations of school leadership were especially valuable for students of lower SES. On the other hand, the high concentrations of school management were most valuable for the students of higher SES.

There seemed little doubt that both district and school leadership provided a critical bridge between educational-reform initiatives, and having those reforms made a genuine difference for all students. Such leadership came from many sources, not just superintendents and principals. But those informal positions of authority in school systems were still the most influential. Efforts to improve their recruitment, training, evaluation and ongoing development should be considered highly cost-effective approaches to successful school improvement (Leithwood et al, 2004).

### **5.2.2 Poor Entry Marks in Form One and Three**

Academic development depended much on background of students, entry marks from primary school to secondary school was a key factor that used to determine student performance. Figure 4.2, indicated that 60 percent of participants agreed on the fact that poor entry marks in Form One and Three was among the factors that affected student performance in CSEE.

Other studies had talked about entry marks as a factor which affected student performance. The study of Kinyua (2014) recommended that Kenya Certificate of

Primary Education points which a learner scored, category of the secondary school attended and the students' gender were significant in determining the students' score in their secondary school final examination based on the significance value. Although the study findings indicated that age, Kenya Certificate of Primary Education scores, secondary school type and the primary school type that a learner attended, affected their eventual performance in Kenya Certificate of Secondary Education based on the 95 percent of confidence interval.

However; Jagero (2013) in the study titled "How performance of students in Kenya Certificate of Primary Education can predict their performance in Kenya Certificate of Secondary Education", revealed that there was a correlation of 0.559 between performance in KCPE and KCSE and the correlation was significant at 0.01 levels in a two-tailed test. Furthermore, girls performed better in KCSE exams than boys, though they were admitted with lower marks in the KCPE.

Amasuomo (2014) in the study titled "Academic performance of students admitted with different entry Certificates to the Nigerian Certificate In Education Programme at the Federal College of Education (TECHNICAL)", concluded from the findings that the level of academic performance of secondary school certificate and City and Guilds certificate groups were unequal, with the secondary school certificate group having a noticeable edge in academic performance over the City and Guilds certificate group.

There was also a statistically significant difference in the performance of both groups in the five courses at the 5 percent performance level of significance. Based on the fact that

the secondary school certificate group performed academically better than the City and Guilds certificate group.

### **5.2.3 Lack of Effective School Inspection**

Lack of effective school inspection was among the factors that affected student performance in CSEE specifically in Newala district. Figure 4.3 indicated that 46 percent of participants agreed that lack of effective school inspection led to poor performance in CSEE.

Other studies have talked about relationship between school inspection and academic achievement. The study of Gustafsson (2014) titled “Impact of school inspections on teaching and learning in primary and secondary education in Sweden” evidenced that Sweden had since 2008 re-established school inspections as a major instrument for controlling and promoting the quality of schools. As school inspections were increasingly used for the aim of improving schools, it was of great importance to gain more knowledge about which effected inspections had on school-level processes which could be expected to lead to the improvement of student performance.

Klerks (2012) in the study titled “The effect of school inspections: a systematic review” evidenced that the relationship between school inspections and improvement in the quality of education was not a simple one. Nevertheless there was ample evidence that an approach to school inspection that took into account the findings of some of the discussed studies could have a positive effect on school improvement, behavioural change of teachers or student achievement results.

Ehren and Visscher (2008) in the study titled “The relationship between school inspections, school characteristics and school improvement” noted that results of ten case studies showed that all schools started to improve after a school visit. However, some of the expected relationships were not confirmed in the cases studied and those results shaded new light on the topic of interest. An important general conclusion could be drawn: that the assumption that the inspection of schools alone would automatically improve schools was naïve, and that contingencies were very significant: e.g. the type of school being inspected, how the inspector dealt with the school, how compelling the feedback received by schools was and how specific the improvement appointments about schools.

#### **5.2.4 Quality of Teachers in Subject is Low**

A teacher and students were key elements in facilitating learning activity thus; quality of a teacher was among the factors which affected student performance. However, Figure 4.4 indicated that, 53 percent of participants disagreed that lack of competence of teachers in subject was among the factors that affected student performance in CSEE specifically in Newala District.

Other studies have talked about competence of teachers in different subject as a factor that affected student performance. Hightower *et al* (2011), in the study titled “Improving Student Learning By Supporting Quality Teaching: Key Issues, Effective Strategies”, defined a quality teacher as one who had a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills. Quality

teachers were life-long learners in their subject areas; not only that such teachers were reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development, and the ability to marshal a broad array of techniques to meet student needs. They set high expectations and support students in achieving them. They established an environment conducive to learning, and leverage available resources outside as well as inside the classroom.

A study by Mosha (2014) observed that presence of untrained, under-qualified, and trained teachers in schools who were incompetent as a result they skipped to teach some difficult topics in the syllabus. Therefore, it was recommended that the Ministry of Education and Vocational Training should make sure that teachers were properly trained in a manner that they would be equipped with proper content subject matter knowledge as well as methods and strategies of teaching the subject that would play part in students' high performance not only in English but also in other subjects taught in English.

Moreover, Wenglinsky (2001). In the study titled "Teacher Classroom Practices and Student Performance: How Schools Can Make a Difference", revealed that the effects of classroom practices, when added to those of other teacher characteristics, were comparable in size to those of student background, suggested that teachers could contribute as much to student learning as the students themselves.

Additionally, Lan *et al* (2012), in the study titled “Linking Quality of Instruction to Instructionally Sensitive Assessments” argued that, the success of science education relies on the quality of teaching that takes place in the classroom. Meaningful and successful learning would not happen automatically for students without deliberate scaffolding from teachers. If teachers failed to support students to make connections between key concepts and investigation data for a given curriculum, students would end up with scattered, disconnected pieces of information rather than integrated big ideas that cross curricula.

Although the findings of this current study somehow ignore the importance of teacher qualification on student performance, other scholars have confirmed a close relationship between teacher qualification and student achievement.

### **5.2.5 Number of Teachers versus Students**

Academic development at school depend much on the availability of teachers at school thus, shortage of teachers could harm student performance.

Figure 4.5 indicated that, 52 percent of participants agreed on the fact that number of teachers in comparison to the number of students in a class was among the factors that affected student performance in CSEE specifically in Newala district.

Different scholars had verified that fact through studies; Mosha (2014) in the study titled “Factors Affecting Students’ Performance in English Language in Zanzibar Rural and Urban Secondary Schools” argued that shortage of teachers and skipping



of difficult topics in the syllabus indicated clearly that students were partially taught which might have contributed to low performance in the subject. Since the syllabus specifies the topics to be covered and the number of periods to be taught in each level, and the examination was set according to what the syllabus stipulates, and then it would be difficult for them to pass the subject without proper and effective teaching. That greatly contributed to failure in the National Form Four Examination by majority of the Zanzibari students.

Mkumbo (2013), in the study titled “Does school environment affect student achievement?” recommended that there was a need to invest more in the quantity and quality of teachers. Education reforms focusing on teachers should go beyond increasing the numbers by increasing the admission rates of education students in various institutions of learning. The focus should equally be placed in improving teachers’ motivation and commitment to teach.

Ndalichako and Komba (2014), in the study titled “Students’ Subject Choice in Secondary Schools in Tanzania: A Matter of Students’ Ability and Interests or Forced Circumstances?” showed that, the majority of students in community secondary schools preferred arts subject. However, that was mainly out of their ability and interests but due to circumstances which prevailed in their schools such as shortage of teachers, laboratories and other science teaching and learning facilities. Even the few students who indicated that they preferred science were unsure that they would do well in the Form four national examinations due to the teaching and learning challenges in their schools.

### **5.2.6 Poor Teaching Method in Different Subjects**

Teaching methods were techniques used by teachers to deliver materials to students, such techniques were teacher and student centred approaches. Thus, a teaching method was a key factor that influenced student performance through learning process. Figure 4.6 indicated that, 55 percent of participants agreed that poor teaching method in different subjects was among the factors that affected student performance in CSEE negatively. MoEVT (2010) evidenced that one among the challenges observed in Secondary Development Plan phase one was poor teaching approaches in the classroom, mostly teacher centered, with students relying heavily on the teacher and old notes, and classroom time often not being used efficiently and effectively for mental engagement of the students.

Rahman *et al* (2011) in the study of “Impact of Discussion Method on Students Performance” results indicated that mean score of the experimental group was higher than the control group. It was concluded that discussion method was more effective than lecture method. The study recommended that teachers preferred discussion method in teaching of social studies.

Abrantes *et al* (2007), argued that valuable information for teachers and school managers, revealed that students appreciated interactive and student-focused methods. Moreover, instructors’ personal qualities and teaching characteristics (i.e., responsiveness, likeability/concern, and instructional methods) strongly influenced perceived learning.

However, the study of “Lecturing Style Teaching and Student Performance” conducted by Klaveren (n.d) found no relationship between lecturing style teaching and student performance. Hence, the results did not support the idea that lecturing style was old fashioned or that a more personal teaching style would be beneficial for the cognitive performance of students.

### **5.2.7 Poor Classroom Attendance by Teachers**

Figure 4.7 indicated that, 51 percent of participants disagreed that poor classroom attendance by teachers was a problem which led to poor student performance in CSEE.

Different studies have investigated on the impact of teachers’ attendance toward student performance. Damle (2009), in the study titled “Investigating the impact of substitute teachers on student achievement: a review of literature” it was noted that teacher absenteeism and the resulting employment of substitute teachers entailed financial costs and an increase in educational expenditure. However, the more enduring and expensive consequences were the possible negative impact on student learning and achievement.

Finlayson (2009), in the study titled “The Impact of Teacher Absenteeism on Student Performance: The Case of the Cobb County School District”, recommended that better collection and monitoring of teacher absenteeism data, required teachers to make personal contact with the principal or other administrator when reporting absences, and implementing incentive programs to improve teacher attendance.

Suryadarma *et al* (n.d), evidenced that higher teacher absence significantly correlates with lower student scores in the math test. Because prior studies of student achievement in Indonesia lacked access to data on teacher absence in Indonesia that correlation had not been observed before. While their data did not allow them to establish causality, that result was consistent with the view that teacher absenteeism was either a cause or a symptom of problems related to service delivery in the education sector. Another paper using that dataset explored in detail the extent and possible causes of teacher absenteeism, with a view to suggesting policies which should reduce the absenteeism rate and increase the quality of schooling (Rogers *et al.*, 2004).

### **5.2.8 Discipline of Students**

Discipline was needed for both teachers and students to facilitate learning activity at school. Figure 4.8 indicated that, 69 percent of participant agreed, that discipline of students was among the factors affected student performance negatively in CSEE.

Other studies on discipline of students and student performance had been conducted in different areas; Stanley (2014) in the study titled “Discipline and Academic Performance (A Study of Selected secondary Schools in Lagos, Nigeria)”, showed that effective school discipline should be encouraged in controlling students’ behaviour which led to students’ general academic performance.

Rai *et al* (2009), explored the relation of students’ self-discipline with their knowledge attributes; The study revealed that high self-discipline students had significantly higher initial knowledge, but there was no consistent relationship of

learning while using the tutor. Moreover, higher self-discipline students seemed more careful with respect to making careless mistakes.

Whisman and Chapman (2013) offered four recommendations based on an analysis of school discipline data from the 2012-2013 school years: Firstly, the authors encouraged diligence among schools in accurately reporting discipline behaviours; secondly, they invited school to implement positive discipline approaches and alternatives to suspension; thirdly, they remarked that schools should provide appropriate behavioural interventions in the context of a three-tiered framework; and lastly, the authors invited further investigate and build capacity to minimize subgroup disparities in discipline practices.

### **5.2.9 Truancy of Students**

Figure 4.9 indicated that, 68 percent of participant agreed on the fact that truancy of students was a problem which contributed to poor student performance in CSEE. Thus, there was a negative relationship between student absenteeism and student performance. There were various studies which had talked about relationship between student absenteeism and student achievement.

Balfanz & Byrnes (2012) in the study titled “Chronic Absenteeism: Summarizing What We Know From Nationally Available Data” revealed that in attending school on a regular basis did matter.

Millions of students missed far too much school, with multiple detrimental effects. Chronic absenteeism was a key driver of the nation’s achievement, high school

graduation, and college attainment gaps. A major reason that occurred was that few schools, districts, or states routinely measured absenteeism. Because chronic absenteeism was not measured, it could not be monitored or acted upon. The good news was that if they did measure and monitor absenteeism it was difficult to improve it with existed resources. Thus, as a nation it was necessary to ensure that students were ready, willing and able to attend school regularly.

Oleh *et al* (2011), in the study titled “The effect of class absenteeism on students’ performance: evidence from faculty of accountancy UITM SABAH” showed that there was a significant positive relationship between attendance to class and student’s performance. That indicated that students who came to class more frequently would have better result. That also indicated that UiTM existed policy on student’s attendance to class had been implemented efficiently. Thus the findings of that study provided additional insight on the importance of imposing compulsory attendance among students. It indicated that students needed to attend all classes or lectures in order to get good performance during final exam.

Ginsburg (2014) in the study of “Absences Add Up: How School Attendance Influences Student Success”, showed that students with higher absenteeism rates had lower scores on national standardized tests. It reinforced a growing body of research confirming the connection between school attendance and student achievement. The good news was that poor attendance could be turned around when policies and practices encouraged schools and communities to partner with students and their families to monitor their data and implement promised and proven practices.

### **5.2.10 Lack of Readiness of Students in Learning**

Readiness to a student was very potential since it facilitated the ability to acquire knowledge thus; there was a positive relationship between readiness of a student and performance. Figure 4.10 indicated that, 77 percent of participant agreed on the fact that lack of readiness of students in learning was a major factor that affected student negatively in CSEE. That indicated that there was a positive relationship between student readiness in learning and academic achievement.

Rehman & Haider (2013) in the study titled “The impact of motivation on learning of secondary school students in Karachi: An analytical study”, noted that teachers knew how could student be involved in class room activities before giving knowledge. Teachers and parents should develop mutual confidence. That confidence developed motivation in students to learn.

Ndalichako & Komba (2014) in the study titled “Students’ subject choice in secondary Schools in Tanzania: A matter of students’ Ability and Interests or Forced Circumstances?” found that the reasons for students preference of a particular subject included the inspiration from significant others, commitment and support provided by the subject teachers, the availability of teachers and their teaching approaches and relevance of the subject to their daily life experiences.

On the basis of these findings, it was recommended that the government should create a conducive learning environment, especially for community secondary schools, that would allow students to select subjects on the basis of their ability and interests.

Ontario (2013) in the study titled “Learning for all; A guide to effective assessment and instruction for all student, kindergarten to Grade 12” noted that all educators, students, and parents hoped that their schools would have brought out the very best in their students and encouraged them to reach their full potential. Much progress had been made, but they had more work to do. The effort to raise the bar and reduce the gap was a shared responsibility. It required engagement, innovation, and partnership between parents, the school, and its community to create learning opportunities for all students.

### **5.3 Physical Related Factors**

#### **5.3.1 Lack of Availability of Physical Facilities Such As Classrooms, Laboratories, Library, And Administration Block and Teacher’s Houses**

Availability of different buildings at school facilitated learning activity and led into academic achievement. Figure 4.11 indicated that 67 percent of participants agreed on the fact that lack or and shortage of crucial buildings at school was among the factors affected student performance negatively in CSEE.

The study by Higgins *et al* (2005) revealed that physical elements in the school environment could be shown to have discernible effects on teachers and learners. In particular, inadequate temperature control, lighting, air quality and acoustics had detrimental effects on concentration, mood, well-being, attendance and, ultimately, attainment.

McGuffey's (1982) synthesis of earlier studies as cited by Schneider (2002) correlated student achievement with better building quality, newer school buildings,



better lighting, better thermal comfort and air quality, and more advanced laboratories and libraries. Moreover, there was a growing body of work linking educational achievement and student performance to the quality of air they breathed in schools. Some of the studies on physical facilities were just beginning to make a cumulative mark, for example on thermal comfort, showed how students and teachers could not perform in relation to healthy ones (EPA 2000, Kennedy 2001, Leach 1997). That logic seemed unassailable, and researchers were developed in the scientific evidence to support it. Lanham (1998), showed the significance of buildings toward academic achievement. Identification of specific buildings and classroom factors had a significant relationship to student achievement.

### **5.3.2 Lack of Availability of Furniture Such As Chairs and Tables**

Availability of furniture in school buildings was necessary to facilitate learning activity. Figure 4.12 indicated that, 57 percent of participants disagreed on the fact that lack of availability of furniture such as chairs and tables was among the factors that affected student negatively in performance of CSEE.

Okwere-Kwakye (2013) in the study titled “Availability of Supportive Facilities for Effective Teaching” the results revealed that facilities like furniture for pupil, urinal and toilet facilities and classroom blocks, were available but not adequate. However, computer laboratories, library books, staff common room and teachers’ accommodation were unavailable.

FIRA (2008) in the study of “Safe seats of learning How good school furniture can make a difference” it was emphasized that poorly designed furniture was hampering

goals and ideals for tomorrow's learning environments. Furniture that satisfied the needs of children, teachers and schools would provide real benefits for all. A change in direction was needed from the current cost driven approach towards selection which understood the needs and provided the flexibility required in today's learning environments.

It was stressed that the quality of infrastructure and learning environmental conditions had strong bearing to academic performance among students. Learning infrastructure include buildings, furniture, equipment, classrooms, library or laboratories that contributed to a positive learning environment and quality education for both schools and students. The quality of learning facilities available within an educational institution had positive effect on the quality of teaching and learning activities which in turn led to the attainment of good performance. The quality of school buildings and furniture would determine how long other such inputs would last (Duruji *et al*, n.d).

Suleman & Hussain (2014) in the study titled "Effects of Classroom Physical Environment on the Academic Achievement Scores of Secondary School Students in Kohat Division, Pakistan", revealed that classroom physical environment plays a crucial role in strengthening students' academic achievement therefore, it was strongly recommended that classrooms should be well structured and physical facilities should be provided to each school on priority basis. The authors defined physical classroom environment as a combination of different things such as lighting,

temperature, and ventilation system, size of the room, floor, walls, desks, chairs, rugs, whiteboards, and computers.

### **5.3.3 Lack of Teaching and Learning Materials Such As Text Books, Reference Books, Syllabus and Other Related Materials**

Figure 4.13 indicated that, 64 percent of participants agreed on the fact that lack of teaching and learning materials was among factors that affected student performance negatively in CSEE.

The study by Atieno (2014) examined the influence of teaching and learning resources on students' performance in KCSE in FDSE in Embakasi district. The study revealed that teaching and learning materials were available and were utilized in schools, especially those used in classroom instruction, like chalks, dusters and charts. That resulted to overstretched resources with annual increase in enrolment rates thus compromising the quality of education. Therefore the government should allocate more funds for teaching and learning resources (TLR) so as to improve the status and condition of physical facilities and employment of more teachers for the Free Day Secondary Education (FDSE).

Guloba *et al* (2010) in the study titled "Does teaching methods and availability of teaching resources influence pupils' performance: Evidence from four Districts in Uganda" it was noted that the inadequacy of teaching resources partly attributed to the low quality of education in UPE schools as reflected in the Primary three and six pupils' performance in literacy and numeracy. Accordingly, The Government

responded by increasing supply of teaching resources with the hope of improving the quality of education in UPE schools. Therefore, the major findings of the study emphasized the supply of more teaching resources in Ugandan context, should not be the number one priority intervention if the quality of education in public primary school was to be improved. Paradoxically, supply of teaching resources was found to have adverse effects on education quality. That suggested that the supply of teaching resources in those schools seemed to be done at the expense of effective teaching.

Mwathwana *et al* (2014) in the study conducted to examine the impact of history teaching/learning resources on student performance in KCSEE History examination, noted that teaching-learning resources were statistically significant in learning and teaching of history. From the findings, most schools in the two districts 75 percent lacked a library and of those schools which have a library only 18.2 percent were adequately stocked with history learning /teaching resources.

## **5.4 Community Related Factors**

### **5.4.1 Low Parental Involvement in Learning of Their Children**

Parents were among stakeholders who have a great role to ensure that their children were getting quality education. Figure 4.14 indicated that, 61 percent of participants agreed that parental involvement in learning of their children was a problem which contributed to poor student performance in CSEE.

The study by Rafiq *et al* (2013) titled “Parental Involvement and Academic Achievement; A Study on Secondary School Students of Lahore, Pakistan”, found

that parental involvement had significance effect in better academic performance of their children. In that study it has been proved that parental involvement enhanced the academic achievements of their children.

Hara & Burke (1998) in the study titled “Parental Involvement: The Key to Improved Student Achievement”, provided indications of growing parent concerns about their children, their children’s’ education, as well as an appreciation for teachers who, on a daily basis, were in positions to influence, guide, and provide for their children education.

Center on Education Policy (2012) argued that the circumstances in which children were raised and the involvement of their parents in their early education played a role in shaping academic mindset and motivation. Culturally sensitive parent involvement programs that focused on ways to create a stimulating home environment and motivate children to achieve could make a difference. For example, parents could help foster motivation by praising effort, persistence, and mastery of subjects rather than general achievement or intelligence and talent.

While available literature supports the notion that parental engagement could positively impact student academic attainment, there was an important distinction between involving parents in schooling and engaging parents in learning; it was the latter that has shown to have the greatest positive impact. While involving parents in school activities could have an important community and social function, the key to facilitating positive change in a child’s academic attainment was the engagement of parents in learning outcomes in the home (Emerson *et al*, 2012).

#### **5.4.2 Unclear Education Policy**

Figure 4.15 indicated that, 65 percent of participants agreed that unclear education policy was among factors that affected student in performance of CSEE. Education policy has a vital role on academic development since it makes foundation for academic matters.

There were studies which had been conducted to show relationship between education policy and academic development. Chongos (2013) in the study titled “Class size and Student outcomes: Research and Policy Implications”, results provided suggestive evidence that some changes to class-size policies might be politically feasible. In that context, state policymakers might consider amending class-size policies to provide local school leaders more flexibility in how to distribute support for smaller classes.

The study by Jacob and Ludwig (2009) showed the role of education policy toward poor children, they noted that the policy challenge in that domain was to induce more effective teachers to teach in schools serving the most disadvantaged children, knowing that effectiveness cannot easily be measured. The dramatic variation in effectiveness that they observed among teachers highlights the great potential value of successful policies in that area.

Aturupane *et al* (2007), had a paper which investigated the determinants of learning among fourth grade students in Sri Lanka. Sri Lanka had already attained universal primary completion. However, many Sri Lankan students displayed weak academic

performance, and it was unclear whether education policies would improve their performance.

### **5.4.3 Instructional Language (English) is a Problem**

English Language was a suggested language to be used in teaching and learning process in Tanzanian secondary schools. Figure 4.16 indicated that, 70 percent of participants agreed to the fact that instructional language was a problem which affected student performance negatively in CSEE.

Other studies had talked on the relationship between Instructional Language and student academic achievements. The study by Kinyaduka & Kiwara (2013) titled “Language of Instruction and its Impact on Quality of Education in Secondary Schools: Experiences from Morogoro Region, Tanzania”, recommended that the use of both, English and Swahili in teaching and evaluation, that meant, students should write their exams in either of the languages. The study concluded that using English language as a medium of instruction contributed to poor academic performance among students, which resulted in poor quality education.

Just discussion of quality of education could not be divorced from goals of education, it was equally important not to divorce the question of language of instruction from quality of education. That was due to the role that the language of instruction played in determining the quality of education. Language of instruction was a vehicle through which education was delivered. The role of language of instruction could be likened to that of pipes in carrying water from one destination to another or that of copper wires in transmitting electricity from one station to another.

Just as a pipe was an important medium in carrying water, and a copper wire an important medium for transmitting electricity, the language of instruction was an indispensable medium for carrying, or transmitting education from teachers to learners and among learners (Qorro, 2006).

Abedi (2010), had a paper titled “Performance assessments for English language learners (ELLs)”, discussed limitations with the standardized achievement tests currently used for ELLs and share information on how performance assessments could be efficiently used to led to better understood of those students’ content knowledge and to improved their academic performance. Issues and limitations of a performance assessment approach for ELL students were discussed, along with how to make these assessments more accessible to ELL students.

#### **5.4.4 Presence of Cultural practices like “Jando na Unyago”**

In many African societies cultural practices tends to harm academic achievement. In Figure 4.17 indicated that, 52 percent of participants disagreed that presence of cultural practice like “Jando na Unyago” was among problems which led to poor student performance in CSEE.

Some studies had showed negative relationship between cultural practice and academic achievement; Halley (2012) noted that changes in rural Mtwara were reshaping the cultural environment in which those rituals were practiced. As evidenced by the high rates of school dropout, the expansion of formal education, in particular, was increased both female students’ vulnerability to pregnancy and the



consequences associated with those pregnancies. Those changes were fuelled the emergence of a set of expectations and consequences surrounded adolescent sexuality, particularly for female students, which were contradictory to existed cultural scripts. However, a closed examination of female students' negotiated of their sexual relationships suggested that those girls were found diverse and creative ways to navigate both their sexuality and their education in the context of change.

Pius (2005) in the study of "Rural Children and constraints to secondary education in Tanzania", noted that there was a conflict between those traditional ceremonies and the policy aimed in continuation of girls to secondary school. Parents could not be openly willing to take their daughters to secondary school before the rituals. They were hiding the truth, claiming not to afford to take a child to school due to their low income while the money that was going to be spent during "ngoma" could contributed to the cost of taking the child to school.

From the study by Rehema *et al* (2014) titled "Effects of Initiation Rituals to Primary and Secondary School Girls in Morogoro Rural District" found out that girls attended initiation ceremonies as early as they reached puberty be eleven or twelve years. It was established that the girls who attended the ceremonies encounter mistreatments, abuse and sometimes they missed their precious school time. Complementing that it was learnt that after the ceremonies, girls changed their behaviour and thus some of them feel they could not cope with formal education. As a result of the changes of behaviour the girls reported dropping out of school to pursue other womanly responsibilities of got married and had families.

## **CHAPTER SIX**

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

#### **6.1 Introduction**

This chapter presents summary, conclusions, recommendations and area for further study.

#### **6.2 Summary**

The study was conducted to explore the factors affecting student performance in Certificate of Secondary Education Examination in Newala district Tanzania. The population for the study was 2135 participants where by 100 participants were sampled, categorically were 2 education officers, 5 heads of school, 10 secondary teachers, 8 parents and 75 secondary students. The general objective of this study was to explore factors that affect performance of students in the SCEE in Newala District and specifically the study was aimed to; Establish factors that affect performance in the CSEE among secondary schools in Newala district, to educate different stakeholders including teachers on what should be done to improve performance in CSEE in Newala district and to highlight on the steps that should be taken to eliminate negative factors influencing student performance in CSEE in Newala district. The study had the following findings; Factors such as poor school administration, poor entry marks in Form One and Three, lack of effective school inspection, low quality of teachers in subject matter, number of teachers versus student, poor teaching method in different subject, poor classroom attendance by teachers, discipline of student, truancy of student, lack of readiness of students in

learning, lack availability of physical facilities, low parental involvement in learning of their children and unclear education policy affected the students performance negatively while presence of cultural practices like “Jando na Unyago” seems to have no effect on student performance in CSEE in Newala district.

### **6.3 Conclusion**

Basing on the findings of the study the following conclusions were made: Firstly, shortage of teaching and learning materials and physical facilities were problems which contributed to poor performance in CSEE. Secondly, lack of readiness of students in learning and poor entry marks in Form One and Three were factors which led to poor student performance in CSEE. Thirdly, poor performance in CSEE was also contributed by low parental involvement in learning of their children. Fourthly, un-clear education policy was another problem which affected students in performance of CSEE.

### **6.4 Recommendations**

In relation to the conclusion, the study provides the following recommendations; firstly, government should provide schools with reliable financial support to ensure availability of required physical facilities, teaching and learning material. Secondly, for the time being only pupils with high scores in Primary School Level of Education should join Form One. Thirdly, parents should be provided with education on how to support their children in learning process. Fourthly, the ministry of Education and Vocational Training should ensure presence of clear education policy specifically on recommended text books, instructional language, and grading system.

### **6.5 Area for Further Study**

Basing on the reality that there are multiples of factors affecting student performance, there is need to explore further issues influencing readiness of student in the learning process. This is due to the fact that, among other factors that affected student performance in the CSEE negatively, lack of readiness of student in learning was highly supported by participants.

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## APENDICES

### APENDIX 1: Questionnaire for Teacher and Students

I request a positive cooperation. Please do not provide wrong and/or biased information in your responses. I assure you that the information provided is for research purpose only.

 Do not write your name anywhere

 Put a tick on the opinion that you think is appropriate;

**A:** Please put a tick (√) in a response that corresponds to the attribute being asked.

1. Tick a relative status

A teacher ( )

A student ( )

2. Tick your sex

Male ( )

Female ( )

3. How is the performance of the school rated in the Certificate of Secondary Education Examination?

Highest ( )

High ( )

Low ( )

Lowest ( )

4. Who normally do better in the Certificate of Secondary Education Examination in this School?

Girls ( )

Boys ( )

**B:** The responses mean: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NS = Not Sure

5. What are the factors affecting performance in the Certificate of Secondary Education Examination in this School?

	<b>Propositions</b>	<b>Opinions</b>				
		<b>SD</b>	<b>D</b>	<b>SA</b>	<b>A</b>	<b>NS</b>
	Discipline of students					
	Truancy of students					
	Lack of readiness of students in learning					
	Poor entry marks in Form One and Three					
	Poor School administration					
	Number of teachers versus students					
	Quality of teachers in subjects is low					
	Lack of teaching and learning materials such as text books, reference books, syllabuses and other related materials.					
	Parents involvement in learning of their children is low					
	Lack of availability of physical facilities such as classrooms, laboratories, library, administration block and teachers houses					
	Lack of availability of furniture such as chairs and tables					
	Un-clear Education policy					
	Instructional language (English) is a problem					
	Presence Cultural practices like “unyago”					
	Poor teaching methods indifferent subjects					
	Poor classroom attendance by teachers					
	Lack of effective school inspection					

6. How should performance in the Certificate of Secondary Education Examination be improved in Newala District?

	<b>Propositions</b>	<b>Opinions</b>				
		<b>SD</b>	<b>D</b>	<b>SA</b>	<b>A</b>	<b>NS</b>
	The use of English as instructional language from primary school					
	Availability of enough text books and reference books					
	Availability of qualified teachers					



	Presence of hostel for both girls and boys					
	For the time being only pupils with high scores in Primary School Level of Education should join Form One					
	Availability of teacher's houses around schools					
	Electric supply at schools					
	Reliable Financial support from the Government					
	Provision of Lunch meals for students and their teachers					
	Remedial teaching during in the evening					
	Syllabus coverage should be monitored					
	Organize Tests/examinations at ward and district level					

7. Which steps should be taken to eliminate negative factors that affecting performance of Certificate of Secondary Education Examination in Newala District?

	<b>Propositions</b>	<b>Opinions</b>				
		<b>SD</b>	<b>D</b>	<b>SA</b>	<b>A</b>	<b>NS</b>
	Formulation and effective implementation of school rules and regulations					
	Supplying the schools with learning and teaching materials					
	In-service training and seminars for teachers					
	Distribution of teachers should focus on demand of school					
	Parental involvement in student learning					
	Bad cultural practices should be modified					
	Effective School inspection should be done to control teaching and learning activities					
	Presence of clear stated education policy					

**APENDIX 2: Interview guide for Heads of School, Education Officers and Parents**

1. How do you rate performance of schools in the CSEE?
2. What are the issues you think if not attended can affect student performance in the CSEE?
3. Normally who are normally doing better in the CSEE between boys and girls?
4. What are the reasons for the difference noted?
5. Which steps do you think could be adapted to alleviate the situation?
6. What are the community/parents do to alleviate the situation?
7. What about the issue of infrastructure and school materials. Are they enough?
8. Do Schools receive any funds to run day to day school activities?
9. Are teachers contributing to the poor performance of students in CSEE?
10. In which ways do cultural practices like “Jando na Unyago” affect performance in the CSEE?
11. The use of English Language as instructional language in teaching, is it contributing to poor performance of students in the CSEE?
12. What do you say about education policy of Tanzania toward performance in the CSEE?
13. Are School inspection conducted regularly?
14. Which steps do you think should be taken to eliminate negative factors that affect performance in the CSEE in Newala District?
15. How should performance in the CSEE be improved in School/District level?

The Open University of Tanzania  
Mtwara Regional Centre  
Tanu Road

P.O. Box 322,  
Tel.No: 023 233397



Chuo Kikuu Huria cha Tanzania  
Kituo cha Mtwara  
Barabara ya Tanu.

S.L. P Barua 322,  
Simu Na. 023 2333977 Fax:  
023 2333936

27. 08.2015

**THE OPEN UNIVERSITY OF TANZANIA**  
**FACULTY OF EDUCATION**

The District Commissioner,  
P.O. Box 16,  
NEWALA

Mtwara Regional Centre,  
P. O. Box, 322  
MTWARA

**RE: A STUDENT: LIMBE BRIGHTONE**

The above named is a post-graduate student, pursuing his master's degree at The Open University of Tanzania. The title of his study is "FACTORS AFFECTING STUDENT PERFORMANCE IN CERTIFICATE OF SECONDARY EDUCATION EXAMINATION. A case of Newala district in Mtwara region". I have assisted him to develop the research proposal. I am pleased to inform that his proposal is informative enough to allow him proceed to the next stage of data collection. Data collection will specifically involve the following: District Education Officers, Heads of sampled schools, some parents, teachers and students. Please accord him the necessary assistance, which will enable him fulfill this academic exercise.

I wish him a nice field exercise.

Dr. Jerome J. Chilumba,

**SUPERVISOR**

## NEWALA DISTRICT COUNCIL

*ALL LETTERS SHOULD BE ADDRESSED TO THE DISTRICT EXECUTIVE DIRECTOR*

Tel Number 023 2410210  
023 2410251  
Fax Number: 023 2410211



District Executive Director Office  
Newala District Council  
S. L. P. 16  
Newala – MTWARA.

*In reply please quote*

Ref. No. NDC/E.10/30/146

07<sup>th</sup> September, 2015

**TO WHOM IT MAY CONCERN,**  
**Newala District Council,**  
P.O.Box 16,  
**NEWALA**

### **RE: LETTER OF INTRODUCTION FOR LIMBE BRIGHTONE**

Kindly refer to the above mentioned subject.

The above named individual is a Student of the Open University of Tanzania, Mtwara Region Center. Currently, conducting a research study titled, '**Factors Affecting Student Performance in Certificate of Secondary Education Examination: A Case of Newala District in Mtwara Region**'. In this regard, this letter is to let you know that, permission has been granted to conduct this study in our District Council. So please give him assistance he might need by giving him objective and correct answers.

Regards,

George Mussa

**For: District Executive Director**

**NEWALA**

Kiny: MKURUGENZI MTEENDAJI  
WAZI AYA WA NEWALA