

**INSTITUTIONAL FACTORS INFLUENCING STUDENTS'
PERFORMANCE IN CERTIFICATE OF SECONDARY EDUCATION
EXAMINATION IN PUBLIC SECONDARY SCHOOLS IN MOROGORO
MUNICIPALITY, TANZANIA**

Martin Saning'o Mollel

**A Research Project Submitted in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in Educational
Administration, University of Nairobi**

2013

DECLARATION

I hereby declare that, this project is my original work and has not been submitted to any other university or institution for an academic award.

.....
Martin Mollel

Reg. No: E55/70021/2011

This research project has been submitted for examination with our approval as university supervisors.

.....
Dr. Ursulla Okoth

Lecturer

Department of Educational Administration & Planning
University of Nairobi

.....
Prof. Winston Akala

Senior lecturer

Department of Educational Administrative & Planning
University of Nairobi

DEDICATION

This work is dedicated to my beloved parents, Mr. Emmanuel Peter Mollel and Mrs. Mkombolewa Peter Mollel (as a token of thanks, love, and respect for them).

ACKNOWLEDGEMENT

First of all praise is due to the Almighty God, The Lord, for the numerous blessings He has graciously bestowed and sustained upon me in my life, which led me to the successful completion of this work. As well, this work would not been complete without the collective efforts from several people to whom I extend my sincere appreciation. Since it is very difficult to mention all by names, it suffices to say 'Thank You' to all of them. However, I would be inconsiderable if some among them were not specifically mentioned.

Particularly, I owe immense gratitude to my supervisors Professor Winston Akala, Dr. Ursulla Okoth for their tolerance and industriousness which profoundly stimulated my interest in pursuing this study. They were ever-present with practical and tireless support, insightful comments, encouragement and notable criticisms, which were important in shaping the present form and content of this project.

My special and heartfelt thanks are also due to my Sponsors, World Council of Churches(WCC), my employer, Vocational Education and Training Authority (VETA),especially my principal, Stephen T. Lazaro for providing me leave, money, material as well as moral support needed as I struggled to study and fulfill the conditions for the M.Ed (Administration) degree of this University. I also thank my Lovely wife, Glory Martin Mollel, my son Meshack, and my two daughters, Naomi (Naishipai), Suzan (Nanyori) for their tolerance, prayers,

patience and constant encouragement during the whole period of this particular study.

With reference to data collection, I am grateful to all teachers, officials and other respondents, who readily set time out of their busy schedules to accommodate my research needs. Deep gratitude is also extended to lecturers of the department of Educational Administration and Planning and the programme coordinator for their precision and time consciousness which resulted into the programme ending in time. Credit is as well given to my Uncle, Bishop Charles Meliyio and his Wife Nancy Charles Meliyio for their moral and spiritual support during my study, my fellow M.Ed candidates who helped me enormously, particularly Stanley Arungu, Nicholous Kavulu, Agnes Kanario, and Dorocas Kenyanito.

TABLE OF CONTENTS

Contents	Page
Title page	i
Declaration.....	ii
Dedication.....	iii
Acknowledgement	iv
List of abbreviations and acronyms	x
List of tables.....	xi
List of figures.....	xii
Abstract.....	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem.....	6
1.3 Purpose of the study.....	8
1.4 Research objectives.....	8
1.5 Research questions.....	8
1.6 Significance of the study.....	9
1.7 Limitation of the Study	10
1.8 Delimitation of the Study.....	11
1.9 Assumptions of the study.....	11
1.10 Definition of significant terms	12

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	13
2.2 Learning and teaching resources on students academic performance	13
2.3 Head of schools characteristics on students academic performance	14
2.4 Head of school intervention on improving CSEE performance	16

2.5 School physical facilities on students' academic achievement.....	17
2.6 Summary of literature review	19
2.7 Theoretical framework.....	20
2.8 Conceptual framework.....	21

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction.....	23
3.2 Research Design.....	23
3.3 Target Population.....	23
3.4 Sample size and sampling procedure.....	24
3.5 Research instruments	24
3.5.1 Questionnaire	25
3.5.2 Interview guide	25
3.6 Validity of the research instruments	26
3.7 Reliability of the research instrument.....	27
3.8 Data collection procedures.....	28
3.9 Ethical consideration.....	28
3.10 Data analysis	28

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	30
4.2 Return rate.....	30
4.3 Demographic information of respondents	31
4.4 Learning and teaching resources on students' academic performance.....	35
4.5 Students opinion on learning and teaching processes of teachers	36
4.5.1 Rate how teachers express their skills	37
4.5.2 Rate the provision of learning and teaching resources	37
4.5.3 Teachers experience can influence performance	37
4.5.4 Teachers salary has an influence on teachers performance	38
4.5.5 When teachers include demonstrations when teaching	38
4.6 Teachers opinion on provision of learning and teaching resources	38

4.6.1	Number of lessons attended to in a week.....	40
4.6.2	Teachers have problems with students in understanding problems.....	41
4.6.3	Language triggers failure in students performance.....	41
4.6.4	Teachers favorite subject	41
4.6.5	Teacher morale.....	42
4.6.6	Change of language in communication can improve performance	42
4.6.7	Commonly used language in teaching	42
4.6.8	Subjects taught	42
4.7	Effect of Head of school characteristics on students CSEE academic performance	43
4.8	How head of schools supervision affect students' CSEE academic performance	44
4.9	Head of school interview on supervision of teaching and learning processes	45
4.10	School physical facilities on students' academic achievement.....	45
4.10.1	Number of available libraries in an institution	45
4.10.2	Number of available laboratories in an institution.....	47
4.10.3	Number of available classrooms in an institution.....	48
4.10.4	Number of available dining hall in an institution	49
4.10.5	Number of available dormitories in an institution	50
4.10.6	Number of available school bus in an institution.....	51
4.10.7	Number of available indoor games in an institution.....	52
4.10.8	Number of available fields in an institution.....	54
4.11	Descriptive statistics of factors influencing poor academic performance	55

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSION AND RECOMMENDATIONS

5.1	Introduction.....	57
5.2	Summary of study.....	57
5.3	Major findings of the study.....	60
5.3.1	The extent to what teaching and learning resources influence students' performance	60
5.3.2	Influence of head of school's characteristics on students' performance	61

5.3.3 Influence of headmasters' interventions on teaching and learning process .	61
5.3.4 Influence of school facilities on students' performance.....	61
5.3.5 Influence of teacher-students' relations on students' performance	62
5.4 Conclusion	63
5.5 Recommendations from the study	64
5.6 Suggestions for further research	65
REFERENCES	66
APPENDICES	74
APPENDIX 1: Letter of introduction	74
APPENDIX 2: Questionnaire for students	75
APPENDIX 3: Headmasters interview schedule.....	78
APPENDIX 4: Questionnaire for teachers	80
APPENDIX 5: Research permits	83

LIST OF ABBREVIATIONS AND ACRONYMS

CSEE	Certificate of Secondary Education Examination
EFA	Education for All
ESDP	Education Sector Development Programme
LAUSD	Los Angeles Unified School District
NCREL	North Central Regional Educational Laboratory
NECO	National Examination Council
RAND	Research and Development
SEB	Socio-economic Background
SEDP	Secondary Education Development Programme
SEDP	Secondary Education Development Programme
SPSS	Statistical Package for social sciences
TIE	Tanzania Institute of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
VETA	Vocational Education and Training Authority
WASC	Western Association of Schools and Colleges
WASSCE	West African Senior School Certificate Examination

LIST OF TABLES

Table 1.1 Performance of schools CSEE 2008-2011.....	5
Table 4.1 Return Rate	30
Table 4.2 Descriptive statistics for students on learning and teaching processes.	36
Table 4.3 Descriptive Statistics of teachers’ opinion on provision of learning and teaching.....	40
Table 4.4 Frequencies for influence of head of schools characteristics	43
Table 4.5 How head of schools supervise students’ education progress	44
Table 4.6 How head of schools supervise students’ education progress	44
Table 4.7 Descriptive statistics of factors influencing poor academic performance	55

LIST OF FIGURES

Figure 2.1: Conceptual Framework	22
Figure 4.1: School physical facilities on students' academic achievement	46
Figure 4.2: Availability of laboratories.....	47
Figure 4.3: influence of availability of classrooms.....	48
Figure 4.4: Availability of dinning hall on Students' CSEE performance	49
Figure 4.5: Availability of dormitories	50
Figure 4.6: Influence of school bus on students CSEE performance	52
Figure 4.7: Influence of indoor games on CSEE performance of Morogoro students	53

ABSTRACT

The purpose of this study was to investigate the institutional factors influencing performance of the students in CSEE in public secondary schools in Morogoro Municipality, Tanzania. After analysis this study concludes that most of Morogoro Municipality secondary schools, as indicated by respondents, experienced poor academic performance due to poor school facilitation. This was indicated in the analysis showing a mean of 1.54. The institutional factors that had a profound impact on academic performance of CSEE on Morogoro Municipality public secondary schools were (a) Teacher including demonstrations in class, (b) The provision of learning and teaching resources influence your performance, (c) Teachers experience can influence performance, (d) Head teachers supervision influence performance, (e) Availability of enough facilities in institution, (f) Effectiveness of school facilities and availability of students' affair personnel. It is very similar with Lyons, 2001 where the research showed that there was an explicit relationship between the physical characteristics of school buildings and educational outcomes, as in this study students indicated that they much needed enough facilities to improve on their performance. The study used Ex post facto research design. The study adapted a theory derived from the System's theory input-output model developed by Ludwig Von Bertalanffy in 1956. The researcher's target population was 100 teachers, 150 students and 24 head teachers from 24 public secondary schools. A sample size representative of the study population was selected using simple random sampling and purposive sampling. This study used two instruments namely questionnaire and interview schedule. To enhance content validity, the researcher had the research instruments appraised by the research supervisors who were also specialist in education administration at Nairobi University. In order to establish the reliability of the instrument, the data obtained from the pilot study was coded and entered. Cronbach's Alpha was then computed using SPSS. The most probable problems in the study were privacy and confidentiality of the respondents. The collected data was first edited by the researcher. This was done by collecting questionnaires per day and assigning them numbers and codes. Data collected was analyzed quantitatively using Statistical Package for Social Science (SPSS v20). The computed data was analyzed using descriptive statistics. The statistics calculated included frequencies, means and percentages. The data was presented in frequency tables, bar graphs and pie charts. according to the major findings of this study where schools facilities seems to be the major institutional factor influencing students' poor CSEE performance the study therefore highly recommends stakeholders, board of governors and the ministry to reconsider funding schools to pave way for development. it further suggests that a comparative study to be done on both private and public secondary schools in Morogoro Municipality, Tanzania to clearly come up with the key factors.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Teaching and learning is the purpose of all established schools in the world. More importantly is that teachers and learners should be properly accommodated to facilitate the teaching and learning that goes on in any institution. This is the essence of the school plant and facilities (Alimi, 2004).

For the last decades the world has seen new forms of international cooperation forming around the pledge for education for all (EFA) initiatives. In spite of the fact that this initiative is a well intentioned move to resolve the world's education challenges, others have called for a rather regional and national approach to solving educational challenges, particularly in Africa (Strutt and Kepe, 2010).

Damien (2010) claimed that school institutional factors tend to be the space interpretation and physical expression of the school examination performance of students. Considering the relationship between academic resources and students' academic performance, teacher's qualification and adequate facilities may be determinants of assessing academic performance of students (Damien, 2010).

Maicibi (2003) adds by agreeing that human factors have come to be the most important resource arguing that when the right quantity and quality of the human resources is brought together, it can manipulate other resources towards realizing the organizational goals and objectives.

One of the major dilemmas in educational creation today is the teacher excellence puzzle: while there is clear indication that teacher quality is a key determinant of student learning, little is known about which definite observable characteristics of teachers can account for this impact (Rockoff, 2004; Rivkin, Hanushek, and Kain 2005; Aaronson, Barrow and Sander, 2007). In particular, there is little evidence that those individualities most often used in hiring and salary decisions, namely teachers' education and practices, are essential for teacher quality. Practically the only attribute that has been shown to be more repeatedly extensively associated with student achievement is teachers' academic skills measured by scores on accomplishment tests (Wayne, 2003; Eide, *et al.* 2004; Hanushek, 2006).

Oladele, Ayodele, Oluyide and Alawode (1993) found that lack of qualified teachers, lack of well equipped library and parental or guardian guidance influence attitude of students towards learning. Instructional materials and time allocation are other important factors affecting students' performance in Agricultural science in secondary schools (Oladele, *et al.*, 1993).

In the similar vein, Ashien (2003) established that lack of concern and lack of qualified teachers and instructional materials are some of the factors affecting students' performance in senior secondary school Certificate Examination in principles of accounting. This means that, all these factors are important in order to improve the performance of students in accounting.

In Africa especially in West Africa, the break-down of 2009 results in West African Senior School Certificate Examination (WASSCE) and National Examination Council (NECO) indicated a mass failure across the 36 states of the federation. From the analysis in 2009, it was recorded that in Ondo State which is the focus of the study less than 2% of the candidates who sat for the examination made five credits and above in NECO and WASSCE while 0.95% of the candidate made credit passes in English Language and Mathematics (Alimi, Olatunji, Akungba-Akoko and Ondo, 2012).

In Tanzania, the need for educational reform that meets the demands of the 21st century workplace cannot be over emphasized. The schools must produce graduates who can generate knowledge, think creatively and solve the kinds of complex social and economic problems they will face in society. In this era of global communication and collaboration, Tanzania must produce professionals who can work together to address the needs of an increasingly complex, technological-driven economy. The educational system can no longer afford to produce graduates who are self reliance. Rather, Tanzania must engage in the kinds of reforms that will develop students' lifelong learning, critical thinking, problem solving, and collaborative working skills—those of tomorrow's 'knowledge workers' (UNESCO, 2010).

The Secondary Education Development Programme II (SEDP II) in 2010 in Tanzania was a continuation of SEDP I, which was implemented between 2004 and 2009, building on the national goals of secondary education provision. The

programme vision, as reflected in the Education Sector Development Programme (ESDP) 2008 - 2017 document, is to continue to have upgraded and coherently planned, managed and monitored education sector, secondary education sub-sector inclusive, that will develop human capital in order to boost economic growth and eliminate poverty. As in SEDP I, the changes, reforms and interventions reflected in the SEDP II will continue to improve learning outputs and outcomes through teacher capability improvements and promotion of teaching and learning environments. These improvements will lead to increased achievement and competencies of learners and teachers, which in turn will also reflect efficient and effective output/outcome of secondary education (Ministry of Education and vocational training, 2010).

Unfortunately, issues of student performance, quality of teaching, and students' lack of readiness for jobs in science and technology are widespread in Tanzania. Data gathered during the study show a lack of human and material resources throughout mainland Tanzania and Zanzibar (Mark, Wilson, Frank and Maregesi, 2010).

Tanzanian Prime Minister Mizengo Pinda, reported in 2011 the Results of Form Four examination which is summarized in table 1.1:

Table 1.1 Performance of schools CSEE 2008-2011

Year	Total students		Failures		Passed	
	N		N	%	N	%
2008	320,598		51,295	16.3	269,303	84.7
2009	340,890		93,745	27.5	247,145	72.5
2010	351,214		174,202	49.6	177,011	50.4
2011	339,330		146,929	43.3	181,880	53.6

The table above retrieved from NECTA (2011) shows that students are performing poorly with only few getting high marks. From this it is therefore good enough to say that public schools in Morogoro Municipality, Tanzania perform poorly despite the presence of teachers.

In order to fulfill role in the provision of education, the Tanzanian's Prime Minister urged Members of Parliament, leaders, teachers, parents, guardians and students to begin education from home, school and college so that the improvement of the quality education can be archived in the country.

Morogoro Municipality in particular (own experience), secondary schools, irrespective of ownership it is expected to function in compliance with the

achievement of the national education objectives. To this end, students are expected to perform brilliantly in the final examination as this determines the quality of output of secondary schools. However, the output of a single student is determined by a lot of factors mainly institutional ones, in this research factors like teachers passion to educate and remain with the student to the end of education career seems to be a major factor, meanwhile the research will tend to query on this how influential it is to students in municipal council. Head of schools' supervision is another seemingly factor where a person is expected to supervise both teachers and students to make sure the academic goal expected is realized.

In Morogoro municipality there are about 24 public secondary schools but education has been seen having a poor performance thus this research will seek to know how learning and teaching, including school facilities seems to be the major factors behind student's failure. Again students' personnel is another key factor to be analyzed since it involves individual student when it comes to achievements. It is against this background the researcher seeks to know the institutional factors influencing performance of students in public secondary schools.

1.2 Statement of the problem

Morogoro Municipality in particular, secondary schools, irrespective of ownership is expected to function in compliance with the achievement of the national education objectives. To this end, students are expected to get grade A,

(division one) in the final examination as this determines the quality of output of secondary schools but as indicated on table 1.1 there shows there is a problem that needs to be searched and realized.

The government, parents and other stakeholders in education have continued to condemn the poor academic performance of students in CSEE examinations in Morogoro Municipality. NECTA (2012) indicated that out of the 456,137 students who were tested for CSEE in 2012, 240,903 got zero. This poor performance is worse in public schools than in private schools in Morogoro Municipality that is why the researcher concentrated on public schools. Private schools tend to own private development of their institutions where they don't seek government's intervention on the growth or facilitation of the school. Public schools management belongs to the government. The schools seek funds to maintain their operations from the government which has a high percentage of failure due to political factors.

It is against this background that the researcher sought to investigate the institutional factors influencing performance of students in public secondary schools. Many researches have been done on institutional factors but little has been done in relation to availability school facilities in public secondary schools in Morogoro Municipality.

This study sought therefore to investigate the influences of resources (facilities, head teachers supervision, teacher qualification and head teacher characteristics)

on students' performance in public schools. The study also sought to investigate the influence of provision of learning and teaching processes.

1.3 Purpose of the study

The purpose of the study was to investigate the institutional factors influencing performance of the students in CSEE in public secondary schools in Morogoro Municipality, Tanzania.

1.4 Research objectives

The objectives that guided the study were;

- i) To establish the influence of teaching and learning resources on students' performance in CSEE in public schools in Morogoro Municipality.
- ii) To assess the influence of head teachers' characteristics on students' performance in CSEE in public schools in Morogoro Municipality.
- iii) To determine the influence of the head teachers' supervision in teaching and learning process on students' performance in CSEE in public schools in Morogoro Municipality.
- iv) To establish how school physical facilities influences students' performance in CSEE in public schools in Morogoro Municipality.
- v) To examine the influence of teacher-student relations on students' performance in CSEE in public schools in Morogoro Municipality.

1.5 Research questions

The research questions were;

- i) To what extent does teaching and learning resources influence students' performance in CSEE in public schools in Morogoro municipality?
- ii) To what extent do the head teachers' characteristics influence students' performance in CSEE in public schools in Morogoro Municipality?
- iii) How headmasters' interventions on teaching and learning process influence students' performance in CSEE in public schools in Morogoro Municipality?
- iv) How do school facilities influence students' performance in CSEE in public schools in Morogoro Municipality?
- v) To what extent do the teacher-students' relations influenced students' performance in CSEE in public schools in Morogoro Municipality?

1.6 Significance of the study

Ministry of Education is the major policy maker in education platform and with this study finding and the recommendations it is hoped to bring some significance to the ministry in mainstreaming the allocation of funds for institutional developments of secondary schools. The Ministry of Education and Vocational Studies may utilize the findings to eliminate the factors that are associated with the institutional factors influencing students' performance in CSEE.

This study may also to form the basis for relevant curriculum modification by the Tanzania Institute of Education to enhance good performance. Again the principals/headmasters may be informed of possible supervision activities to

improve performance in examinations practiced in Tanzania. Meanwhile the teachers may realize the change in management and its positive impact on improving students' performance in final examinations. Other expected beneficiaries are the board of governors (B.O.G.) when they liaise with the headmasters they would be able to develop strategies to mainstream teacher-student relationships. The data from this study may form basis for other for other scholars with the same area. To the society, the research findings may add knowledge in the education management field in Tanzania.

1.7 Limitation of the Study

Research is the complex process, which involve a lot of challenges and limitation either before or during the research process itself. A number of limitations I had to resolve in order to ensure the objectives of the research were realized with maximum efficiency.

The first limitation was finance constraint since the scope of the study was in Morogoro Municipal Council, Tanzania therefore the researcher sampled a represent/group which reduced printing cost. Again time was another constraint where the researcher had to catch up with students since it was closing time and had to convince the heads to allow him to have an interview with some few students whom were purposively selected due to time.

1.8 Delimitation of the Study

The study investigated the institutional factors influencing performance of students in public secondary school in Morogoro Municipality, Tanzania. The study searched how human and physical resources related factors influenced students' performance of CSEE in Morogoro Municipality only. The study findings of this study do not represent total information of all schools in Morogoro Municipality but a sample of the total target population. Again it does not represent views of all schools in Tanzania but part of the Nation which is Morogoro Municipality which is in Central Tanzania. The study was conducted in 24 randomly selected public secondary schools in Morogoro Municipality between April and May 2013 without considering the type of school whether day or boarding.

1.9 Assumptions of the study

With the background of the study the researcher assumed that even if not all the schools had the same trend in performance they must had poor performance in previous years meaning all the schools in Morogoro had poor performance. Again even if not all the students performed poorly but they didn't stop the collection of information since they were included in the same schools. The researcher assumed that all the required respondents would be available during data collection time.

1.10 Definition of significant terms

Academic performance refers to the percentage of enrolled students completing educational levels

Influence refers to an action of driving to positive achievement of secondary students

Institutional factors in this study refers to those aspects that are within the boundaries of the selected institutions that are assumingly influencing academic achievements of students

Students' performance refers to how well a student meets standards set out by local government and the institution itself.

Passion for teaching as per this study refers to the very strong feeling of an educator on his/her job of teaching and making students achieve their goals.

Physical facilities as used in this study refers to school plant facilities, school plant projects, school buildings, common school facilities and the grounds.

Public schools refers to institutions that are run by government in rendering services to all kinds of students of an area or nation

Supervision according to this study refers to overseeing the work or tasks of another

Teaching and learning Resources: refers to the equipment, facilities and materials available for education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comprised of theoretical framework which adopted the system theory input-output model developed by Ludwig Von Bertalanffy in 1956, conceptual framework that focused on the linkage of independent variables and dependent variables. Later the chapter gave a literature review of other researches on the same topic in line with research objectives.

2.2 Learning and teaching resources on students academic performance

Studies by Betts, Zau, & Rice, 2003; Ferguson & Ladd, 1996; Wayne & Youngs, 2003 shows positive effects of advanced degrees, while others shows negative effects (Ehrenberg & Brewer, 1994; Kiesling, 1984) in learning and teaching resources on students performance. Monk and King, (1994) indicated that there are both positive and negative effects of teachers' in-field preparation on student achievement. According to these arguments learning and teaching is meant to achieve the goals of a learner in an institution positively.

Recent studies in the USA on the widespread phenomenon of out-of-field teaching, Ingersoll (2003) portrays a severe situation where almost 42% - 49% of public Grade 7-12 teachers teaching science and mathematics actually lack a major or full certification in the field (1999- 2000 data). In Israel, according to a

recent survey (Maagan, 2007), these percentages are even higher for elementary teachers – 42% in mathematics and 63% in science (2005-2006 data).

There is debate in the USA between those who demand full certification (Darling-Hammond, 1999; Darling Hammond, Berry, & Thorenson, 2001) and others (Goldhaber & Brewer, 2000) who argue that pupils of teachers who hold full certification achieve similarly to those who study under teachers with temporary, “emergency” credentials. These authors also argue that relaxing requirements for certification is a way of attracting academically-talented college graduates to teaching and a way to recruit a more diverse pool of candidates needed for a diverse student population.

If less effective teachers are more likely to leave the professions, this may give the mistaken appearance that experience raises teacher effectiveness. Selection bias could, however, also work in the opposite way as more able teachers with better opportunities to earn may be more likely to leave the profession.

2.3 Head of schools characteristics on students academic performance

Head of schools with a considerable amount of leading experience and who have specialized in some way in the subject in which they manage contribute most substantially to the overall performance of students. It may therefore prove worthwhile to investigate the possibilities of transforming the teaching profession into a more attractive one (financially) to these individuals with measures designed either to encourage very experienced teachers to remain in the teaching

force or to attract individuals specializing in particular subjects or in the education of those subjects to join the teaching force. Indeed, the need to encourage and convince these teachers to teach in weak performing historically black school is considerable (Armstrong, 2009).

RAND researchers examined the relationship between teacher quality and student achievement by analyzing five years of math and reading standards tests and other records from students in elementary, middle, and high schools in the Los Angeles Unified School District (LAUSD). The data linked individual students to their classroom teachers each year, allowing the researchers to examine student progress from year to year and across classrooms led by different teachers. The RAND researchers then compared these data with teacher-specific information, such as LAUSD teacher licensure test scores for new teachers and other measures traditionally assumed to indicate teacher effectiveness, such as degrees obtained and years of experience (RAND, 2009).

Principals or head of schools are the most influential personnel in education performance of students. These are primarily the drivers of good performance in the whole administration; supervising teachers and also visiting classes. Again they manage all the new and old physical structures within an allocated administration to put up and monitor. Head of schools are also entitled to value and analyze the importance of a given structure or facility within an institution in regard with students performance. This group is therefore entitled to making the institution achieve the required standards of education to students.

2.4 Head of school intervention on improving CSEE performance

The Ministry of Education depicts administration as an attempt, through second party intervention, to ascertain, maintain and improve the quality of work done (Olembo *et al.*, 1992). It involves the aspects of supervision, which are aimed at upholding the efforts of personnel in line with the goals of the institution. If head of schools execute their administrative roles well, there will be clear remarkable efficiency in the work carried out by the inferiors. Supervision as a service to teachers, both as individuals and in groups, as a means of offering specialized help in improving instruction Olivia (1976) conceptualization.

It is through intervention that teachers are guided and influenced to strive towards the desired educational goals and objectives. In order for the teaching and learning process to function efficiently, there must be a proper system of supervision (Mbiti, 1974).

Ngala (1997) suggests that head teachers need to supervise teachers by ensuring that: lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. Okumbe (1999) considers supervision as an administrative strategy aimed at stimulating teachers towards greater pedagogic effectiveness and productivity.

Educational institutions aim at imparting learners with knowledge that develops them mentally, emotionally, socially and spiritually, apart from equipping them with economic skills for full participation in the development of the society (Maranya, 2001). It is, however, prudent to note that the greatest strength of any school is its personnel, the human resources. Teachers combine their relevant skills, experiences and positive attitudes towards the occupation, in order to raise the quality of the schools' academic performance to high and reputable standards (Mbiti, 1974). This combination is achieved through instructional supervision.

2.5 School physical facilities on students' academic achievement

Lackney (1999a) argued that school buildings were critical to the teaching and learning process. Lackney also took the viewpoint that “the factors responsible for student achievement were ecological – they acted together as a whole in shaping the context within which learning took place. The physical setting – the school building was an undeniably integral part of the ecological context for learning”.

The physical factors that had a profound impact on the teaching and learning process were (a) full-spectrum and natural lighting, (b) the reduction and control of noise, (c) the location and sighting of schools, (d) optimal thermal conditions, (e) school size and class size, and (f) the building condition (Lackney, 1999a). Research had shown that there was an explicit relationship between the physical characteristics of school buildings and educational outcomes (Lyons, 2001).

School facilities and the classroom must be flexible enough to accommodate changing learning patterns and methods.

Educators and policymakers should be concerned about the relationship between student learning and achievement and school facilities (TACR, 2003). Educators and policymakers must also be concerned about the health, security, and psychological issues (TACR, 2003). Buckley et al. (2004a) noted that a good school facility supports the educational enterprise. Research had shown that good light, clean air and small, quiet, comfortable, and safe environment were very important for academic achievement (Buckley et al., 2004a; Earthman and Lemasters, 1996; Lackney, 1999a; Schneider, 2002).

According to Chan (1996), students respond to good and poor learning environments by expressing positive and negative attitudes. With a positive attitude towards their learning environment, students learn with high motivation and undoubtedly are able to demonstrate better performance. When educators disregard the improvement of learning environment, they ignore the physical difficulties of learning (Chan, 1996).

In a study by Frazier (1993) indicated that people were influenced and affected by their environment. Therefore, there were no exceptions to children being exposed to the environmental conditions in school facilities (Frazier, 1993). Deferred maintenance on school facilities could cause adverse problems and create an

environment that affected the health and morale of the students and the staff of the school (Frazier, 1993).

There was a growing research literature that had held the belief that there was a relationship between student achievement and the conditions condition of school buildings (Hunter, 2006). The United States Department of Education (2000) found that the environmental conditions in schools, which included the inoperative heating system, inadequate ventilation, and poor lighting, affected the health and learning as well as the morale of students and the staff. Other research studies and literature had focused on lack of science labs, school safety, and class size (Hunter, 2006).

2.6 Summary of literature review

Many research have been done on students' performance in line with institutional factors, in search of failures of students in their final examination despite the presence of the resources. Like Darling-Hammond, 1999; Darling Hammond, Berry, & Thorenson, 2001) and others (Goldhaber & Brewer, 2000) clearly argue that pupils of teachers who hold full certification achieve similarly to those who study under teachers with temporary, "emergency" credentials. Therefore this study would want to argue the same after analyzing information given in a municipality like Morogoro where the percentage of the failures is high.

Again researches have insisted on teacher certification and experience in improving students achievement meanwhile they have left it as a gap when the

researcher realizes the way a teacher feels about her/his job, students and the environment working in to improve the performance of the students. This is realized where Adrian, (2001) states that teachers are also evangelists trying to convert minds rather than souls of students. They want others to share their joy and passion, believing it to be good for them. He continues by arguing that good teachers never retire, they may become "emeritus" but usually they eschew titles, preferring simply to carry on, ignoring the passing of the years.

To crown it all, Tanzania in the background of the study has shown a poor performance of some of its students having been indicated by the minister for education and vocational studies to the public; this therefore gives the researcher a reason to seek information on the institutional factors influencing students' performance of CSEE in public secondary schools in Morogoro Municipality.

2.7 Theoretical framework

The study adapts a theory derived from the System's theory input-output model developed by Ludwig Von Bertalanffy in 1956. The theory, according to Koontz and Wehrich, (1988) postulates that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. As adapted in this study, the students (Inputs) are admitted into the secondary schools, with different admission points, from different social economic backgrounds and are from various school backgrounds, when they get into the secondary education system, the management of the school transforms them through the process of

teaching and learning and the students output is seen through their academic performance.

The inputs, the processors and the generators should function well in order to achieve the desired outcome Robbins (1980). Saleemi (1997) in agreement with Robbins (1980) argued that all systems must work in harmony in order to achieve the overall goals.

According to the input-output model, it is assumed that the students with high admission points, high social economic background and good school background will perform well if the secondary schools facilities are good, the teachers and the management of the school is good which may not always be the case and this is the shortcoming of this theory. According to Oso and Onen (2005), the interrelationships among parts of a system have to be understood by all parties involved.

2.8 Conceptual framework

The conceptual framework presented on figure 1 shows the various determinants of institutional factors that influence students' performance in public secondary schools. The framework shows that the variables are interlinked; none of them operates in isolation. Teachers' characteristics, provision of teaching and learning resources, head masters' supervision, and school physical facilities together with appropriate student personnel serve to determine the influence of performance of students in public secondary schools.

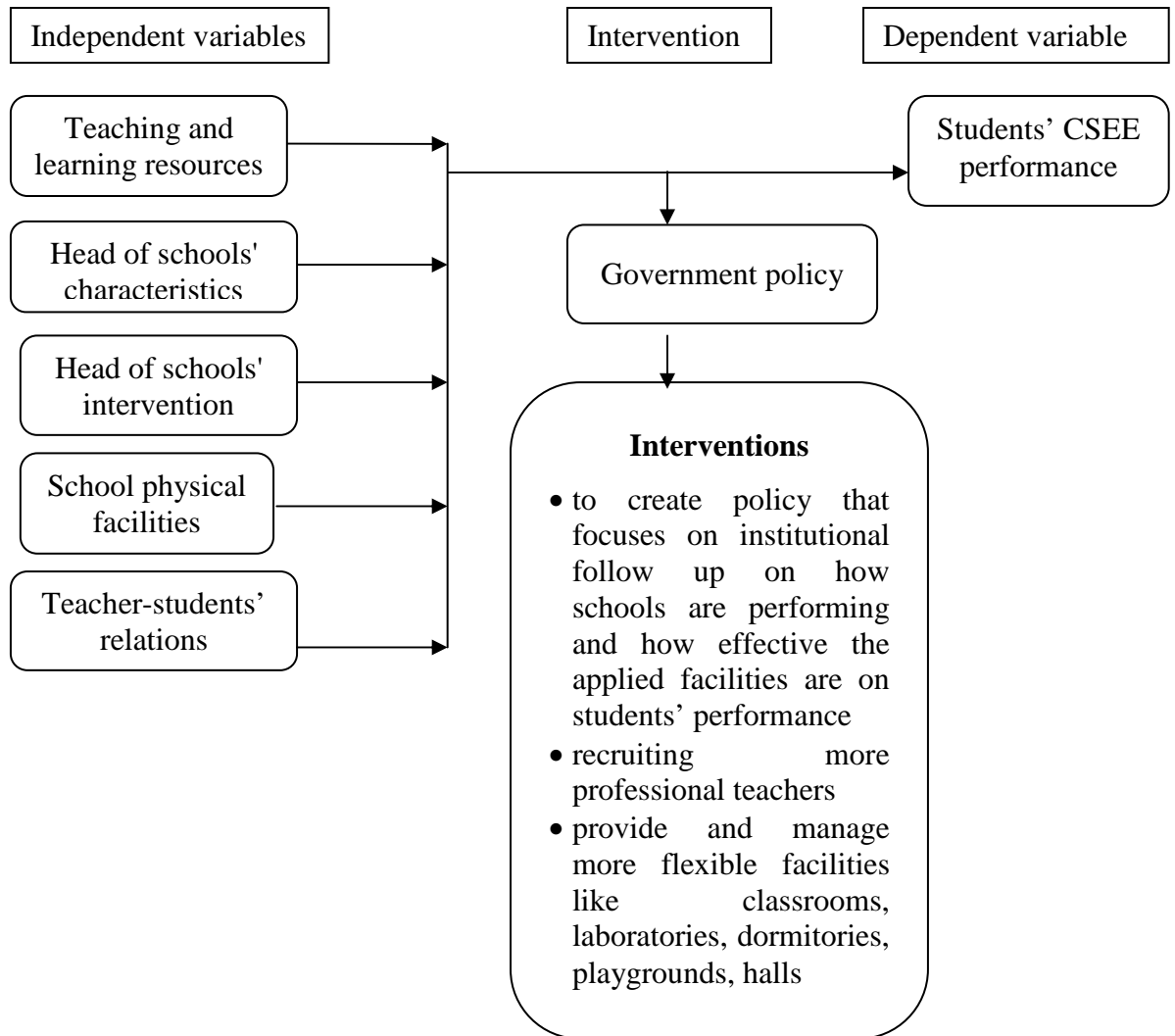


Figure 2.1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter assisted in giving an overview of the methodology approach of the research where it begins with a view of research design, target population, sample size and sampling procedure, research instruments, data collection procedure, validity and reliability of instruments, ethical considerations and data analysis techniques.

3.2 Research Design

The study used Ex post facto research design. An Ex post facto research is defined by Borg and Gall (1996) as the research that investigates the possible cause and effect relationship between the independent variable(s) and dependent variables(s). The researcher searches back in time for possible factors seemingly associated with a certain phenomenon. In this study, teaching and learning resources, teachers' characteristics, head teachers' intervention, school physical facilities and appropriate students' affairs on factors influencing poor performance on students in Morogoro Municipality were the search factors.

3.3 Target Population

The researcher's target population was 480 teachers, 4800 students and 24 head of schools from 24 public secondary schools in Morogoro Municipality.

3.4 Sample size and sampling procedure

A sample size representative of the study population was selected using simple random sampling and purposive sampling. A representative sample, according to Gall and others (1996) gives results that can be generalized to the study population the sample selected from three categories of teaching staff, students and Head of schools.

Teachers were selected because they are directly concerned with the academic achievements of students and they know how students perform in classes, students were selected because they are directly affected by institutional factors while head of schools were sampled because they are particularly responsible for both students academic performance and with administration and human resource, they have the responsibility of resourcing schools for better learning. The sample selection of this study was by use of probability sampling technique especially simple random sampling and purposive sampling. In most case teachers and head of schools are known to have busy schedules to extent of availability in schools therefore this study sampled them purposively to avoid spending more on printing the research questions. This was done in order to collect focused information, typical and useful information to reduce cost and time.

3.5 Research instruments

These were the tools used by the researcher to acquire the required information of the study. The tools consisted of variables that created items that were searched

for in the field /secondary schools. This study used two instruments namely questionnaire and interview schedule

3.5.1 Questionnaire

Self-administered questionnaires and semi structured instruments were used to collect data from students. McMillan and Schumacher (2001) recommend a questionnaire if the researcher knows that the respondents will be in position to answer the questionnaire. Closed ended and scaled items were carefully used because of generating information of influence, facilitates response since the questions are multiple choices and data can be categorized easily. The scaled items, according to Macmillan and Schumacher (2001) allow fairly accurate assessments of opinions. Similarly it has the ability to solicit information from several respondents within a short time (Gupta, 2004).

The research questionnaire in lickart scale where it had sections a, b, c, d each section was independent where section (a) focused on the teaching and learning (b) Head masters' supervision (c) School facilities; (d) Appropriate student affairs. (c) Teachers' characteristics. The questionnaires were administered to both students and teachers by the researcher since they bare more information in regard with students' achievement.

3.5.2 Interview guide

Face to face interviews were carried out with the head of schools to cross check the response from the questionnaire. This was designed in that way got more

specific and truthful answers. These helped capture information, not provided by the questionnaires. The method used was interview guide to capture the respondents' views. Kothari (2004) preferred this method because of its flexibility and ability to provide new ideas on the subject.

3.6 Validity of the research instruments

Mugenda & Mugenda (1999) define validity as the accuracy and meaningfulness of inferences based on the research results. It is hence the ability of instruments to measure what they are intended to measure. The study used content validity. To enhance content validity, the researcher had the research instruments appraised by the research supervisors who are also specialist in education administration at University of Nairobi. Their contributions and suggestions were made use of and ambiguous questions were clarified and new questions that may have been forgotten added.

A pilot study was conducted. Ten Morogoro public secondary schools were involved in the pilot study which were later not included in the major data collection. The 10 schools are as per Mulusa (1990) who says that piloting should involve 10% of the total sample. Due to the financial and time constraints the researcher opted to do the piloting with schools that were next to his home area to avoid inconveniences. The collected data was cleaned and later identified irrelevant items on the instruments. Irrelevant items were later revised and removed with new items to fit the required findings of the study. Also the

researcher reviewed literature to come up with relevant questions that were fitting the study to give out required information regarding to the topic.

3.7 Reliability of the research instrument

Mugenda & Mugenda (1999) define reliability as a measure of the degree to which a research yields consistent results or data after repeated trials. In order to establish the reliability of the instruments, the data obtained from the pilot study was coded and entered in SPSS version 20. Cronbach's Alpha was then computed using SPSS. Reliability of the study was to investigate the relationship between: institutional factors and the academic performance which were measured using the Cronbach's Alpha.

$$\mathbf{Alpha} = \mathbf{Nr} / (\mathbf{1} + \mathbf{r} (\mathbf{N} - \mathbf{1}))$$

r - is the mean inter-item correlation

N = Number of items in the scale

A co-efficient of 0.80 or more implies that there is a high reliability of data (Mugenda, 2008). The study used 0.80 as a bench mark to determine the reliability of questionnaire used whereby each variables r-value was measured and gave a value each starting with; Teaching and learning resources which had a r-value of 0.85, Head of schools' characteristics had a r-value of 0.98, Head of

schools' intervention had a r-value of 0.87, School physical facilities had a r-value of 0.75 and Teacher-students' relations last with a r-value of 0.99.

3.8 Data collection procedures

Before administering the questionnaires to the respondents the researcher sought permission first from the Tanzania's Prime Minister's office of regional administration and local government, which was granted without hesitate. He later visited the Municipality for a confirmation of the go ahead letter from the Prime minister's office which was later delivered to the ward administration officer of Morogoro municipality and was directed to use the permit letter from the office to the; educational officer of secondary schools and the head of schools. having completed the permission process the later administered his questionnaires and conducted the interview.

3.9 Ethical consideration

The most probable problems in the study were privacy and confidentiality of the respondents. Many teachers and Head of schools were at first uncomfortable to release information on particular aspects like academic performance of students. However the respondents were assured of the confidentiality of their responses by the researcher.

3.10 Data analysis

Data analysis refers to the examining of what has been collected in a survey or experiment in making deductions and inferences. It involves uncovering

underlying structure, extraction of important variables, detecting any anomalies and testing any underlying assumptions. It also involves scrutinizing the acquired information and making of inferences (Kombo & Tromp, 2006). The collected data was first edited by the researcher. This was done by collecting questionnaires per day, assigning them numbers and codes, then cleaning them to ensure the data was clear and precise. Data collected was analyzed quantitatively using Statistical Package for Social Science (SPSS v18). The computed data was analyzed using descriptive statistics. The statistics calculated included frequencies, means and percentages and standard deviations. The data was presented in frequency tables, bar graphs and pie charts.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter reports the findings of the study based on the methods discussed in the previous chapter. Its purpose is to analyze the variables involved in the study. Data from the respondents was collected and analyzed to investigate institutional factors influencing students' performance in certificate of secondary education examination in public secondary schools in Morogoro Municipality, Tanzania collected was both qualitative and quantitative which involved the use of frequencies, percentages and mean. Data was presented by use of tables and bar graphs.

4.2 Return rate

Table 4.1 indicated the rate of return of the instruments after data collection which had earlier been administered by the researcher.

Table 4.1 Return Rate

Category of Respondents	Questionnaires issued	Returned	Return rate
Students	150	150	100%
Teachers	100	100	100%
Head of schools	24	18	75%
Total	274	268	

A total of 150 questionnaires were given out to students 100 were given out to teachers while 24 to head teachers which was the unit of analysis. Out of these 150 questionnaires were returned by students, 100 by teachers while 18 were returned by head of schools. This gave a response rate of 100%, 100% and 75% respectively as shown in table 4.1.

According to Mugenda and Mugenda (1999) a 50% response rate was adequate, 60% good and above 70% rated very good. This implies that basing on this assertion; the response rate in this case of 97.8% was very good.

4.3 Demographic information of respondents

In order to achieve the main purpose of this study, the researcher found it paramount to find out the demographic information of the respondents. The demographic information of the head schools included: gender, age, location highest profession position and number of years in their current positions. This is discussed and analyzed on table 4.2.

Table 4.2 Demographic Information of teachers and head of schools

Demographic Information	Frequency	Percent
Gender		
Female	33	28%
Male	85	72%
Total	118	100%
Age		
25-35 yrs	47	39.8%
35-45yrs	51	43.3%
45-55yrs	20	16.9%
Total	118	100%
Respondents location		
Urban	61	52%
Rural	57	48%
Total	118	100%
Respondents position		
Head masters	12	10%
Head mistress	6	5%
HODs	53	45%
Teacher	47	40%
Total	118	100%
Respondents years in current position		
Below 4 yrs	24	20.3%
4-7 yrs	60	50.8%
7-12yrs	20	16.9%
Above 12 yrs	14	12%

Total	118	100%
--------------	------------	-------------

The demographic of the studied respondents was shown on each as variable to determine the differences in experiences and professionalism of the teachers and the head of schools.

Gender

From the statistics shown on table 4.2, the study found that majority 85 (72%) of Morogoro Municipality secondary schools teachers and head of schools were male. Though women tend to be gent and highly campaigned all over the world to take over management and leadership in various public sectors, Morogoro has indicated a lesser failure in women inclusion in service delivery.

Age

Further, the demographic analysis indicated that majority 51 (43.3%) of the teachers and head of schools were aged between 35-45 years. Age is the key informant for experience which tells how much one can do or deliver; having found in this study that majority of teaching staff are in the age group 35-45 years indicates that not their failure but the institutional factors themselves that the study seeks to know.

Respondents' location

Regarding respondents location, the study findings shows that majority 61 (52%) of the teachers and heads of schools were from the urban areas. Morogoro is a Municipality and since this study concentrated on schools in urban it was therefore expected a realization of exposed teachers and heads of schools that have lots of professional training to contain all the teachers and students in their allocated institutions.

Respondents' position

This variable measured the number of professionals in Morogoro municipality of which Head masters were more than head mistresses

Respondents' years in the current position

The researcher also went ahead and identified that majority 60 (50.8%) of teachers and heads of schools had an experience of work between 4-7 years. This variable was used in this study to measure personal responsibility in their positions in line with positive delivery of quality education to available students. According to this study it is therefore enough for the research to say that Heads in morogoro public schools have not been at their work for a period of time to have at least three CSEE candidates leave therefore the study recommends the ministry of education and vocational studies to reconsider more experienced Heads recruitment.

According to this study's findings few 14 (12%) Heads had stayed in their current positions for/more than 12 years, but 10 of them had been in the position in

between 4-7 years. This variable was trying to bring out the bridge between years in current position and heads profession.

In this tabulation on table 4.2 the researcher clearly found that what he expected from the respondents regarding their age and years of experienced turned negative since there was no teacher had experience of teaching few classes till y have completed their CSEE. In Tanzania CSEE is sat after an academic period of four years nationally, for a head to have a good experience with students performance must have lead students from the first year to the fourth year may be for at least 8 years. The study also realized that most of schools in Morogoro more are manned by male heads having that only 6 schools according to the study had female heads. Again this can have a negative effect students performance in CSEE since in education it is required a total inclusion of both genders.

4.4 Learning and teaching resources on students' academic performance

This variable focused on both teachers and students. Both responses of the variables were analyzed descriptively. And each of the items interpreted independently.

In regard to this variable most of interviewed head teachers' said that they attended classes and supervised their minors frequently to confirm effective learning and teaching processes.

4.5 Students opinion on learning and teaching processes of teachers

With opinions from students themselves the researcher would enrich his study findings by letting them express what thought they had on learning and teaching processes of their teachers. Teachers are the closest school friend of students and stand the key provider of education processes in every institution around the globe. He created some items that would address the variable and possibly give him a positive answer to some of the major factors affecting CSEE performance among students as summarized in table 4.3

Table 4.3: Descriptive statistics for students on learning and teaching processes

Adequacy availability	N	Min	Max	Mean
Rate how teachers express their skills	150	1	5	3.26
Rate the provision of learning and teaching resources	150	1	3	2.07
Teachers experience can influence performance	150	1	4	3.08
Teachers salary has an influence on teachers performance	150	1	2	1.22
When teachers include demonstrations when teaching	148	1	2	1.45

4.5.1 Rate how teachers express their skills

When students were requested to rate how teachers expressed their skills in their institution they said it was average with a mean of 3.26 as indicated on table 4.3. without using skill and techniques in delivering education one cannot ascertain the quality of service rendering to people, therefore this used this variable to seek to know from the students whether teachers use the required skills in class which would affect their positive performance of CSEE.

4.5.2 Rate the provision of learning and teaching resources

Students also commented that on provision of learning and teaching resources where they said that it was effective according to their view with a mean value of 2.07. This variable was used to investigate the availability of items for studies like textbooks apparatus and desks, of which it appeared that Morogoro municipality schools are well equipped with the required equipments but students continued to fail.

4.5.3 Teachers experience can influence performance

The researcher also wanted the student to agree with the statement that teachers experience had an influence on their CSEE performance where they indicated that they agreed with a mean of 3.08 as summarized on table 4.3. According to students opinion teacher experienced was one of the major factors that influenced poor CSEE performance among public schools in Morogoro secondary schools.

4.5.4 Teachers salary has an influence on teachers performance

Majority of students from different public schools in Morogoro Municipality went ahead to agree that teachers salary have an influence on teachers performance with an indication of a mean value of 1.22. Performance of teachers was to be measured since they are the key winners of good grades from students. According to this study they agreed that most of teachers who had good salaries would be seen at school performing their duties, but those with low salary tends to be not motivated and most of time seen drunk or using alcohol which could highly affect their daily lesson schedules.

4.5.5 When teachers include demonstrations when teaching

Majority of those answered the question whether the teacher uses demonstration while in class said yes showing a mean of 1.45 as shown on table 4.3. Without giving demonstrations there would basically be failures since not every candidate can understand all in words. For a good teacher to ultimately ascertain that his or her class has understood a problem demonstration as a teaching technique has to be used.

4.6 Teachers opinion on provision of learning and teaching resources

In this study teachers were required to give their own opinions regarding the provision of their learning and teaching processes which stands to drive students to their performance of CSEE and other determined exams. There were several variables that the researcher used to capture the information required; number of

lessons attended to in a week, teachers have problems with students in understanding problems, language triggers failure in students performance and others that are indicated in table 4.4.

Table 4.4: Descriptive Statistics of teachers’ opinion on provision of learning and teaching

	N	Min	Max	Mean
Number of lessons attended to in a week	90	1	3	2.51
Teachers have problems with students in understanding problems	95	1	2	1.36
Language triggered failure in students performance improvement of education	100	1	2	1.09
Teachers favorite subject	95	1	2	1.31
Teacher love for teaching	100	1	4	2.49
Commonly used language in teaching	100	1	2	1.05
Change of language would improve performance	90	1	3	2.06
Subjects taught mathematics	90	1	2	1.26
Subjects taught languages	33	1	2	1.18
Subjects taught social sciences	33	1	2	1.70
Subjects taught sciences	24	1	2	1.79
Subjects taught sciences	48	1	2	1.83

4.6.1 Number of lessons attended to in a week

From the findings on table 4.4 majority (90) of interviewed teachers indicated a mean of 2.51 which indicated that they had 5-to-8 lessons per week thus to mean if they would stay longer in schools they can provide enough time to their students in solving problems.

4.6.2 Teachers have problems with students in understanding problems

With a mean of 1.36 as indicate in table 4.4, (95) teachers who interviewed agreed that they had problems with their students when solving problems. Though they didn't kinds of problems faced it is a clear view that there is a trigger for failure since without common understanding in an institution there must be a failure.

4.6.3 Language triggers failure in students performance

On table 4.4 (98) the interviewed teachers agreed to the fact that language triggers failure in public secondary school in Morogoro Municipality with an indication of a mean of 1.09. Having Maranya (2001) saying that educational institutions aim at imparting learners with knowledge that develops them mentally, emotionally, socially and spiritually, apart from equipping them with economic skills for full participation in the development of the society then this can only achieved when there is a common language used in communication.

4.6.4 Teachers favorite subject

A lot of teachers were of the opinion that a teacher's favorite language also had an influence on students' performance. On table 4.4 languages had a mean of 2.49; therefore the researcher realized that most teachers are of arts subjects rather than sciences subjects. It is known that the best subjects to boost a candidates marks and performance are mathematics and sciences subjects but teachers from Morogoro Municipality schools most of them love teaching arts subjects (history,geography).

4.6.5 Teacher morale

Without morale for teaching one cannot perfectly deliver services to students but in Morogoro majority of teachers were of the opinion that they loved teaching as a career and hobby. This has an indication of a mean of 1.05 on table 4.4.

4.6.6 Change of language in communication can improve performance

As indicated on table 4.4 majority (90) of the interviewed teachers were of the opinion that by changing the commonly used language (Swahili) in Morogoro Municipality might change their poor performance in the whole process of teaching and learning. This is indicated in table 4.4 with a mean value of 1.26.

4.6.7 Commonly used language in teaching

Language used in an institution matters a lot on the outcome of the students. In this study majority of the interviewed teachers were of the opinion that the language commonly used in schools at Morogoro Municipality was English with a mean value of 2.06 as summarized on table 4.4.

4.6.8 Subjects taught

According to teachers opinion regarding the subject taught 33 of them said that mathematics and science subjects were one of the most negative influential of poor performance since most of the teachers do not like teaching the subjects. In most cases schools that do well have to venture a lot in mathematics and sciences subjects which have lots of practical sessions. From the studies finding teachers have indicated that majority of them like teaching arts subjects of which it shows

that English has the highest influential on students' performance since most of the exams are set in English language.

4.7 Effect of Head of school characteristics on students CSEE academic performance

In the data collection students were requested to indicate their heads of school performance on their supervision of learning process on how frequent the head visits classes to supervise their progress. The results being shown in table 4.5

Table 4.5: Frequencies for influence of head of schools characteristics

Valid	Frequency	Percent
quite often	17	11
Often	121	81
very often	11	8
Total	149	100

From the indications on table 4.5, a hundred and twenty one (81%) of the respondents indicated that principals often supervised their learning processes while seventeen (11%) and eleven (8%) indicated quite often and very often respectively as summarized on table 4.5.

4.8 How head of schools supervision affect students' CSEE academic performance

To get more information on the principals capability to ascertain his/her performance in regard to students learning processes the researcher went ahead to ask students how they were supervised, and the respondents shown in table 4.6

Table 4.6: How head of schools supervise students' education progress

	N	Min.	Max.	Mean	Std. D
Checking time table	104	1	2	1.04	.193
Checking in for subject teachers	121	1	2	1.28	.451
Checking lesson coverage	112	1	2	1.27	.445
Check syllabus coverage	101	1	2	1.33	.471
Checking completion of homework; marking of exercise books	93	1	2	1.51	.503

As indicated in table 4.6 majority of interviewed students from Morogoro Municipality secondary schools, in regard to head of schools supervision indicated a mean of 1.04, 1.27 and 1.28 that their head of schools would check in for class timetable, lesson coverage and subject teachers respectively. Other indicated techniques used by the head of schools were to check for syllabus

coverage and completion of homework; marking of exercise books with a mean value of 1.33 and 1.51 respectively.

4.9 Head of school interview on supervision of teaching and learning processes

Majority of head of head of schools agreed on teacher's supervision and learning processes in their institutions through the use of teaching aid and checking the use of teaching methods by the teachers. Others said that they check teachers' schemes on how they program themselves in delivering the required services to the students.

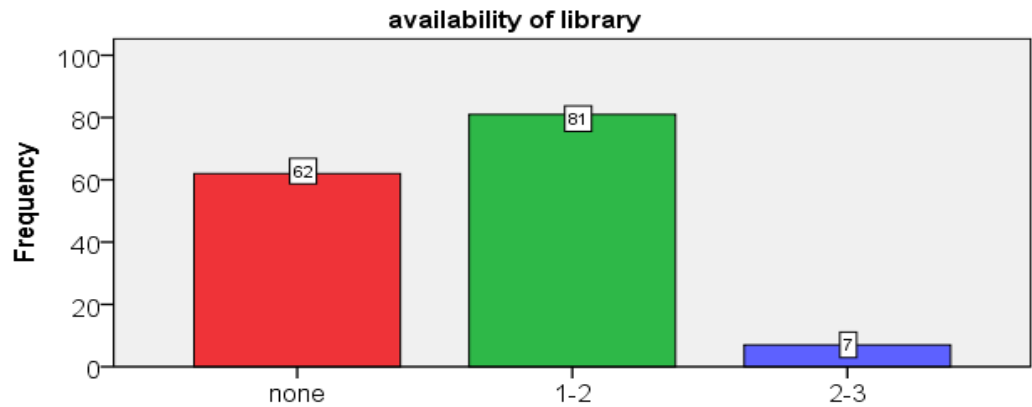
4.10 School physical facilities on students' academic achievement

This variable had eight variables; availability of libraries, laboratories, classrooms, dining halls, dormitories, school buses, indoor games and fields where students were required to indicate in numbers and therefore they were categorized with their presentations and interpretation independently as follows:

4.10.1 Number of available libraries in an institution

A library remains a key facility in quality education deliverance.

Figure 4.1: School physical facilities on students' academic achievement



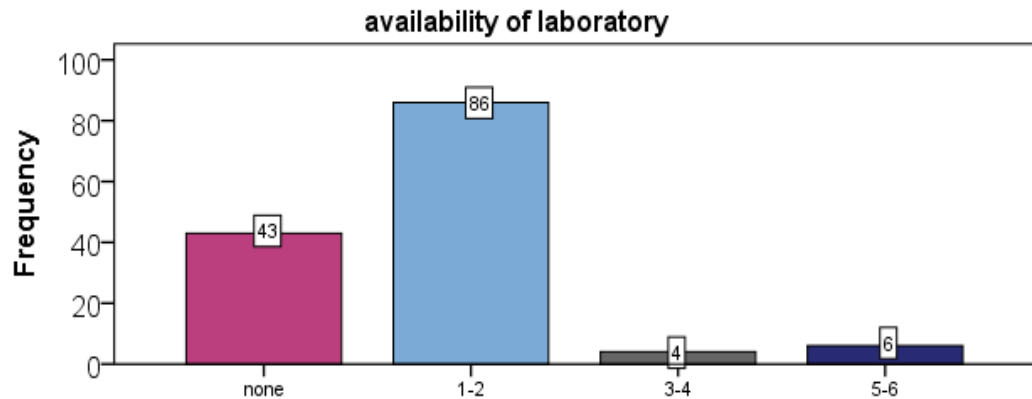
According to the findings of this study most (81%) of Morogoro Municipality public secondary schools students indicate that in their schools they had between 1 and 2 libraries while 62% of them indicated that their schools had no library at all as summarized on figure 4.1.

Meanwhile 7% of the interviewed students from Morogoro Municipality secondary schools responded that their schools had a figure of between 2 to 3 libraries as summarized in figure 4.1. In many cases libraries are the best motivators of students' education advancement which provides students with varieties of books to explore in.

4.10.2 Number of available laboratories in an institution

Availability of laboratories in schools inspired this study since they are very important facilities especially during major examinations like CSEE that requires total concentration from students.

Figure 4.2: Availability of laboratories



From the findings of this study, 86 students out of 139 interviewed indicated that their schools had 1-2 laboratories while 43 of them indicated that their schools had no laboratories and 4, 6 indicate 3-4, 5-6 respectively as summarized in figure 4.2.

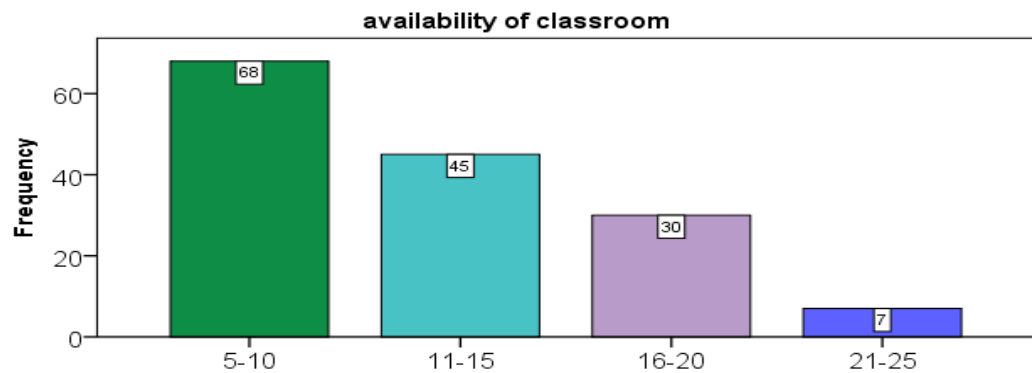
With the indication it is therefore most likely lack of laboratories stand to be a factor leading to students' CSEE failure in Morogoro Municipality especially fail in sciences. Hunter 2006 in his research study found that lack of science labs and other facilities, affected the health and learning as well as the morale of students and the staff. This study therefore suggests that, for a better performance

especially for practical sciences, schools should provide students with at least one well equipped laboratory.

4.10.3 Number of available classrooms in an institution

A school is not complete without enough and conditioned classrooms this drives the force and energy to perform in a conducive environment required by scholars.

Figure 4.3: influence of availability of classrooms.



From the findings of this study 68 Morogoro Municipality students indicated that their schools had 5-to-10 classrooms while 45 students indicated that their schools had classes 11-to-15 but 30 and 7 students indicated 16-20 and 21-25 respectively as indicated in figure 4.3.

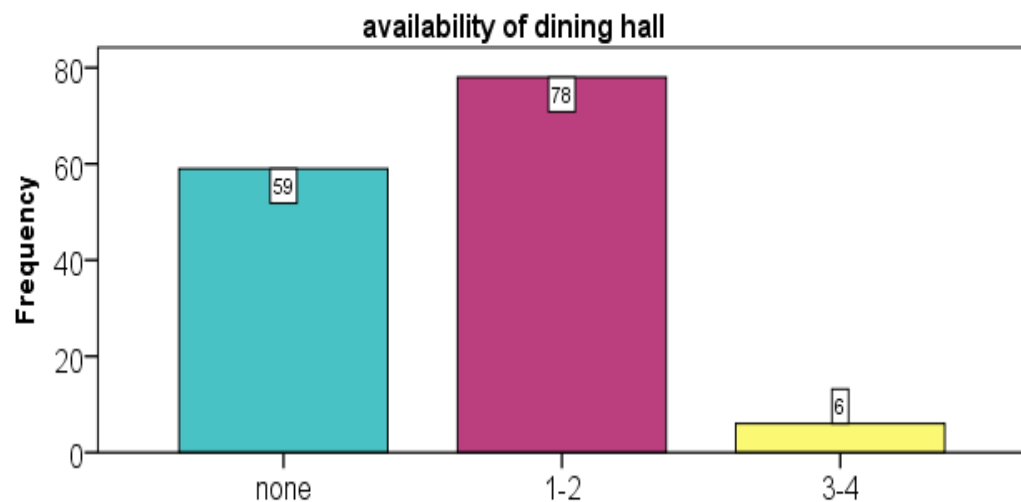
According to government policies, it is advices for schools to build more classes to avoid congestions. This is because the teacher will be able to reach each student and assist in solving problems again the students will access room for sharing problems and maneuvering. On the same question on principals'

interview schedule majority of interviewed principals went ahead to indicate that their schools had few facilities such as textbooks, teaching materials, funds meanwhile few said that there were less science and mathematics teachers and arts textbooks. Lackney (1999a) indicated that school size and class size, and the building condition had impact on the teaching and learning process.

4.10.4 Number of available dining hall in an institution

Given that dining hall remains a key facility for healthy driven society like an institution the researcher seek to know whether public secondary schools in Morogoro Municipality had enough dining halls to hold the available students in their institutions the findings were as indicated on figure 4.4.

Figure 4.4: Availability of dinning hall on Students' CSEE performance



Majority 78 (98%) of the interviewed students indicated that they had between 1 and 2 dining halls. Though 6 (8%) said they had 3 to 4 dining halls, 59 students of

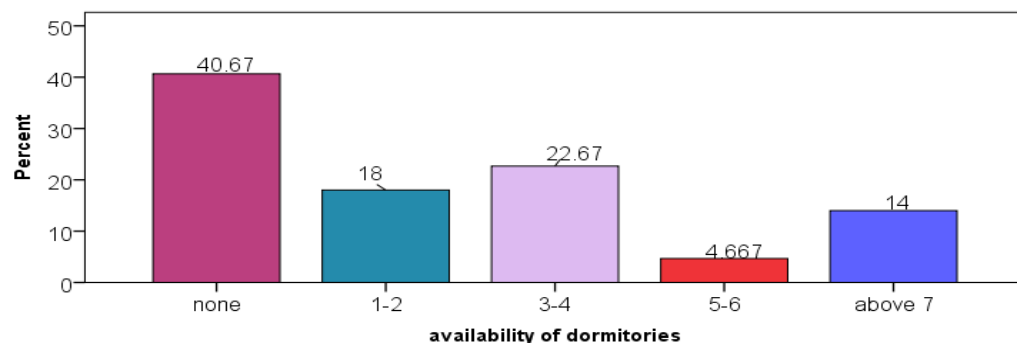
those interviewed indicated that their schools didn't offer such kind of a facility as indicated in figure 4.4.

According to the United States Department of Education (2000) findings the environmental conditions in schools, like inadequate ventilation, affected the health and learning as well as the morale of students and the staff. Whether a school is day or boarding, dining hall is the best facility for teaching students on hygienic matters and the way to stay in clean environment while taking meals. Again it's good to have somewhere students can share and learn through each other the best dining etiquettes.

4.10.5 Number of available dormitories in an institution

The researcher also found it wise seeking to know whether these public schools had at least one or two dormitories though the study didn't categorized the schools in day and boarding as summarized on figure 4.5.

Figure 4.5: Availability of dormitories



From the findings majority 40(41%) of the students indicated that their school did not have a boarding facility while only 15(14%) of the interviewed students from

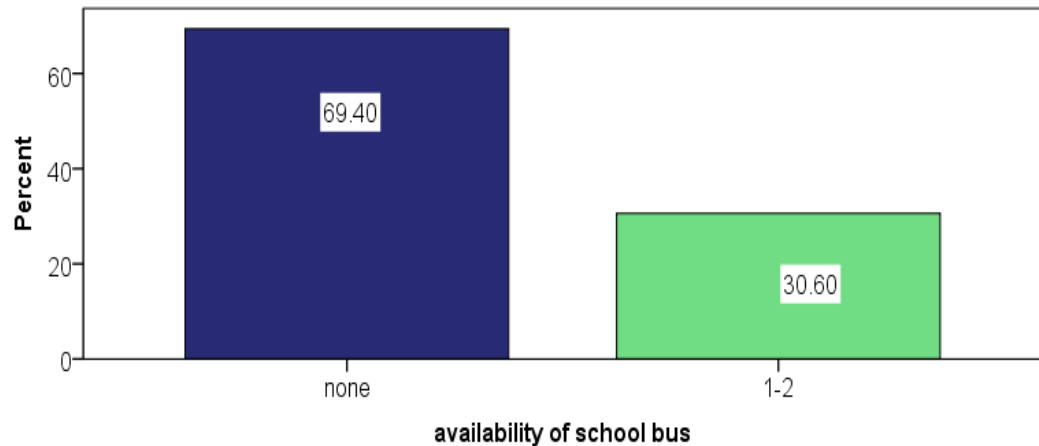
Morogoro Municipality schools indicated they had more than 14 dormitories. Meanwhile, 21(22%), 18(18%) and 5(5%) indicated that their schools had 3-to-4, 1-to-2 and 5-to-6 dormitories respectively summary of this is indicated on figure 4.5.

This study realizes the importance of dormitories as part of the necessary facilities in an institution, TACR (2003) urged educators and policymakers to be concerned about the health, security, and psychological issues of their schools like dormitories where students can relax and have privacy. This is highly supported by this study since there is an indication of high percent of schools in Morogoro without a single dormitory.

4.10.6 Number of available school bus in an institution

To enhance study techniques and learning and teaching processes its advisable for a school to introduce a vehicle that would transport students to various sites for study, the students responses are shown in figure 4.6

Figure 4.6: Influence of school bus on students CSEE performance



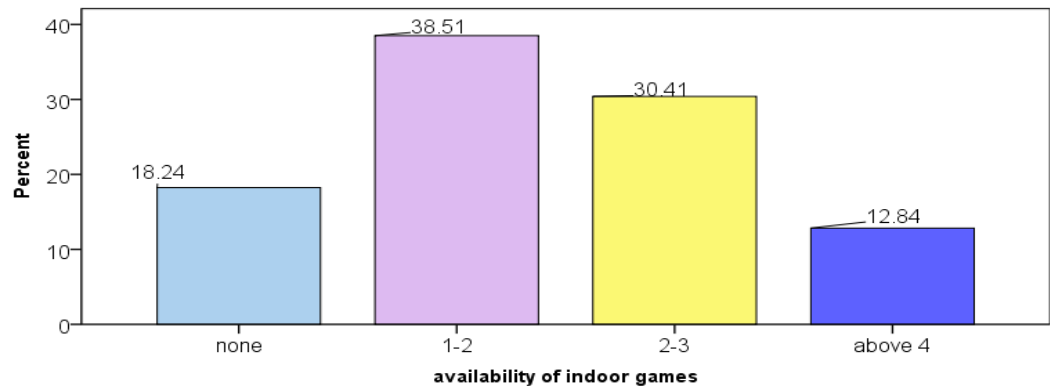
From this study findings as summarized on figure 4.6, 80 students answered this item where 55(69%) of them indicated that their schools had no school bus while 25(31%) said they had 1-2 buses.

Meanwhile in teachers' interview, few teachers indicated that study tours were among the methods used to improve students' performance. Thus the findings of this study indicates that schools without a school bus tends to skip some of these methods since going to different areas gives students a clear picture of what they need in their education from the outside.

4.10.7 Number of available indoor games in an institution

Co-curricular activities are the best for interaction and mind release of all academic scholars therefore the researcher would want to understand how schools value the available indoor games by seeking to know from students whether their schools had at least one. Their responses are shown in figure 4.7

Figure 4.7: Influence of indoor games on CSEE performance of Morogoro students



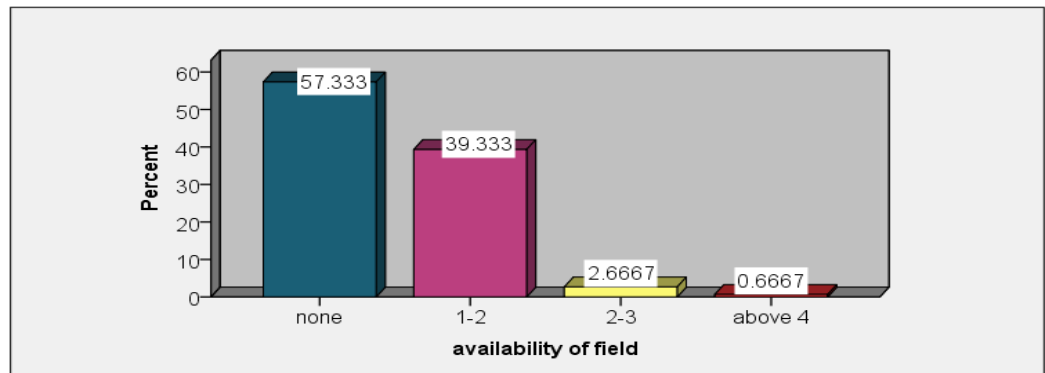
On figure 4.7 shows that 39 (38%) of the interviewed Morogoro Municipality secondary school students claimed that their schools had 1-2 indoor games while 31(30%) and 13(13%) indicated 2-3 and above 4 respectively.17 (19%) of the interviewed students from different schools of Morogoro indicated that had no indoor games.

It is well known that for a better a healthy education there should be a field to facilitate students for co-curricular activities that are best in socialization and releasing tension among students. It's said that study without play makes students dull which means according to this study it can easily influence poor academic performance. Also indoor games tend to minimize education monotonous.

4.10.8 Number of available fields in an institution

In every institution there has to be enough space to accommodate school facilities and playing grounds which are appropriate for students' healthy growth and performance in sports world.

Figure 4.8: Availability of fields



When students were requested to rate the effectiveness of the availability of some of the school facilities on their performance, 97 (57%) indicated how effective the facilities was, 39(43%) of those who responded to the question indicated that schools was very effective on their academic performance this is indicated on figure 4.8.

Meanwhile 3% indicated that it was less effective. This is summarized on figure 4.8. According to Chan (1996), students respond to good and poor learning environments by expressing positive and negative attitudes. With a positive attitude towards their learning environment, students learn with high motivation and undoubtedly are able to demonstrate better performance. Meanwhile, head of

schools were interviewed on the same question where majority (70%) of them indicated that their schools had not enough facilities to effectively boost students' performance. This therefore indicated that the heads arguably meant that it's their failure to facilitate students with the required facilities that would influence students' good academic performance. Also the teachers on the ground gave their opinions on the same and argued that most of schools in Morogoro required facilitation since they tended to be a threat not only to students performance but also on learning and teaching processes.

4.11 Descriptive statistics of factors influencing poor academic performance

The study further used means to determine the response of the respondents on the institutional factors that leads to poor performance in Morogoro Municipality secondary schools according to each item of the instruments. The researcher therefore analyzed some of the key possible factors that would influence poor performance in institutions according to the study's objectives.

Table 4.7: Descriptive statistics of factors influencing poor academic performance

	Mean	N
Teacher including demonstrations in class	1.45	148
The provision of learning and teaching resources influence your performance	2.07	150
Teachers experience can influence performance	3.08	150

Head teachers supervision influence performance	2.96	149
Availability of enough facilities in institution	1.54	145
Effectiveness of school facilities	2.15	150
Availability of students' affair personnel	1.29	147

From the findings as summarized on table 4.7, out of the interviewed 150 students agree that the teachers' experience influence the academic performance of students with a mean of 3.08 also the same number indicated that the provision of teaching and learning resources had an effect on the students' performance indicating a mean of 2.07. Meanwhile 149 students indicated that the influence of the head teacher's supervision on the performance of students was measured and had a mean of 2.96. The effect of the school facilities on the performance of students had a mean of 2.15. According to a study done by Lyons, (2001) research had shown that there was an explicit relationship between the physical characteristics of school buildings and educational outcomes. School facilities and the classroom must be flexible enough to accommodate changing learning patterns and methods. Educators and policymakers should be concerned about the relationship between student learning and achievement and school facilities (TACR, 2003). This will drive to coming up with a policy that would mainstream development of institutions in Morogoro Municipality secondary schools to improve their current performance.

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, the conclusion drawn from the findings of the study, recommendations based on the findings and suggestions for further research.

5.2 Summary of study

The purpose of this study was to analyze the factors that influence poor performance of CSEE in public secondary schools in Morogoro Municipality, Tanzania. This is because Morogoro Municipality in particular, secondary schools, irrespective of ownership is expected to function in compliance with the achievement of the national education objectives. To this end, students are expected to get grade A, (division one) in the final examination as this determines the quality of output of secondary schools but as indicated on table 1.1 there shows there is hidden a problem that needs to searched and realized. To capture all this information and get the possible factor the study was guided by five objectives as follows; To establish the influence of teaching and learning resources on students' performance, to assess the influence of head teachers' characteristics on students' performance, to determine the influence of the head teachers' supervision in teaching and learning process on students' performance, to establish how school physical facilities influences students' performance, to

examine the influence of teacher-student relations on students' performance in CSEE in public schools in Morogoro Municipality.

To accomplish his goal the researcher was influenced by a theory derived from the System's theory input-output model developed by Ludwig Von Bertalanffy in 1956. As adapted in this study, the students (Inputs) are admitted into the secondary schools, with different admission points, from different social economic backgrounds and are from various school backgrounds, when they get into the secondary education system, the management of the school transforms them through the process of teaching and learning and the students output is seen through their academic performance. The inputs, the processors and the generators are expected to function well in order to achieve the desired outcome and achieve the overall goals.

In this study, teaching and learning resources, teachers' characteristics, head teachers' intervention, school physical facilities and appropriate students' affairs on factors influencing poor performance on students in Morogoro Municipality were the search factors which was done using Ex-post facto research design with a target of 480 teachers, 4800 students and 24 head of schools from 24 public secondary schools in Morogoro Municipality. Teachers were selected because they are directly concerned with the academic achievements of students and they know how students perform in classes, students were selected because they are directly affected by institutional factors while head of schools were sampled because they are particularly responsible for both students academic performance

and with administration and human resource, they have the responsibility of resourcing schools for better learning. The research opted using to use two research instruments, a questionnaire and an interview schedules where and head of schools were interviewed by the researcher himself. The tools consisted of variables that created items that were searched. To enhance content validity, the researcher had the research instruments appraised by the research supervisors who are also specialist in education administration at University of Nairobi and A pilot study was conducted that involved Ten public secondary schools; also reliability of the study was to investigate the relationship between: institutional factors and the academic performance which were measured using the Cronbach's Alpha. The study used 0.80 as a bench mark to determine the reliability of questionnaire used. Data collected was analyzed quantitatively using Statistical Package for Social Science (SPSS v18). The computed data was analyzed using descriptive statistics. The statistics calculated included frequencies, means and percentages and standard deviations. The data was presented in frequency tables, bar graphs and pie charts.

From the objectives used for the study findings, Teaching and learning resources in Morogoro Municipality came out as one of the factors leading to poor CSEE performance though it was not realized as the major factor according to the findings, head of schools' characteristics was also measured and the study found it also played part in students poor performance of students. Head of schools' intervention was a variable used in this study as an objective where according to

the findings the study has realized that its needed to be played accordingly since students needs ultimate supervision of the head on teachers. School physical facilities was also another important variable that was considered in completion of this study where according to the findings it was found to be the major factor that influenced poor performance. Teacher-students' relations didn't show high influence on students performance since they needed only the required institution for better provision of their learning and teaching processes.

5.3 Major findings of the study

In this part the study summarizes major findings as found according to each objective used to collect data after analysis as follows:

5.3.1 The extent to what teaching and learning resources influence students' performance

According to this study the research has realize that schools from Morogoro Municipality experience poor provision of learning and teaching resources where majority of head of schools agreed that they use of teaching aid and checking the use of teaching methods by the teachers. Others said that they check teachers' schemes on how they programme themselves in delivering the required services to the students. But also students commented on the same and indicated that they relied on this basically being the reason why they are in school.

5.3.2 Influence of head of school's characteristics on students' performance

The study was also seeking to the influence of head of schools' characteristics on students' performance and through the findings it showed that those heads that had an experience of longer time in school and trained professionally had their students and teachers performing well in their distinctions. The findings also showed that schools with various facilities the head teacher had master degree or was pursuing a course as they indicated in their demographic information.

5.3.3 Influence of headmasters' interventions on teaching and learning process

Students in this study indicated that they had their head of schools intervening their teaching and learning processes which encouraged them to complete and correct their assignments and homework. Students also said that this made their teachers concentrate in classes and consider their studies. On their opinion they said it is good for a teacher to be monitor throughout since they remained the core winners of their outcomes.

5.3.4 Influence of school facilities on students' performance

The major factor indicated by the respondents to be influential was lack of enough school facilities. Students, teachers and the entire administration of an institution rely on the available facilities and with its adequacy there tends to conflict within an organization since each element requires its service throughout the time within the environment. In Morogoro Municipality secondary schools it has been

realized that they lack enough facilities like laboratories which are essential for practical studies like sciences, again they too lack enough classes which are well known to be called the school.

5.3.5 Influence of teacher-students' relations on students' performance

Teacher-student relation is very effective on performance since every student requires an understanding partner who can assist them in archiving good grades in schools. Though in this study the influence was not high there is need for administration to insist on good relation to avoid students claim on lack of people to assist in difficult problems like sciences and mathematics.

Majority of head of schools agreed on teachers' supervision and learning processes in their institutions through the use of teaching aid and checking the use of teaching methods by the teachers. Others said that they check teachers' schemes on how they programme themselves in delivering the required services to the students.

Most (81%) of Morogoro municipality public secondary school students indicate that their schools had between one and two libraries while 62% of them indicate that their schools had no library at all.

Forty five students indicated that their schools had classes between 11 and 15 others 30 and 7 indicated 16-20 and 21-25 respectively.

From the findings majority (61%) of the students indicated that their school had boarding facilities while only 39% of the students did not have boarding facilities in the school.

Given that dining hall remains a key facility for health driven society like an institution 59 students of those interviewed indicated that their schools didn't offer such kind of a facility.

5.4 Conclusion

The study can be concluded that most of schools face high physical facilities challenges in education performance. This means students have come to understand and realized the importance of the facilities in an institution. The physical factors that had a profound impact on the teaching and learning process were (a) Full-spectrum and natural lighting, (b) The reduction and control of noise, (c) The location and sighting of schools, (d) Optimal thermal conditions, (e) School size and class size, and (f) The building condition (Lackney, 1999a). Research had shown that there was an explicit relationship between the physical characteristics of school buildings and educational outcomes (Lyons, 2001).

This paper's most important finding shows that teacher expectations are self-fulfilling. Taken as a whole, previous studies that investigated the relationship between teacher expectations and academic performance have been inconclusive and suffer from two flaws. First, by artificially manipulating teacher expectations,

experimenters may render their results externally invalid. Second, these studies involve small samples that are not nationally representative.

It can be concluded that Teachers experience can influence performance. Further, the same item had a dispersion rate ($SD= 0.640$) of all the 7 items implying that the respondents perceived the item in the same manner. This can be concluded that teachers remain the key drivers of students' performance since they are the persons spending more hours with them. Also it highly matters to the experience of the teachers to manage and solve students' poor performance and problems triggering their education at the final examination.

5.5 Recommendations from the study

Based on the findings the study recommends the following:

All the board members should consider consulting training institutes to advance teachers with more teaching techniques to improve teaching and learning process in class.

Efforts should be made by both the government and other stakeholders in the proper provision of facilities like libraries, computer labs, laboratories which are well known to the best facilities in improving practical sessions and conducive learning environment in secondary schools.

The government through the ministry of education and vocational studies should consider setting aside enough funds for schools in development and growth.

The Ministry of Education and Vocational Training, should involve the participation of community in the process of education mainstreaming

All the stakeholders should be part and parcel of the goodness of students' performance since their performance is the key issue of their involvement in education.

5.6 Suggestions for further research

The following are suggestions for further studies:

- I. A similar study can be carried out in colleges for academic purposes.
- II. Have a complete study on institutional and external factors that would influence poor performance in Morogoro secondary schools.
- III. A study can be also carried out to trace the comparative study of both public and private secondary schools in Morogoro Municipality.

REFERENCES

- Aaronson, Daniel, Lisa Barrow, William Sander (2007). *Teachers and Student Achievement in the Chicago Public High Schools*. Journal of Labor Economics 25 (1), pp. 95–135.
- Armstrong, Paula, (2009). *The impact of teacher characteristics on student performance: An analysis using hierarchical linear modeling*. Stellenbosch Economic Working Papers: 07/09
- Alimi, O. S. (2004). *Appraisal of the Adequacy of Available School Plant for Primary Education in Ayedaade Local Government Area of Osun State*. Educational Thought, 4(1) 64-6
- Alimi, O. S. (2007). *Physical Plant Maintenance Practices in the Public Secondary Schools in Akoko Zonal Education Area of Ondo State*. Ife Journal of Educational Studies, 13(1):73-78
- Betts, J., Zau, A., & Rice, L. (2003). *Determinants of student achievement: New evidence from San Diego*. San Francisco: Public Policy Institute of California.
- Buckley, J., Schneider, M., & Shang, Y. (2004a). *LAUSD school facilities and academic performance*.

- Buckley, J., Schneider, M., & Shang, Y. (2004b). *Fix it and they might stay: School facility quality and teacher retention in Washington, DC. Teachers College Record*, 107, 1107-1123. Retrieved November 4, 2008, from EBSCO host database.
- Buckley, J., Schneider, M., & Shang, Y. (2004c). *The effects of school quality on teacher retention in urban school districts*. Washington, DC: National Clearinghouse for Educational Facilities. Retrieved July 13, 2013
- Chan, T. C. (1996). *Environmental impact on student learning*. Retrieved May 5, 2013
- Damien, N. (2010) *Factors Affecting Private versus Public School Decisions, Université Internationale de Kampala - Master 2010*
- Darling-Hammond, L. (1999). *Education policy analysis*. Archives, 8. Available at: <http://epaa.asu.edu/epaa/v8n1/> retrieved on March 13 2013
- Darling-Hammond, L. (2000). *Reforming teacher preparation and licensing: Continuing the debate*. Teachers College Record, 102 (1), 5-27.
- Earthman, G. I. (1996). *Review of the research on the relationship between school buildings , student achievement, and student behavior*. Paper presented at the Annual Meeting of the Council of Educational Facilities Planners, International Tarpon Springs, FL.

- Earthman, G. I. (2002). *School facility conditions and student academic achievement*. Retrieved February 9, 2013, from <http://www.idea.gseis.ucla.edu/publications/williams/reports/pdfs/wws08-Earthman.pdf>
- Earthman, G. I. (2004). *Prioritization of 31 criteria for school building adequacy*. Baltimore, MD: American Civil Liberties Union Foundation of Maryland. Retrieved July 7, 2013, from http://www.schoolfunding.info/policy/facilities/ACLUfacilities_report1-04.pdf
- Ehrenberg, Ronald G., Dominic J. Brewer (1995). *Did Teachers' Verbal Ability and Race Matter in the 1960s?* Coleman Revisited. *Economics of Education Review* 14 (1), pp. 1–21.
- Eide, Eric, Dan Goldhaber, Dominic Brewer (2004). *The Teacher Labour Market and Teacher Quality*. *Oxford Review of Economic Policy* 20 (2), pp. 230–244.
- Frazier, L. M. (1993). *Deteriorating school facilities and student learning*. (ERIC Digest, Number 82). Eugene, OR: ERIC Clearinghouse on Educational Management. (ERIC Document Reproduction Service No. ED356564).
- Hanushek, Eric A., Steven G. Rivkin (2006). *Teacher Quality*. In Eric A. Hanushek, Finis Welch (eds.), *Handbook of the Economics of Education*, Volume 2, pp. 1051–1078. Amsterdam: North-Holland.

- Hanushek, Eric A., Steven G. Rivkin (2010). *Generalizations about Using Value-Added Measures of Teacher Quality*. American Economic Review 100 (2), forthcoming.
- Hunter, M. A. (2006). *Public school facilities: Providing environments that sustain learning*. Teachers College Columbia University. New York, NY: National Access Network.
- JamiiForums (2012) *Matokeo ya mtihani wa kidato cha nne uliofanyika mwaka jana yametangazwa*. Retrieved on March 13, 2013 from file:///C:/Documents%20and%20Settings/adim/My%20Documents/Downloads/Uhalisia%20wa
- Kothari, C.R. (2004) *Research Methodology Methods and Techniques*, (2nd Revised Edition). New Age International Publishers. New Delhi, India.
- Lackney, J. A. (1999a). *The relationship between environmental qualities of school facilities and student performance*. Retrieved February 15, 2013, from <http://schoolstudio.engr.wisc.edu/energysmartschools.html>
- Maagan, D. (2007). *Teaching staff survey (2007) in elementary schools 2005/6* . Jerusalem: Israel Central Bureau of Statistics. (Hebrew)
- Maranga, J. S. (1977). *Guidelines for Training Educational Supervisors in Kenya*. Doctorate Thesis. Columbia: Teachers College.

- Maranya, J. M. (2001). *The supervisory roles of Secondary School headteachers in curriculum implementation in Machakos District, Kenya*. Unpublished M.Phil Thesis. Moi University, Eldoret.
- Mbiti, D. (1974). *Foundations of School Administration*. Nairobi: Oxford University Press.
- Necta (2012) The Citizen Reporter Dar es Salaam retrieved on March 13, 2013 from
file:///C:/Documents%20and%20Settings/adim/My%20Documents/Downloads/FORM%20SIX%20EXAMS-2012.htm
- Ngala, F. B. (1997). *Management of teachers and its influence on pupil academic achievement. A Case Study of Primary Schools in Eldoret Municipality*. Unpublished M. Phil. Thesis. Moi University, Eldoret.
- Miles, K., & Darling-Hammond, L. (1998). *Rethinking the allocation of teaching resources: Some lessons from high-performing schools*. Educational Evaluation and Policy Analysis, 20(1), 9-29.
- Monk, D. (1990). *Educational finance*. New York: McGraw Hill Publishing Company.

- Monk, D.H. (1994). *Subjects areas preparation of secondary mathematics and science teachers and student achievement*. Economics of education review, 13(7), 145-154.
- Mugenda O.M and Mugenda, A.G (1999). *Research Methods. Quantitative and Qualitative Approaches*: Nairobi: ACTS Press.
- Okumbe, J. A. (1999). *Educational Management: Theory and Practice*. Nairobi: Nairobi University Press.
- Oladele, S.O; Ayodele, M.O.; Oluyide, F.A. and Alawode, F. (1993) "*Factors Affecting Students' Performance In Secondary Schools In Obokun Oriade and Ilesa Local Government Areas of Osun State*" Undergraduate Project, UNIBEN.
- Olembo, J. H. O., Wanga, P. E., & Karagu, N. M. (1992), *Management in Education*. Nairobi: Educational Research and Publications.
- Olivia, P. R. (1976). *Supervision for Today's Schools*. New York: Harper and Row Publishers.
- Oso, W.Y & Onen, D. (2005). *A general guide to writing research proposal and report. A handbook for beginning researchers*. Options press and publishers.

- Kate Giglio, (2010). *What Teacher Characteristics Affect Student Achievement? Findings from Los Angeles Public Schools*. RAND objective analysis effective solutions.
- Rivkin, S. G., Eric A. H, John F.K (2005). *Teachers, Schools, and Academic Achievement*. *Econometrica* 73 (2), pp. 417–458.
- Rockoff, J. E. (2004). *The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data*. *American Economic Review* 94 (2), pp. 247–252.
- Robins, P.S. (1980). *The Administrative process*. Prentice Hall Inc. Englewood Cliffs, New Jersey.
- Saleemi,N.A.(1997). *Systems theory, analysis and design simplified*. N.A Saleemi publishers: Nairobi
- Saleemi, N. A., & Bogonko, J. B. (1997). *Management Principles and Practice*. Simplified. Nairobi: N. A. Saleemi Publishers.
- Strauss, R., & Vogt, W. (2001, March). *It's what you know, not how you learned to teach it: Evidence from a study of the effects of knowledge and pedagogy on student achievement*/. Paper presented at the annual meeting of American Educational Finance Association, Cincinnati.

Strutt C, Kepe T (2010). *Implementing Education for All—whose agenda, whose change? The case study of the Ghana national education campaign coalition*. *Int. J. Educ. Dev.*, 30: 369–376.

Tennessee Advisory Commission on Intergovernmental Relations. (2003). *Do K-12 school facilities affect education outcomes?* Retrieved May 21, 2013, from http://www.tennessee.gov/tacir/PDF_FILES/Education/SchFac.pdf

UNESCO 2010 United States Environmental Protection Agency. (2003). *Indoor air quality & student performance*. Retrieved April 28, 2013, from http://www.epa.gov/iedweb00/schools/pdfs/publications/iaq_and_student_perfor_mance.pdf

Wayne, Andrew J., Peter Youngs (2003). *Teacher Characteristics and Student Achievement Gains: A Review*. *Review of Educational Research* 73 (1), pp. 89–122.

APPENDICES

APPENDIX 1:

LETTER OF INTRODUCTION

**UNIVERSITY OF NAIROBI
SCHOOL OF EDUCATION
P.O. BOX 92
KIKUYU-NAIROBI.**

To the School Administrator,

Dear sir/Madam.

RE: RESEARCH

I am a Post Graduate student at University of Nairobi pursuing a Masters Degree in Education Administration, in the department of Educational administration and Planning. I am conducting a research on **Institutional factors influencing Students' Performance in Certificate of Secondary Education Examination (CSEE) in Public Secondary Schools in Morogoro Municipality, Tanzania.**

I'm kindly requesting you to respond to the questionnaire attached as honestly as possible. The information will be used for the purpose of the study only while your identity will be kept confidential.

I look forward to your honest participation. Thank you in anticipation.

Yours faithfully,

Martin S. Mollel

APPENDIX 2:
QUESTIONNAIRE FOR STUDENTS

Please answer appropriate answers also by ticking (√)

Section a: teaching and learning

1. Class

2. How do your teachers portray their skill on your academic performance
Poorly fairly average good very good

3. How effective do you think provision of learning and teaching resources on your performance are?
Less effective effective very effective

4. Do you have enough textbooks
If yes how many students per textbook

5. Is your lab science well equipped?
Yes no

6. How often do you do experiment?

7. Do you always have enough materials for experiments?

8. If yes above how do you agree with the effectiveness of it
Strongly disagree disagree agree strongly disagree

Section b: head teachers' characteristics

Section b: Head teachers' supervision

9. Does your head teacher supervise your learning processes?

Yes no

10. How is it done?

By checking time tables

Confirm presence of class teachers

Confirming the presence of subject teachers

Confirm syllabus point

Confirming completion of homework

11. How often does the head teacher supervise your homework and syllabus

Less often quite often often very often

Section c: School facilities

12. Do you think your school have enough school facilities to effectively influence your exam performance

Yes no

13. Kindly indicate some of the stated facilities in your school and how many are they

Facility	Availability	Amount
Library		
Laboratory		

Classrooms		
dining hall		
Dormitories		
school bus		
indoor games		
Field		

14. How effective do you think the school facilities influence your performance

15. Less effective effective very effective

Section d: Appropriate students' affairs

16. Does your school have a student's affair personnel?

Yes no

17. What would you say about its performance in regard to your performance?

.....

.....

.....

.....

.....

Thank you for your cooperation.

APPENDIX 3:

HEADMASTERS INTERVIEW SCHEDULE

Sex..... Age.....

Location: Rural..... / Urban.....

Highest qualification..... Professional status.....

Position.....

Number of years you in current position.....

1. Do you think the use of control to affect teachers instructional practices has an effect to students performance.....
2. How effective do you think his is.....
3. Do you consider inspecting students class performance
4. How do you manage to effectively make the teachers reach the required grade of the students
5. Which is the highest level of education of your teachers
6. Which is the lowest level
7. Does level teachers pose a threat to your students performance according to your professionalism
8. According to you do you confirm that students are involved in all practices of teaching in your school
9. Do you think the schools holds the required facilities for effective performance.....

10. Kindly state for me all the available facilities that you think effectively boosts performance of your students

11. Many have been said on the performance of Morogoro schools do you agree with the statement that they perform poorly compared with other schools in Africa.....

What makes you think students perform poorly.....

Thank you for your responses and cooperation.

APPENDIX 4

QUESTIONNAIRE FOR TEACHERS

1. Sex..... Age.....
2. Location: Rural..... / Urban.....
3. Professional status (Trained or untrained).....
4. Position.....
5. Number of years you in the current position below 5yrs 5-10yrs
10-15yr 15-20 above 20yrs
6. Your highest level of education.....
7. Years of experience (kindly indicate).....
8. What do you think should be done to improve students performance in Morogoro Municipal council.....
9. How many lessons do you attend to in a week (kindly indicate your exact lessons).....
10. How many hours do you think you spend teaching in a day
.....
11. Do you have problems with your students.....
12. Does language trigger a failure in students
.....
13. Do you think your teachers having certification qualifies you to improve students' participation?

Yes no

If yes (8) what makes you think so

.....

If no (8) what makes you thinks or what should be done

.....

14. What is your favorite subject that you teach.....

15. Do you love teaching the subject.....

16. To what extent do you make the students love and pass the exam

By i)

ii)

iii)

iv)

other (Specify)

17. By which techniques do you make students learning easier and understandable

(kindly indicate some of the techniques used)

.....

.....

18. How do you agree with that if a teacher have passion with teaching improves

students performance Strongly disagree disagree neutral

agree strongly agree

19. What is the commonly used language in teaching here in Morogoro

.....

20. Do you think there is a way the language can be changed to improve this performance.....

21. Which subjects do you teach.....

22. What would you say on your schools' teaching and learning resources

.....

Thank you for your cooperation.

APPENDIX 5:

Research permits

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Telegraphic Address: "REGCOM"
Phones: 023 2604237/2604227



Regional Commissioner's Office,
P.O. Box 650,
MOROGORO.

Fax No: 260 09 73
In Reply please quote:
Ref. No: AB. 175/245/01'A/15

15th February, 2013

District Administrative Secretary,
Morogoro.

Re: RESEARCH PERMIT

Please refer to the above mentioned subject.

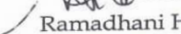
I have a great honour to introduce to you **Mr. Martin Saning'o Mollel.** researcher from University of Nairobi and who is at the moment conducting research in our region.

The title of the Research is **"Institutional Factors Influencing Students Performance in Certificate of Secondary Education Examination (CSEE) in Public Secondary Schools in Morogoro Municipal, Tanzania'.**

The permit is granted from **March, 2013 to June, 2013** will cover Morogoro Region.

Please provide him with all necessary assistance to enable the accomplishment of this important activity.

Thank you for your cooperation.


Ramadhani Hangwa
For: REGIONAL ADMINISTRATIVE SECRETARY

Copy: **Dr. Grace Nyagah**
Chairman
Department of Educational Administration and Planning,
University of Nairobi,
P. O. Box 92,
KIKUYU - KENYA.

✓
Mr. Martin Saning'o Mollel,
Researcher.

JAMUHURI YA MUUNGANO WA TANZANIA.

OFISI YA WAZIRI MKUU.

TAWALA ZA MIKOA NA SERIKALI ZA MITAA

OFISI YA AFISA TARAFU

MOROGORO MANISPAA

S.L.P 681

MOROGORO.

24.05.2013.

Kumb. Na.OAM/AFT/MMC-68.

AFISA ELIMU SEKONDARI

WAKUU WA SHULE WOTE

MANISPAA YA MOROGORO.

YAH: KIBALI CHA KUFANYA UTAFITI

Somo la hapo juu lahusika.

Ndugu **Martin Saning'o Mollel** ni mwanafunzi wa chuo kikuu Nairobi ambaye kwa sasa yupo katika utafiti. Kiini cha utafiti ni **Institutional Factors Influencing Students Performance in certificate of Secondary Education Examination (CSEE) in public Secondary Schools in Morogoro Municipality. Tanzania.**

Kibali hiki kimetolewa kuanzia Machi 2013 hadi Juni 2013.

Nimatumaini yangu mtampa ushirikiano wa hali ya juu.

Wenu,


Stanley Fifi.

**KATIBU TARAFU MJINI
MOROGORO**

Kaimu afisa Tarafa, Morogoro Manispaa.

Nakala: Maafisa watendaji Kata wote- Morogoro Manispaa.

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA WAZIRI MKUU
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

Anuani ya simu: MKUU WA WILAYA
Simu Nambari: 2614096
Fax Nambari: 2613848



OFISI YA MKUU WA WILAYA
S.L.P 681
MOROGORO

Unapojibu tafadhali taja:

Kumb. Na.AB. 210/249/01/113:

18/03/2013

Katibu Tarafa,
Manispaa ya Morogoro,
MOROGORO.

YAH: KIBALI CHA KUFANYA UTAFITI

Somo tajwa hapo juu lahusika.

Bwana Martin Saning'o Mollel ni mwanafunzi wa Chuo Kikuu Nairobi ambaye kwa sasa hivi yupo katika utafiti.

Kiini cha utafiti huo ni "Institutional Factors Influencing students Performance in certificate of Secondary Education Examination (CSEE) in Public Secondary Schools in Morogoro Municipal, Tanzania"

Kibali hiki kimetolewa kuanzia March , 2013 mpaka June, 2013.

Natumaini atapatiwa ushirikiano wa kutosha.

Tamary P. Isike

Tamary P. Isike

**Kny: KATIBU TAWALA WILAYA
MOROGORO**

Nakala: Bwana Martin Saning'o Mollel,
MTAFITI.

Mkurugenzi wa Manispaa,
MOROGORO.

TPI/SJM: