

**ASSOCIATION BETWEEN SOME SOCIO-CULTURAL FACTORS AND
ACADEMIC PERFORMANCE IN PRIMARY EDUCATION IN NAMTUMBO
DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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ABSTRACT

In spite of measures taken by key stakeholders including the government, NGOs, and CBOs in Tanzania to improve primary education, the problem of poor academic performance is persistent in Namtumbo District. Almost all districts of Ruvuma Region are facing this problem, but the problem is much bigger in Namtumbo. Therefore, a cross-sectional study to determine associations between some socio-cultural factors and academic performance in primary schools was conducted in Namtumbo District in April 2010. The specific objectives were to: record marks scored by individual pupils in June and December, 2009 examinations; find socio-cultural factors associated with academic performance; find pupils' attitudes towards the socio-cultural factors associated with academic performance; and determine associations between some cultural factors and marks scored in terminal and annual examinations. A total of 160 respondents were included in the survey. The data were analyzed by using the Statistical Package for Social Sciences (SPSS) Version 12.0 computer software programme. The results showed that information on socio-cultural factors and community awareness were the factors mostly associated with poor academic performance in Namtumbo District. Based on the findings, it is concluded that parents and other community members have to be provided with education/information through training or seminars. Seminars and education to parents or community is needed in order to eliminate all malpractices that affect academic performance in the area so that the magnitude of the existing problem can be removed or at least minimized.

DECLARATION

I, PIUS ARONI MWAGENI, do hereby declare to the Senate of Sokoine University of Agriculture that this dissertation is my original work done within the period of registration and that it has neither been submitted nor being concurrently submitted in any other institution.

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Date

The above declaration is confirmed

Prof.K.A.Kayunze Date
(Supervisor)

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I am very grateful to my family members for their strong support and encouragement throughout the period of my study. Before I go, I must have an opportunity to thank the Almighty God for making good things happen when I wanted them to be. I owe Him much. I also thank Him for rewarding my parents Mr. and Mrs.Aroni Pius Mwageni, with strength for their daily bread up to this point in time. Thank you Oh Lord!

DEDICATION

This work is dedicated to St. Paul for his messages. “For what I want to do I do not do, but what I hate I do. And if I do what I do not want to do, I agree that the law is good. As it is, it is no longer I myself who do it, but it is sin living in me that does it” (Romans 7:15-20).

My heartfelt dedication is extended to my parents Mr.AroniMwageni and Mrs.LeokardiaMbilinyi to whom I am much grateful for the reflective foundation they laid for what I am without my knowledge. May the all-powerful God bless them abundantly.

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ABBREVIATIONS

| | |
|-----------|---|
| ANOVA: | Analysis of Variance |
| CUF: | Civic United Front |
| ESDP: | Education Sector Development Programme |
| H0: | Null Hypothesis |
| HIV/AIDS: | Human Immunodeficiency Virus / Acquired Immune Deficiency |
| MDG: | Millennium Development Goals |
| NGO: | Non-Governmental Organization |
| PEDP: | Primary Education Development Plan |
| PISA: | Programme International Student Assessment |
| SNAL: | Sokoine National Agricultural Library (SNAL). |
| SPSS: | Statistical Package for Social Sciences |
| UBE: | Universal Basic Education (UBE) |
| UNESCO: | United Nations Education Scientific and Cultural Organization |
| UNICEF: | United Nations Children Education Fund |
| UPE: | Universal Primary Education |
| URT: | United Republic of Tanzania |
| USDP: | United States Department of Education |
| WB: | World Bank |

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

Globally, around 70% of primary school-age children are enrolled in primary education, and this proportion is rising. Under the Education for all programmes driven by UNESCO since 1953, most countries have committed to achieve universal enrolment in primary education by 2015, and in many countries it is compulsory for children to receive primary education. The division between primary and secondary education is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Some education systems have separate middle schools, with the transition to the final stage of secondary education taking place at around the age of fourteen. Schools that provide primary education are mostly referred to as primary schools. Primary schools in these countries are often subdivided into infant schools and junior schools. Children are taught according to their needs and capacities to grasp materials. They must learn minor things like counting and reading simple words (UNESCO, 2006).

Due to the importance of primary education for improvement of human capital and preparation of children for secondary and tertiary education, much planning has been done to improve primary education in Tanzania, and some good results have been realized. For example, Primary Education Development Plan (PEDP), whose broad objective is to achieve universal primary education (UPE), is one of the first outcomes of the Education Sector Development Programme (ESDP) and covers primary education provision as well as education for out-of-school children and youth. The targets of priority investment are: enrolment expansion, increasing re-capitation which would reduce some additional contributions, and waiving primary school fees (URT, 2007).

While the government is making concerted efforts to maximize academic performance in primary schools, Ruvuma Region does not actively enjoy the government strategy, unlike Kilimanjaro, Arusha, Mwanza, Dar-es-Salaam and Morogoro Regions which are doing very well in the national examination results of standard seven (URT, 2008). Ruvuma Region does not appear in the top ten since education review of 2001, and many pupils in the region do not qualify to join secondary education after primary education, different from most other regions. In the region, the academic performance in primary schools varies from one district to another one, and Namtumbo District has the least performance, but the performance fluctuates annually. For instance, in 2007 and 2008 the district was the second from the bottom and the last one respectively among five districts, namely Songea Urban District, Songea Rural District, Mbinga District, Namtumbo District, and Tunduru District. Another indicator of poor academic performance in primary education in Namtumbo District is that about 30% of standard seven leavers are not able to either read or write in spite of all efforts made by the government to raise the performance (Rhoda Mbilinyi, Personal Communication, December, 2009).

Namtumbo District, through its Primary Education Development Programme (PEDP), is making lots of efforts in order to maximize academic performance through controlling some socio-cultural factors constraining it, including truancy among the pupils, some cultural practices like early pregnancies and marriage which constrain schooling; parents not taking strict measures against their children dodging school attendance; alcohol abuse among parents and teachers; pupils loitering; pupils having risky sexual behaviour; and parents discouraging their children from studying hard in order to have poor performance.

1.2 Problem Statement

A number of efforts have been made by the government to improve academic performance in Namtumbo District. The government, since 2001 through Primary Education Development Programme (PEDP), waived some school contributions, and increased the

number of teachers and books in order to solve the problem of academic performance in the District (URT, 2005). However, the problem of poor academic performance persists, in spite of the efforts made to improve it (URT, 2008). The real causes of the problem are not known, but they may include parents' and pupils' unfavourable attitudes towards education, excessive alcohol consumption by parents and teachers, pupils loitering, bad sexual behaviour of teachers and pupils, poverty of parents who use the children as labourers and allow their daughters to be married early instead of ensuring they go to school and complete primary education; and truancy. However, whether any of those probable factors is associated with poor academic performance is not known. Even if some or all of them may be applicable, the extents to which they do so is not known since no research has been done in the area to determine the extent. Therefore, the aim of this research was to find out empirically the real factors behind the problem and the extent to which each of the factors is associated with performance in primary education.

1.3 Justification of the Study

The problem of poor academic performance is big in Namtumbo District; academic performance is fluctuating annually despite efforts of the District's Management Team to improve the performance. It is a challenge to the society, institutions, and management. Much as culture and traditions of various ethnic groups are respected and cannot be influenced to change overnight, some cultural elements which are sexual behaviours of parents, truancy among the pupils and teachers, poor cooperation among teachers, parents and pupils, and alcohol abuse among pupils, teachers, and parents are evils which ought to be fought against in the society. In addition, conducive environment for studies and time management would probably mean to solve the problem of academic performance in the district. Therefore, the research from which this dissertation is based was important to generate empirical information to help understand better the factors behind the problem of

poor academic performance. Based on the understanding, interventions may be designed to improve the performance by controlling the factors constraining it. The study was in line with the Millennium Development Goal Number 2, which is about ensuring that by 2015 children everywhere, boys and girls alike will be able to complete a full course of primary schooling. Under this goal there are three targets; two of them are to increase net enrolment ratio in primary education and to increase the proportion of pupils starting Grade 1 who reach grade 5.

1.4 Objectives

1.4.1 General objective

The general objective of the research was to determine the associations between some socio-cultural factors and the academic performance in primary schools.

1.4.2 Specific objectives

The specific objectives of the research were:

1. To assess pupils' academic performance.
2. To find socio-cultural factors associated with academic performance.
3. To find pupils' attitudes towards the socio-cultural factors associated with academic performance.
4. To determine associations between some cultural factors and marks scored in terminal and annual examinations.

1.5 Conceptual Framework

The conceptual framework of this research consists of a number of variables which are grouped into three categories, namely background variables, independent variables and the dependent variable. Background variables are the demographic factors, which are age of respondents, sex of respondents, marital status of parents, household size of respondents,

number of primary school children in the respondents' households, and the classes in which they are. Independent variables include socio-cultural factors which are polygamy, pregnancies, pupils' attitudes, truancy, traditional dances and discouragement from parents. The dependent variable is academic performance in terms of marks scored in terminal and annual examinations, as seen in Fig. 1.

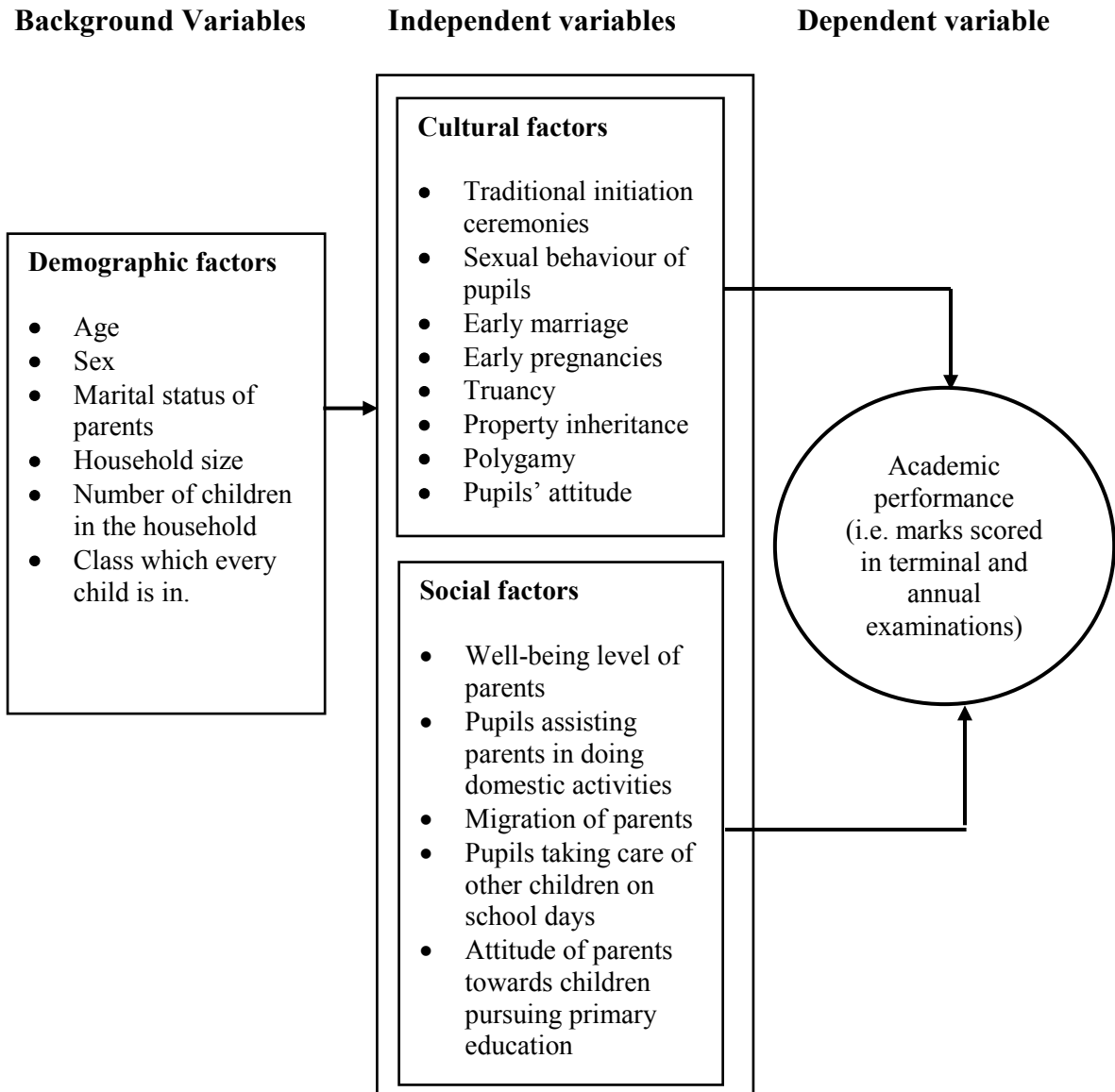


Figure 1: The conceptual framework of the research

1.6 Research Hypothesis Tested

1.6.1 Null hypothesis tested (Ho)

There is no significant association between some socio-cultural factors and marks scored in terminal and annual examinations.

1.6.2 Null hypothesis tested

Academic performance doesn't differ significantly between boys and girls, among pupils with different socio-cultural factors, among various schools, and between various wards.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Definition of Some Key Terms for This Research

2.1.1 Education

According to the Oxford Advanced Learner's Dictionary 6th Edition, the word "education" is a process of teaching, training and learning, especially in schools and colleges, to improve knowledge and develop skills. However, education in its broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Education is classified into three main categories: formal, semi-formal and informal education.

Formal education is the unique one which most people are used to, which necessitates getting together in a particular place to teach a group of people that are normally called "students". In this type of education most people are taught basing on a curriculum accepted by the school authority and approved by higher authorities like Ministry of education. Teachers in educational institutions direct the education of students and might draw on many subjects, including reading, writing, counting basing on various subjects like mathematics, science, English and the lest of subjects.

2.1.2 Primary school

Primary school is an initial stage of education provided either formally or informally. In some countries primary education is divided into two categories, infant and junior schools. Primary education consists of the first 4 years to 8 years of formal, structured education.

In general, main education consists of 6 or 8 years of schooling starting at the age of five or seven but sometimes it varies between and within countries. At the first stage of primary school a child must be able to read and write some compound words. She or he has also to be able to count one to twenty in a very initial of her/ his schooling stage (UNESCO, 2006).

2.1.3 A pupil

A pupil, according to the Pocket Oxford Dictionary, is someone who is taught by another, a schoolchild who necessarily has to be taught by a teacher at school. A pupil has to be a schoolchild, whereas a child is any person under 18 years who must be under the control of either parents or guardians; however, she or he may have some freedom of expression in the family and not taking full responsibilities like caring for another child. A child must necessarily have a right to education, that is why world-governments take some leads in providing them with basic education for all and over-checking their academic performance.

2.2 Cultural Factors Affecting Academic Performance

Despite the supportive efforts, many challenges remain, including: gender dimensions of poverty such as discrimination and harassment of women, workload, and bad attitudes towards children, especially girls. Many children seem to drop out from schools and some are likely to produce very bad results at the end of standard seven. Tanzania has different ethnic groups; each has some traditional values different from another one. Cultural values like traditional dances, polygamy, and initiation ceremonies, widow/widower inheritance and some other cultural values contribute more than 30 percentage to poor academic performance among pupils in Tanzania (URT, 2007).

2.2.1 Gender issues

Gender disparity is another challenge to academic prosperity and performance in Tanzania where governments in many parts of Africa are aware of the benefits of education for girls and women. Education of females has a profound effects on national development as lack of their education has been linked to low birth weight, poor health and high mortality rates in children, high fertility rates, poor family nutrition, low life expectancy, poor sanitation and high illiteracy rates. The socio-economic importance of female education can thus not be over emphasized (Torto, 2007). Efforts to boost female education have been made by governments, international organizations and NGOs. However, there is still a gender disparity in education. Females still have low access to education, low participation and poor performance in many subjects, especially Mathematics and Science subjects. Many factors which are home, community and school based, continue to restrict developments in female education. (Torto, 2007).

However, factors within the classrooms are not the only cause of gender imbalances in education and that home based factors which include family size, household income, parents' education, cultural and traditional beliefs all contribute substantially to poor female enrolment and performance in schools. Many girls are pulled out of school and boys left in schools when the family income dictates that all children cannot be educated. Girls miss school when there are works to be done at home or there is a sick family member to nurse. Girls are taken out of school when they become mature to prepare them for marriage or to help supplement the family income by selling, farming or performing other money earning activities (Torto, 2007). Furthermore; factors which interplay and affect female education are limitless. Extracurricular and out of school factors play a big role in female education. Sexual harassment by classmates, teachers and males in the community and inefficient use of her time contribute to making attendance in school poor.

Finally, the girl child drops out of school when conditions at home, in school, on the way to school and in the community prevent her from having a meaningful and conducive learning environment with a consequential effects of poor academic performance (Torto, 2007).

2.3 Social Factors Affecting Academic Performance

Following all efforts of the government towards poor academic performance in Tanzania besides cultural factors, still more policies and actions need now to be directed at ensuring that pupils complete a full course of primary schooling in addition to safeguarding standards. In a nutshell, these challenges call for stepping up efforts to be directed at addressing causes that keep children out of school after enrolment; such causes may be labour demands, early pregnancies and inability of many parents to meet some costs. Some are like addressing quality of service delivery (ensuring availability adequate quality teachers, textbooks and other learning materials and enabling teaching and learning environment (URT, 2007). If parents actively participate in all academic requirements of their children, the situation will be healed and the performance will eventually be better. The listed above are some of social factors for poor academic performance in Namtumbo district. However, these are not sole factors, there are also polygamous habit, over-alcoholism, over-reproduction and mutual social relationship.

2.3.1 Poverty

It is observed that there is a high risk of academic underachievement for children who are from low-income housing circumstances. This often is a process that begins in primary schools for some less fortunate children. In the Tanzania's educational system, these children are at a higher risk than other children for retention in their grades, special placements during the school's hours and even not completing their primary school

education. There are indeed many explanations for why students tend to drop out of school. For children with low resources, the risk factors are similar to excuses such as juvenile delinquency rates, higher levels of teenage pregnancies, and the economic dependency upon their low income parent or parents.

Families and society who submit low levels of the education and development of less fortunate children end up with less favourable results for the children who see a life of parental employment reduction and low wages. Higher rates of early with all the connected risks to family, health and well-being are majority important issues to address since education from preschool to high school are both identifiably meaningful in a life.

Poverty often drastically affects children's success in school. A child's "home activities, preferences, mannerisms" must align with the world and in the cases that they do not these students are at a disadvantage in the school and most importantly the classroom. Therefore, it is safe to state that children who live at or below the poverty level will have far less success educationally than children who live above the poverty line. Poor children have a great deal less healthcare and this ultimately results in many absences from the academic year. Additionally, poor children are much more likely to suffer from hunger, fatigue, irritability, headaches, ear infections, flu, and colds. These illnesses could potentially restrict a child or student's focus and concentration. Poverty: The United States Department of Education (2000) found in a study that the relationship between poverty and students performance is not simple and direct. It concluded that poverty is an important factor accounting for differences in performance and achievement across rural, sub-urban and urban districts.

However, the study concluded that poverty alone does not account for all the differences in the performance of the students. Bobonis G. *et al.*,(2004).Opined that poverty has elastic effects on children academic works as they lack enough resources and funds to sponsor their education and good school, good housing facilities and medical care and social welfare services. Poverty of the parents has made education and learning impossible for children especially disabled children in the rural areas (NSGRP, 2007). He lamented that poverty has further caused other problems, such as disease, frustration, poor performance, and psychological problems and so on. Ipaye (1996) in the same vein reiterated the effects of poverty of the parents on the Nigerian child. According to him, poverty syndrome imposed by economic crunch, maladministration, corruption and emergency closure of firms has imposed hardship among parents/workers. They in turn have not been able to provide adequately for the basic functional, social and academic needs of the students. Many students have thus abandoned school to engage in commercial sex or child labour to make ends meet to support self and others. By this, they spend much time on these acts than schooling; this has terrible effects on their academic performance in their schoolwork and public examination.

2.3.2 Cost sharing and academic performance

Diverging from poverty, there is also the issue of cost sharing. The parental-government cost sharing has produced reasonable number of primary schoolchildren Tanzania has ever witnessed in the recent years. Primary schoolchildren are so many as compared to secondary school students. The considerable large number of pupils in Sub-Saharan Africa may be due to parents-government cost sharing. Where cost met by parents is lower, there is more enrolment of pupils. For example in Tanzania, before the formulation of Primary Education Development Programme (PEDP) in 2001, there were very few primary schoolchildren. However, in recent years the number has doubled and even increasing

three times in some places compared to that before the reforms of 2001. The aim was to maximize enrolment and academic performance, but in most schools academic performance is going down. For example, in Tanzania, more than half examinees failed in 2009 National Examinations (URT, 2008). This situation may be called upon due to residential status of pupils. Few of them inhabit in luxurious and comfortable houses while some in poor houses.

2.3.3 Residential status of some of the pupils

A reasonable number of pupils in Africa attend primary schools by go and return, in the morning they leave for schools and in the evening they are back home. This present system of studying is opposite to that of German and British colonial era whereby all pupils had to be at the same place to have common share of facilities. Currently, some pupils live at home. Therefore, those pupils living at home are more likely to be victims of poor performance academically as compared to those living at school compounds and comfortable places. Sometimes a child has no family support and care; this may be extremely dangerous whereas; some of trainees find themselves to be living in streets. These children are normally moving unprotected around the big cities and towns in Africa sub-Sahara to endanger their lives and general academic performance (UNICEF, 2004). With it, many of children seem to face environmental problems wherever, they may live if unchecked and uncontrolled by society

2.3.4 Environmental challenges

African children live in an environment that is very different from that of their counterparts in the developed world. This is one of the challenges facing some African students when pursuing their studies. Understanding this view is very important provided that we learn and understand our children in the surroundings which we make our

activities. The general socio-economic situation in sub-Saharan Africa, Tanzania and Namtumbo inclusively, the majority of children in the continent experience some tremendous hardships especially when taking on their studies. Most of them are not guaranteed to the right of proper education; they are not regulated in their studies which causes poor performance.

Performing poorer, has its implication that, one misses the rights to proper and helpful education. Some of the parents are exposing their children to early responsibilities such as caring for young siblings, fetching firewood or working in farms and protecting houses Marope, (1999). Parents and guardians are the ones to assist a child to have good and attractive performance in academics. Proper care and regulation are left in the hands of parents the society at large, academic performance will be a sole problem and the recipient will continue suffering as if they were born to suffer, if there would be no external and internal interventions to respond on the environmental challenges for our growing nation.

2.3.5 Response to environmental challenges

The entire challenges reported regarding to academic performance is being treated at local and international levels. There are some responsibilities which must be met to improve the global academic performance. We must sensitize and involve all pupils, parents and school staff in respect of the roles they can play in maximizing academic performance and improve lives of the respective society through better education. We also have to oversee the day-to-day affairs of the schools which may probably be the motivation or hindrance for academic performance, working together with the Head teachers and other teachers to prepare a systematized teaching plans and how to handle our children at schools and assist them to study especially when they are at home and put a link between parents,

management and communicate educational information to schools and homes (Hernes, 2001).

2.3.6 Other related factors for academic performance

Home background according to Programme International Student Assessment, (2000) influences academic and educational success of students and schoolwork, while socio-economic status reinforces the activities and functioning of the teachers and students. From the above, it is revealed that the quality of parents and home background of a student goes a long way to predict the quality and regularity of the satisfaction and provision of a child's functional survival and academic needs. Poor parental care with gross deprivation of social and economic needs of a child, usually yield poor academic performance of the child. On the other hand, where a child suffers parental and material deprivation and care due to divorce or death, or absconding of one of the parents, the child's schooling may be affected as the mother alone may not be financially buoyant to pay school contributions, purchase books and uniforms, such child may play truant, thus his performances in school may be adversely affected (Shittu, 2004).

Likewise, good parenting supported by strong economic home background could enhance strong academic performance of the child. This further predicts academic performance where the child is properly counseled in the choice of his/her courses and vocation that matches his mental ability, interest and capability whereas the children to the care of the illiterate mothers will find themselves roaming about the street labouring to make ends meet. Ebong (2002), said that street hawking among young school students have psychologically imposed other problems, like sex networking behaviour, juvenile delinquent behaviour, which takes much of the student school time that necessitated the poor performance and drop out syndrome noticed among pupils. Nevertheless, they also

lamented that the maternal and paternal deprivation of the essential needs of the young students have prompted their poor performance in National examination. Learning environment that is free of barriers, or obstacles or distractions such as noise, gas/smoke pollutions and so on can constitute health hazards, which in turn affect or reduce students' concentration or perceptual or conceptual focus to learning (Sprinthall, 1987). Markets and garages located near school have always posed a threat to students. Noise and pollution from these sources have always endangered students' life and concentration. Therefore, for an effective learning and high academic performance, schools in both rural and sub-urban and urban areas should be located off zones, characterized with smoke/gas pollutions, market centres or garages. As conducive learning environments stimulate learning, understanding and high perception.

Other factors according to Danesy (2004), complimenting environmental and socio-economic factors to produce high academic achievements and performance include good teaching, counselling, good administration, good seating arrangement and good building. Dilapidating buildings, lacking mental stimulating facilities that are characterized with low or no seating arrangement will also be destructive. Danesy, however, lamented that the innovative environment do stimulate head start learning and mental perception, not only that, it has also been proved that students that come from simulative environment with laboratory equipment or those that are taught with rich instructional aids, pictures and allowed to demonstrate using their functional peripheral nerves like, eyes, hands and sense of taste performed better than those trained under theoretical and canopy of abstraction.

Thus, teaching and learning should be done under organized, planned, and fortified environment with learning instructional aids to stimulate students' sense of conception, perception and concentration to facilitate systematic understanding and acquisition of

knowledge in them. In sum, a combination of a healthy family background living in good environment plus the child being educated in a conducive environment with a fortified learning or instructional aids or motivational incentives will prompt academic performance and lack of it will retard academic performance. Government Policies: Inconsistent government policies in the past and present have caused a fallen standard in academic performance of school students. For instance, the politicization of education by some political parties in Tanzania such as the ruling party and the greatest oppositional parties CUF and CHADEMA to mention a few, in order to make people literate politicized the educational system by giving automatic promotion to students in the primary and secondary schools as declared and proposed in their referendum 2010-2015.

The bandwagon promotions declared by political parties have produced unqualified students to final classes, like the certificate class in ordinary and advanced level classes, hence recording, thousands of students failing such examinations. Such students now constitute the group of nuisance roaming about our major streets as hawkers of goods in our major cities or housebreakers or robbers in urban centres Jimoh (2000). He also expressed his opinions on lack of funds, materials and priority attention being paid to our schools and education of our students with disabilities in the past constituted reasons for their poor academic performance. According to him, the combinations of poverty and disability in the life of secondary school students have imposed serious hardship and other devastating psychological effects on the students in schools.

2.4 Academic Performance

Education is the best legacy a nation can give to citizens especially the children and youth. This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true

development must commence with the development of human resources. Much then is said that formal education remains the vehicle for social-economic development and social mobilization in any society. Tanzania like any other developing nations has witnessed a number of national challenges like ignorance, poverty and diseases which necessitated the promulgation of decrees, edicts and laws concerning educational practices at its mainland and Island regions, state and local government levels. These problems cause the inconsistent of government, de-emphasized the continuity in the implementation of educational laws and policies since 1980's till the present time.

This gradually laid the foundation of fallen standards in education at the primary school levels (Shittu, 2004). Frequent changes of ministers and commissioners of education by successive governments with the politicization of education by political parties that emerged in the country's political scene since 1980's have also brought about disparity in educational practices, which caused differential academic performance and classroom functioning of both teachers and students, from place to place. According to Olotu (1994), in the quest of finding survival feet, the nation has evolved series of socio-economic and educational measures and policies such as Universal Primary Education (UPE), and Universal Basic Education (UBE). These measures have not improved the social-economic and educational status of families in the country. They have rather increased their sufferings and widened the socio-economic gap between families.

Johnson (1996) said that parents become poor due to these hard measures, such that they can no longer provide adequately for good education of their children. Also, they can no longer provide shelter, clothing and special need of their children in school (such as provision of text books, school uniforms and good medical care and so on). High level of illiteracy, poverty and low socio-economic status coupled with high rate of paternal and

maternal deprivation of student academic needs, which was necessitated by poor socio-economic situation of the country has thrown many farmers and old rural dwellers into untold financial problems such as poverty, lack of money to purchase necessary textbooks and working materials for their kids. Also many rural and suburban dwellers can no longer pay the school contributions for their children. These ugly situations have promoted young school pupils to drop out of school to engage in subsistence farming and become housemaids or engage in other manual jobs to support their academic pursuit. Hence, many pupils have since taken schooling as a secondary assignment and school attendance on rotational basis. The resultant problem posed by this, is poor academic performance in school examinations and National Examination. The system has caused huge problems to parents, governments, political parties and stakeholders in education.

2.4.1 Transition from primary school to secondary school

Admission to secondary school is based on performance at the Primary School Leaving Examination (Torto,2007). All subjects in Primary schools Tanzania are compulsory through which a child is chosen for secondary education. However, there are seven compulsory subjects at the ordinary level secondary education, Mathematics and Biology being included. If the school is science based, the students are also required to take Physics and Chemistry. Before entry into Form three, students are advised mainly by teachers and based on their performance on selection of subjects in the Arts or Sciences. At the advanced levels of secondary studies, it is a requirement for Science and Commercial students to take Basic Applied Mathematics. Continuation of Secondary schools depends largely on primary education performance. One whose performance does not allow entering form one studies is considered as a failure. Academic performance of Namtumbo district is very low as compared to other districts, even the number of secondary schools are also few as compared to available primary schools and number of

pupils completing standard seven. There are twenty two secondary schools which do not sustain the outgoing standard seven each year. National examination results of standard seven shows 51 percentage of candidates sat failed while 49 percentage passed.

Namtumbo District in Ruvuma Region has its performance below that of National average. Additionally, there were more than 30345 candidates in 2006 who sat for examination; yet only 2076 candidates passed, its approximation is 68.4%. Going beyond this, it is also noticed that about 4309 candidates who sat for examination in 2007 observed that only 1438 joined secondary schools within Namtumbo and elsewhere, this data approximates the figure to 33.4 percentages. According to these explanations it is clear that the transition from primary education to secondary is very low in Namtumbo due to some considerable factors which may have been discussed or will be discussed later in the same context(URT, 2010).

2.5 Ways In Which Some Socio-Cultural Factors Affect Academic Performance

Socio-cultural factors are common phenomena for girls and to a lesser extent to boys at schools. Government, NGOs and other stakeholders have made serious efforts and minimize the problem, but still the challenges are unsolved and yet pupils achieve less in their studies than expected. There are various ways through which some socio-cultural factors affect academic performance in Namtumbo and Tanzania as a whole.

2.5.1 Girls are as mothers and wives

This traditional belief still prevails in society. Hence the attitude that it is more beneficial to formally educate a boy than a girl hence girls only need to be educated and trained in house chores to prepare them for marriage still persists. Girls are denied from the rights to education hence get married as early as possible.

2.5.2 Attitude of community to some subjects

Society generally believes that science subjects are difficult and a boys' domain. Since all subjects are compulsory in primary schools, girls have no alternative but to participate in class. However, concentration is poor and participation and performance is low in sciences. This affects the grades in all subjects and determines the ability to continue and perform well in those respective subjects in secondary school.

2.5.3 Parental education

Most parents are aware of the benefits of sending their children to school. However, when situations arise which prevent them from educating all their children, girls are usually the ones who are not enrolled and when there is no immediate benefit for such education, boys also are pulled out for farm work or income generating activities like trade, fishing and housebreakers at night.

2.5.4 Household chores

There is a greater need for girls' rather than boys' labour at home, it is observed. Many parents keep their daughters at home whenever there are some chores (cooking, selling, farming, taking care of other siblings or sick members of the family, laundry) to do.

2.5.5 Early marriage

In some communities, religious and traditional norms dictate that girls are to be married at a certain age and when they are still in school with no prospects of marriage when they mature, it puts the family in disgrace. The girls are therefore pulled out of school as soon as they reach maturity to prepare them for marriage. Some men do not like very educated wives who may challenge their authority. When such men, especially the rich, want to marry a girl, the parents prefer to pull her out of school since marriage would also solve some of the family's financial problems.

2.5.6 Cultural practices

Cultural practices in some societies require the girl staying out of school temporarily or permanently and interfere with her education. Some of these traditions require drastic measures on the girl e.g. mutilation of sexual organs, and on occasion, the decision to discontinue school after such a traumatic experience is made by the girl.

2.5.7 Pregnancy

Girls who become sexually active during their primary or secondary education and become pregnant are usually expelled from school. Only a few of these girls return to school later to continue with their education after giving birth. Still their academic trend will be affected because of long stay at home for maternity and nursing a new born baby.

2.5.8 Prostitution and womanish

Mature girls and boys are often tempted by money and pleasure of their bodies and also they are tempted by goods they receive from older men and women and slowly they turn to sexual and immoral conducts. Such behaviour interferes with education because they do not see the need of continuing with schooling when they earn so much and also they get sexual satisfaction from people they assume to have all powers for financial and sexual release. Girls of eleven to seventeen years are said to be much more affected by this situation. They believe more in someone they love than parents, they direct their efforts to affection and sexuality without questioning about future risks (Torto,2007).

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Description of the Study Area

The study was conducted in Namtumbo District, Ruvuma Region in Tanzania. The district was chosen for the study because it is among the parts of Tanzania where many primary schools are performing poorly and there are cultural and social elements which influence primary education negatively but are embraced by the people of the district. Namtumbo District is administratively divided into 13 wards. According to the 2002 Tanzania Population and Housing National Census as stipulated by (URT, 2003). The population of Namtumbo District was 185,131.

3.2 Research Design

The study adopted cross-sectional research design whereby data were collected at one point in time as justified by time limit (one academic year) and financial constraints.

3.3 Study Population

The study population was all pupils of Namtumbo who were in standard six and seven when the research was conducted. Four schools were selected from two wards where the respondents were obtained for the study. The unit of analysis was an individual pupil.

3.4 Sample Size and Sampling

The sample size for the study was 160 respondents. The respondents came from 4 schools, each school 40 respondents (20 standard 6 and 20 standard 7 pupils). The sample size was determined based on literature which says that the bare minimum number of cases for a sample or sub-sample in which statistical data analysis is to be done is 30 and that in most

cases 100 cases are taken (Bailey, 1994). Based on the literature, the sub-sample of 40 cases from each of the 4 schools, and the total sample of 160 cases were large enough for this study, they were even more than the minimum proposed above by Bailey (1994).

Purpose sampling technique was used to select the two wards from which the respondents for the study were obtained (Bailey, 1994). The two wards (Namtumbo and Rwinga) and the four schools (Mwenge, Namtumbo, Selous and Mkapa) were selected through purposive sampling based on academic performance in the two wards and schools; one ward (Rwinga) with the best performance and the one (Namtumbo) with the poorest performance were selected. Likewise, in each of the wards, one school with the best performance and another school with the poorest performance were selected. By so doing, the results of the research are very likely to reflect the real situation of the district with regard to academic performance in primary education. In order to choose actual respondents, systematic sampling was used. This was done by first obtaining class registers from head teachers. Then, for every class, a sampling interval was computed by dividing the total number of pupils in the class by 20 pupils who were to be selected from the class. Then, the first case was selected by simple random sampling using a hand calculator. Subsequent cases were selected by adding the sampling interval to the serial number of the case chosen first.

3.5 Data Collection

3.5.1 Primary data

Primary data were collected through interview schedules with pupils using a structured questionnaire, focus group discussions with parents, and key informant interviews. Key informant interviews were held with the District Educational Officers, Ward Educational Co-coordinators and Head Teachers. Focus group discussions were held with parents in the villages where the schools which were to be involved in the study were located. For

both the focus group discussions and key informant interviews, checklists of items for discussion were used.

3.5.2 Secondary data

Secondary data were collected from the schools (e.g. marks scored by students), from published and unpublished reports existing in various areas including the research area, from the Internet, and from books in Morogoro Regional Library, Ruvuma Regional Library, and Sokoine National Agricultural Library (SNAL).

3.6 Data Processing and Analysis

The quantitative data which is obtained through the pupil questionnaire are analyzed by the use of the Statistical Package for Social Sciences for Windows (SPSS) (Kothari, 2004). Measures of central tendency (mean, etc.) and of dispersion (minimum, maximum, etc.) were employed in order to describe individual variables of the study. Beside descriptive statistics, bivariate as well as inferential analyses were done in terms of cross-tabulation and chi-square respectively to determine the association between some socio-cultural factors and academic performance (Kothari, 2004). Moreover, T-test was performed to determine whether there were significant differences in marks scored between pupils with different socio-cultural factors. Also, one-way ANOVA test was performed to determine the differences in performance among the four schools (Kothari, 2004).

The qualitative data were collected and were analysed by observing patterns of agreement and disagreement in responses which were given by various interviewees. Also, strong words that were said by the respondents about academic performance in primary education, cultural and social factors, and the association between the socio-cultural factors and academic performance were quoted, to show empirically the views of the interviewees.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

This chapter has five parts all of which present the empirical findings of the study and discussion. The findings are presented in a way that allows a logical flow of ideas as governed by study objectives and research hypotheses aimed at giving out detailed information on the associations between some socio-cultural factors and academic performance in primary education in Tanzania, particularly in Namtumbo District in Ruvuma Region. The chapter begins with demographic characteristics of the respondents, followed by the second part which explains about general information of wards, villages and schools where research was conducted in April 2010, and the third part aims at explaining student performance scores. The fourth part presents pupils' attitudes towards the socio-cultural factors associated with academic performance, and the last part presents some socio-cultural factors determining academic performance in the research area.

4.1 Demographic Characteristics of Respondents

The background characteristics of the respondents interviewed in this study included demographic parameters, which were number of adult males, females and children in schools, household members' age, sex, and marital status of parents' pupils, household size, pupils' education level and occupation of the respondents' parents. Household members' relationship to household head and the current economic status in a household are also included in this section.

4.1.1 Age of respondents

The findings from this study show that the age of respondents ranged from 9 to 20 years, with the majority (80%) falling in age group of 13 years to 16 years, the minimum and

maximum ages were 10 and 19 years respectively whereas, the mean ages of respondents were 14.38 years. The minimum range constituted (77.6%), followed by age group 17 to 20 which adds up to, 10.0%. The first group ranges between 10 and 12 years old the group approximately started schooling at the age of 5 and 6 years. It is the best group and is more likely to concentrate on their studies and achieve the best performance. The second group can also handle their studies but with special care and counselling, especially at the age of 15 and 16. However, the last group is within the stage of foolish age, whereby it is difficult to handle them. This stage causes many parents to be discouraged and decide to take unwise decision; it is the one producing many dropouts. Furthermore, people in this age tend to be active, creative and participate in many social and cultural activities (URT, 2004). Participating in social and cultural activities would mean to lose concentration on studies; as a result they either perform poorly or dropout of schooling.

Table 1: Age of respondents (n = 160)

| Age group interval | Frequency | Percent |
|---------------------------|------------------|----------------|
| 9-12 | 16 | 10.0 |
| 13-16 | 128 | 80.0 |
| 17-20 | 16 | 10.0 |
| Total | 160 | 100.0 |

4.2.2 Respondents' age for starting Primary school

Primary school is an initial stage of education provided either formally or informally. In some countries primary education is divided into two categories, infant and junior schools. Normally, it consists of the first four years to eight years of formal, structured education. In general main education consists of six or eight years of schooling starting at the age of five or seven but sometimes it varies between and within countries. At the first stage of primary school a child has to be able to read and write some compound words, she or he

must also be able to count one to twenty. (UNESCO, 2006). However, the recommended age for starting schooling for pupils in Tanzania is five to seven years. The Millennium Development Goals (MDGs) and the National Strategy for Growth and Reduction of poverty has commended this age due to gender parity. Most of the families tend to deprive some rights of girls, whereby boys are considered mostly and girls are thought of only for marriage. However, Table 2 shows how the study area observes the school starting age as observed in the study area.

Table 2: Respondents' age for starting primary school(n = 160)

| Age for starting Primary school | Frequency | Percent |
|--|------------------|----------------|
| 5 | 10 | 6.3 |
| 6 | 29 | 18.1 |
| 7 | 48 | 30.0 |
| 8 | 34 | 21.2 |
| 9 | 18 | 11.2 |
| 10 | 10 | 6.3 |
| 11 | 11 | 6.9 |
| Total | 160 | 100.0 |

As seen in Table 2, it is evident that the majority of parents from the study area send their children to school at the recommended age of five to seven years (54.4%), followed in order of ranking by 8 to 9 years children with (32.4%), children with 10 years constitute (6.3%) and those with 11 years exceeded even those with 10 years by (0.6%) that means they were (6.7%). Thus, this information would mean, there was a great chance (45.6%) of pupils who joined primary school at the age of 8 to 11 to dropout because of their age and pressure from household heads who consider them for marriage and for family care by doing domestic activities in order to maximize economic income at home.

4.2.3 Sex categories of respondents

Efforts to boost education for girls have been made by governments, international organizations and the NGOs. However, there is still a gender disparity in education. girls still have low access to education, low participation and poor performance in many subjects, especially Mathematics and Science subjects. Many factors which are home, community and school based, continue to restrict developments in education for girls. Research has shown that factors within the classroom are not the only cause of gender imbalances in education and that home based factors which include family size, household income, parents' education, cultural and traditional beliefs all contribute substantially to poor female enrolment in school. Girls are pulled out of school and boys left in school when the family income dictates that all children cannot be educated. Girls miss school when there are everyday jobs to be done at home or there is a sick family member to nurse. Girls are taken out of school when they mature to prepare them for marriage or to help supplement the family income by selling, farming or performing other money earning activities.

The factors which interplay and affect education for girls are limitless. Extracurricular and out of school factors play a big role in female education. Long distances from school, sexual harassment by classmates, teachers and males in the community and inefficient use of girls' time contribute to making attendance in school poor. Finally, the girl child drops out of school when conditions at home, in school, on the way to school and in the community prevent her from having a meaningful and conducive learning environment. Though the factors hold the same in many parts of Tanzania and Africa at large, still the society does not make abrupt changes. The study tries to make some sort of balance between male and female respondents though females exceed males by 5.0% where males and females are presented by 47.5% and 52.5% respectively as summarized in figure 3. Its

choice was based on preference of the researcher, gender balance and easy extraction of information where girls have lots of details about effects of socio-cultural factors on education. Table 3 below summarizes information and the number of respondents as obtained from study area.

Table 3: Sex of respondents (n = 160)

| Sex | Frequency | Percent |
|--------------|------------------|----------------|
| Male | 76 | 47.5 |
| Female | 84 | 52.5 |
| Total | 160 | 100.0 |

Study findings show that there were 160 respondents involved in survey; and there were a balance of female and male respondents whereby, male respondents were 47.5% and female respondents were 52.5%. Therefore, the study on association between socio-cultural factors and academic performance in the study area did not relay on gender bias though the area of concentration was standard seven and standard six pupils. Gender balance and consideration were used in order to collect an accurate data.

4.2.3 Respondents living arrangements

Parents/guardians living with the respondents have positive or negative impact on general behaviour of the respondents which would probably affect their academic performance. Respondents who are living with both parents might have a high level of good moral behaviour shaped by both parents than those who are living with other guardians like grandfather/mother. Children who live under the care of both parents are likely to perform higher in schools than those who are cared by guardians. Since morality/discipline is the greatest indication for pupil's academic performance in any educational levels. Table below indicates the number of pupils living with parents/guardians.

Table 4: Percentage of respondents living with both parents (n = 160)

| Category | Frequency | Percent |
|-----------------|------------------|----------------|
| Both | 95 | 59.4 |
| Father only | 16 | 10.0 |
| Mother only | 30 | 18.7 |
| Neither | 19 | 11.9 |
| Total | 160 | 100.0 |

The findings show that (59.4%) children were living with both parents, while only (18.7%) of children were living in female headed household; (10.0%) of children were living with fathers only (11.9%) of children had neither mother nor father. Therefore, the sums of (40.6%) of all children were either living under single parental care or with no parental care. In Namtumbo district, however, the situation was similar to both groups of those who were living with both parents and who were living without both parents. This encourages us to find out and study some more other reasons for academic status in the area.

4.2.4 Marital status of the respondents' parents

According to URT (2004), the minimum age for marriage in Tanzania is 16 and 18 years for females and males respectively. The categories used to classify respondents' parents by marital status were either a person being single, married, divorced, separated or widow/widower. Marital status of parents plays a very critical role in problems alongside solving many other problems and those related to academic well-being of a child who is at school. This is perceived so since parents who are married can work as a team in making sure that the family is clearly maintained in socially, spiritually and academically than those who are single, separated, divorced or widowed. Table 5 indicates marital status and number of wives a parent/guardian had during the research activity.

Table 5: Number of wives a parent/guardian had (n = 160)

| Number of wives | Frequency | Percent |
|------------------------|------------------|----------------|
| 0 | 5 | 3.1 |
| 1 | 97 | 60.6 |
| 2 | 50 | 31.3 |
| 3 | 3 | 1.9 |
| 4 | 5 | 3.1 |
| Total | 160 | 100.0 |

The findings indicate that proportionally, more parents (60.6%) of the respondents' fathers were married to a single wife, thus they were monogamous families, and only (3.1%) percentages of men had no wives in their houses. Their wives either had died or had been separated, according to explanations of the respondents in discussion with the researcher during the time when data were being collected. The last but not the least group consisted of polygamous families (38.2%). This implies that a greater proportion of the respondents' parents were monogamous followed by polygamous families.

4.2.5 Household size

The size of the household can be an impoverishing force particularly when it indicates a significantly skewed dependency ratio that overburdens the household head or the major wage earner (URT, 2004). National Strategy for Growth and Reduction of Poverty of 2007 shows that there was a positive correlation between welfare and household size (NSGRP, 2007). That means that large-sized households tended to be less poor if dependency ratio was higher than others. Senkondo *et al.* (1998) observed that the number of family members working in the farm fields is associated with adoption of technologies and increasing production to as a result there is possibility of increment of income. Observations from the study area are presented on table 6 and discussed thereafter.

Table 6: Household size (n = 160)

| Range | Frequency | Percent |
|--------------|------------------|----------------|
| 1-5 | 81 | 50.6 |
| 6-10 | 64 | 40.0 |
| 11-15 | 11 | 6.9 |
| 16+ | 4 | 2.5 |
| Total | 160 | 100.0 |

The results from the study show that a large proportion of the households (49.1%) had a household size of between 1 and 5 people while (38.7%) were observed to have households with more than 6 and 10 while (6.6%) to those with 11 and 15 members only (2.4%) have more than 16 members in their households. The minimum number of family members was two and maximum was nineteen while mean size was observed to be 6.34, the summarized information included in (table 6) implies that, many of the households maintain relatively big sized households. The findings therefore, indicate that household head cannot manage to service many people in a household as a result some children will have to be deprived from their special rights like education and clothing.

4.2.6 Relationship between respondents and household heads

Children who are brought up by two parents and still cared under this nature are said to be very active in their studies and their score academically might be higher than those who are adopted by some other relatives. Adoption differs from foster care, a situation in which a child is temporarily placed with a foster family. An adopted child becomes a permanent member of the adoptive family, with all the rights and privileges of a biological child, including the right of inheritance and education. Adoptive parents gain the right to make decisions in the child's best interests regarding such issues as medical treatment and education. Sometimes children living under adaptation are denied some rights from their guardians, since they are considered as second hand children who are to be considered later after all privileges are shared. Therefore, children under this care may be the victims

of psychological feelings because of torture they get through living with relatives or step-mothers.

Table 7: Relationship between respondents and household heads (n = 160)

| Category | Frequency | Percent |
|-----------------|------------------|----------------|
| Father | 118 | 73.8 |
| Mother | 16 | 10.0 |
| Grand parent | 13 | 8.1 |
| Relative | 13 | 8.1 |
| Total | 160 | 100.0 |

Table 7 shows the relationship established, among 160 pupils who participated in the interview during the time when the data were collected in Namtumbo to measure the causes affecting academic performance in the study area careful observation was made and determined that about 118 children responded that in their houses, father is a head of house, this is the same as (73.8%) percentages, while only (10.0%) percentages of children are living under the motherly household head, (8.1%) of children are living with grandparents as their household heads and the rest rating to (8.1%) percentages are living with relatives as their household heads. Thus, the sums of (28.5%) of all children were either living under single parental care or with no parental care. This may bring disturbance in their course of studies and result into poor performance academically due to lack of care and poor provision of school facilities and learning materials. However, the study observed that, there were no differences in academic performance between pupils who were living under the father's household head and those who were under mother's household head.

4.2.7 The occupation of the household head

Poverty is explained in the framework of job which one does. Most of the business people and well-employed ones are said to have good standard of life. This enables them to have good feeding, clothing and is more likely to have good education for their children too. Thus, the income poverty of the family depends on the occupation of the bread-winner. The parental income statuses have some effects even to children who are at school; their studies are also affected. According to Slavin (1998), the difference in academic performance among children from different areas or groups is referred to as the achievement gap. The nature of parents' occupations is shown in table 8.

Table 8: The occupation of the parents/guardians (n = 160)

| Category | Frequency | Percent |
|--------------|------------|--------------|
| Farmer | 123 | 76.9 |
| Herder | 1 | 0.6 |
| Unemployed | 3 | 1.9 |
| Employed | 24 | 15.0 |
| Others | 7 | 4.4 |
| Business | 2 | 1.2 |
| Total | 160 | 100.0 |

Findings are clear regarding to the direct role of parents' occupation in influencing children's cognitive and school-related outcomes throughout their studies. Children reared in conditions of poverty face more adverse developmental outcomes than their non-poor counterparts. However, the findings clearly indicated that majority (76.9%) of parents whose children participated in the interview were farmers, but not only being farmers but farmers of small scale; they commented. One pupil added, when she was asked: "We cannot even take some tea during the morning when we leave for school, and sometimes there is no food in the afternoon because our father has no money to grind some maize".

Furthermore, (14.5%) of all the interviewed pupils said that their parents were employed. There were also some parents who were neither employed nor farmers; they belonged to the group of others. These were miners, unprofessional people and some whose jobs were not known by their children.

4.3 Identification of School and Study Area

The research was conducted in two wards, Namtumbo and Rwinga; both wards had four primary schools: Namtumbo, Mkapa, Selous, and Mwenge shared by various villages as shown in table 9.

Table 9: The year school began(n = 4)

| School name | Year it was began | Registration number | Number of villages sharing the school |
|--------------------|------------------------------|----------------------------|--|
| Namtumbo | 1936 | RV/02/05/095 | 2 |
| Rwinga | 2007 | RV/02/05/096 | 1 |
| Mkapa | 2003 | RV/02/05/050 | 1 |
| Mwenge | 2007 | RV/02/05/095 | 1 |

Table 9 shows that Namtumbo is the oldest school among the four schools where the research was done; its registration number is RV/02/5/095 and was registered in 1936. In spite of being old, its performance academically is not so much attractive; they seem to fall under the same category of performance. However, the rapid growth of population in Namtumbo has caused some schools like Mwenge and Rwinga to be constructed. It is there where the parents tried to accept early pregnancies when one of old man said: “If we restrict our children from getting pregnancies then there is no need of building other schools because our children are the ones to give birth, we gave birth to them and built schools hence they have to give birth so that we construct more schools” Awareness of parents about proper education for their children is very low. Education seems to be

second after marriages and pregnancies. There were increment of two schools (Rwinga and Mkapa) in 2007 but academic performance did not show positive progress because parents concentrated on quantity and not quality as it was justified by the teachers and some parents who were interviewed during the time of research in April, 2010.

4.4 Class Size

Class size and the total number of students taught by each teacher in Tanzania public schools are also typically smaller than in private schools. The average class size is proposed to be 45 pupils in both private and public schools. However, public schools have relatively large number of pupils in and number of teachers compared to private elementary and secondary schools. Nevertheless, the average figures as regards to class size vary considerably depending on the type and nature of private and public school.

Table 10: Number of pupils in each school (n = 2055)

| Category | Frequency | Percent |
|-----------------|------------------|----------------|
| Mkapa | 424 | 20.6 |
| Selous | 482 | 23.5 |
| Mwenge | 541 | 26.3 |
| Namtumbo | 608 | 29.6 |
| Total | 2055 | 100 |

Because of being the oldest school and shared by two villages, Namtumbo and Lusenti, Namtumbo Primary school has a reasonable number of pupils as indicated in Table 10. Namtumbo has 608 pupils 26.9% followed by Mwenge with (26.3%) of the pupils and the third is Selous with 23.5% of the pupils. the last one is Mkapa with (20.6%) of the pupils. This number of pupils among selected schools is the greatest determinants of class size. Number of students in the class should be forty five but according to explanations of

teachers and students there were some classes with seventy pupils per room resulting in congested classrooms. Although there were other classes with pupils below 40 per room, this situation brings about the concept of poor management of teachers in some of the classes with big number of pupils.

4.4.1 Number of boys and girls in each school

In the 20th century, coeducation at all levels has become a generally accepted reality. Since the early 1950s, more single-sex institutions of elementary and higher education have moved to a coeducational structure than ever before. Society has begun to recognize the equal rights of women in every area of life, and the feminist movement has drawn attention to the need for self-growth and self-fulfilment among women as well as men. Financial stringencies of the 1960s and '70s also increased the attractiveness of coeducational institutions. The trend toward total coeducation was challenged by a few of the prestigious women's colleges, which saw it as increasing rather than lessening the male dominance of higher education. Today, however, almost all colleges and universities have followed the trend to coeducation, Grennan, (2009). However; there is a programme for increasing enrolment for girls in schools in order to reduce the greatest ratio existing between boys and girls (URT, 2001).

Table 11: Total number of boys and girls in each school (n = 2055)

| School | Boys | | Girls | |
|--------------|-------------|--------------|-------------|--------------|
| | Frequency | % | Frequency | Percent |
| Mkapa | 198 | 19.2 | 226 | 22.1 |
| Selous | 249 | 24.1 | 227 | 22.2 |
| Mwenge | 255 | 24.7 | 277 | 27.1 |
| Namtumbo | 331 | 32.0 | 292 | 28.6 |
| Total | 1033 | 100.0 | 1022 | 100.0 |

Table 11 shows the total number of boys and girls in each school among the four schools of Namtumbo. The facts show that the number of boys is exceeding that of girls whereby the total number of boys is (50.3%) of pupils while the total number of girls is (49.7%) of the total pupils population in all four cases. However, in some schools such as Mkapa and Mwenge, girls outnumbered the boys by (0.6%) and (0.4%) respectively. The observation reveals that even the existing difference between boys and girls is very small which only (0.7%). So, the region considers the concept of gender balance in primary education.

4.5 Number of Teachers Available in the School

The availability of qualified teachers took on a more encouraging aspect since the eradication of colonialism and educational review in 2001. The number of teachers entering the field exceeded the number of those who were leaving for other fields, this situation is true worldwide and it is due to increment of teacher's colleges and other higher learning institutions. In order to obtain number of teachers available in schools, data collected were to be analysed using frequency distribution whereby frequencies and percentages were recorded as indicated in the table below.

Table 12: Number of teachers in the schools (n = 16)

| Parameter | Frequency | Percentage |
|------------------|------------------|-------------------|
| Selous | 10 | 19.0 |
| Mkapa | 11 | 24.1 |
| Namtumbo | 15 | 25.9 |
| Mwenge | 11 | 31.0 |
| Total | 47 | 100.0 |

The findings are vividly pointing out that four schools were interviewed and the results show that the Selous had 10 teachers and Mkapa had 11 teachers while Namtumbo the

oldest school of all contained 15 teachers where else Mwenge had 11 teachers. Therefore, the total number of teachers in four schools of Namtumbo is 47 which is equivalent to 100%. This is according to the data collected in June 2010 to determine the level of academic performance in Primary schools in study area.

4.5.1 Teachers' qualification and conditions

It is broadly recognized that the quality of teachers lies at the heart of all schooling systems. In Tanzania, the situation of teachers is a serious concern. Many lack adequate training and qualifications. Less than half of the 107,000 teachers hold diploma or Grade "A" qualification. Here too, the urban/ rural disparity is significant because (59%) of teachers in urban areas are certified as compared to (45%) in rural areas. Between regions the differences are even greater. Whereas (17.3%) of all diploma- holding teachers are based in Dar-es-Salaam, only (0.7%) are based in Mtwara (MOEC, 2001a:13). The genesis of all these disparities is not well understood. It is not clear whether the criterion for teachers' allocation takes into account for the equality concerns.

Key challenges in this regard include the pressure to assign the teachers in the same location as their spouses, the lack of system to enable the government to track whether teachers actually work in their assigned areas and the lack of incentives to encourage teachers to work in remote or difficult locations. Poor working conditions make it difficult to attract and retain qualified teachers, and to inspire them to work effectively. According to the task force formed to look at the "Education for the twenty first century, the teaching profession does not attract the highest achievers" (WB, 2008). Among those who teach, their overall morale and motivation have eroded substantially, and the level of pride and professionalism of being a teacher appears to at all-time low.

Teachers' salaries are low and have increased somewhat in recent years but still do not provide a living wages and are much less in real terms than the salaries in the 1970s and often a teacher has to travel to the district headquarter at his or her own expenses to collect it (URT,2001). Tight work schedule to complete long syllabus plus large class size frustrate teachers efforts to gain supplementally income. It is a common sight to see teachers with baskets of snakes to be sold within the school compound. One way in which teachers supplement their salaries is by tuition provisions where pupils pay by hour or topic. These are often indispensable for pupils to pass and some teachers under teach during regular hours to make pupils take private lessons. This places an additional financial burden to parents, and children of the poor miss out altogether, exarbeting further the disparities in educational performance (Mbilinyiet *al.*, 1991).

4.5.2 Teachers holding certificates and diplomas

The appropriate findings were held, investigating the number of teachers with their respective qualifications. The findings show that there was no teacher holding a diploma in all the four schools, while (48.9%) and (51.1%) of male and female teachers holding certificate respectively. Therefore, the study holds that the highest level of education among the teachers of Namtumbo Primary schools is certificate level.

4.5.3 Teachers without teaching qualifications

The head teachers were asked to fill in the checklist about the sufficiency and qualifications of teachers, the findings of the study observed the following outcomes; all four schools had only 47 teachers in total, whereby 43 teachers held certificates and 4 teachers possessed no qualifications. Both qualified and non-qualified teachers can either be resourceful or not resourceful to pupils' academic performance depending on the circumstances or job conditions.

4.5.4 Deficit of teaching staff

Robbins (1991) defines performance as a level at which a person or animal accomplishes a particular task. It is a measure of achievement for the given duties and responsibilities. For example, pupils who exert a greater deal of effort in preparing for a test or examination and make poor grades are said to have low performance. Pupils' poor performance is related to the number of factors, some of them are external while others are internal reasons. Deficit of teaching staff is among the factors for mass failure in primary and secondary schools.

Table 13: Deficit of teachers(n = 16)

| Parameter | Available teachers | Shortage |
|------------------|---------------------------|-----------------|
| Selous | 10 | 04 |
| Mkapa | 11 | 03 |
| Namtumbo | 15 | 01 |
| Mwenge | 11 | 07 |
| Total | 47 | 15 |

In the findings which were done in April, 2010, Head teachers were requested to fill checklist as regards to the number of teachers and their relative deficit. They responded that there was shortage of 15 teachers to serve more than 2055 pupils. There were 47 teachers in all the four schools where research was done, however, Namtumbo had many teachers as compared to other schools and it had the deficit of one teacher only.

4.6The Availability of Infrastructure in Schools

The most visible sign of the poor performance in education is the physical state of school infrastructure. In 1999, there was a serious shortage in the number of classrooms buildings and toilets and basic furniture such as desks. Of the existing buildings, many are serious

disrepair, with falling walls, leaking roofs and cracked floor. Schools are lacking electricity light, adequate books and any kind of wall charts, maps and all that basic necessities to enable a teacher to deal with a large number of pupils. Desks are often inadequate and children are fighting and scrambling for seats. Sometimes they struggle at least to get a brick or bucket to sit on as chairs and desks are not enough in most schools in Tanzania, in rural areas in particular. The lack of toilets and water facilities is a serious concern, given their importance to ensuring their basic health. This is particularly true for girls, for most of them begin their menstruations in primary schools Eboh, (1998).The back of safe water is also a problem with over half of all having no such facilities suffer from frequent breakdowns of pipe systems and shallow wells drying up. In addition to its obvious health effects, these shortages contribute to lower attendance and eventual drop out (URT, 2000).

Table 14: Availability of infrastructure in schools(n = 160)

| Parameter | Frequency | Ratio(Proportionality) |
|-------------------------------|------------------|-------------------------------|
| Toilets for boys | 7 | 1:148 pupils |
| Toilets for girls | 9 | 1:114 pupils |
| Total | 16 | 1:128 pupils |
| Number of desks | 362 | 1 school to 91 desks |
| Total number of pupils | 2055 | 1:6 desks |

The findings show that there were only 7 toilet holes for boys and 9 for girls and the total number of toilet holes were 16 to serve 2055. So, if one takes the ratio of toilet holes and the number of pupils it appears as follows 1 toilet hole is used with 128 pupils. There is large number of pupils who are supposed to use one toilet hole; hence they waste much time in waiting for one another outside while some pupils seemed to go to the bushes to serve themselves due to the shortage of toilets. Also there were shortage of desks in the classrooms, According to Head teachers one desk has to be used by three pupils, but all

the four schools had 362 desks and 2055 pupils. From the above observation, it is clear that desks were not enough to be used by the total pupils' population. According to the ratio noticed, there was a deficit of 362 desks. Therefore, pupils have to get comfortable seats when they are in the classes in order to maximize their academic performance.

4.7 Pupils' Behaviour That Affect Academic Performance

Primary pupils like other human beings with varying interest and socio-cultural background. Are expected to limit their behaviour to suit their academic activities in the diverse manner while at school and when at homes. Indeed these pupils depending on their ages and hobbies have many demands and competing activities like being with peers, watching television listening to music and others alike. It is therefore, apparent that pupils' behaviour is critical to academic performance in education. Pupils were asked to say if they had friends of their opposite sex and have sexual intercourse with their partners. Also they were asked if they attended disco and took alcohol. However, sexual relationship in schools has negative impacts in academic performance. When pupils were requested to say whether they had boy or girl friends, the results revealed that there was not any pupil had a boy or girl friend but there were only two pupils attending night clubs for disco and one pupil who was taking alcohol. A researcher asked if pupils were allowed to attend disco and night clubs. Assistant head teacher of Namtumbo primary school said: " We tried to restrict pupils from attending disco and night clubs but the efforts failed because it did not gain support from parents and local government, the problem still went on we decided to allow them to attend disco and night clubs up to 1800 hours in the evening". However, some pupils use this permission to extend beyond limit hence in the morning they failed to wake up and go to school in time or other pupils did not attend schools because of tiredness.

Table 15: Positions of each school in the National Examinations District wise (n = 160)

| Parameter | 2009 | 2008 | 2007 |
|-----------|------|--------------|--------------|
| Mkapa | 8 | No std seven | No std seven |
| Selous | 12 | 27 | No std seven |
| Namtumbo | 14 | 31 | 11 |
| Mwenge | 22 | 36 | 38 |

The findings in Table 15 indicate that the newly established school Mkapa did the best in the National Examination results in 2009; it ranked at the 8th position district wise. Namtumbo being the oldest school of all lagged at the 14th position while Selous Primary school enjoyed the 12th position, and the last one was Mwenge with the 22nd position. The observation from the table shows that there was intensive competition among the wards. Selous and Mkapa Primary schools are located in Rwinga, whereas Namtumbo and Mwenge are two schools found in Namtumbo ward. It shows, therefore, that Rwinga performed better than Namtumbo. There were no standard seven at Mkapa Primary school in 2008 and 2007. Selous in 2007 had no standard seven but still Namtumbo was the 11th while Mwenge was the 38th. Mwenge shows improvements as years go by, while Namtumbo dropped in 2008 and in 2009 it went again up. Its performance is irregularly improving.

4.8 Learning Environment and Selection To Secondary Schools

Most primary schools in Tanzania provide very poor learning environments leading to the worst performance academically. Overcrowding is the common-place with classrooms having more than 200 pupils. The situation is made worse by teachers' absenteeism. Expanded pupils enrolment national wide has led to the increase of teacher –pupil ratio from 1:38 according to PEDP to an average of 1:52 at present, compared to 1:58 in 2004 and 1:56 in 2005 (URT, 2007). In comparative study of 14 countries teachers' absenteeism

was found highest in Tanzania with 38 of primary school teachers absent from schools for two or more days. Sometimes teachers are present at schools but do not interact with pupils they simply delegate notes to the prefects to write on the notice board and if they fail to do so they are punished (URT, 2001).

Teacher's laziness and not attending to schools in some of the days is caused by poor motivations and low salaries provided to them by the government. Motivation to the teachers would increase morale of teaching and making pupils performance high as compared to the present time. Pupils' mass failures in primary schools affect their selections to secondary schools, the government has decided to construct more secondary schools in order to enrol many students even those who failed to get reasonable marks for secondary enrolment. Selection of pupils to join secondary schools among primary schools of Namtumbo seems to improve annually as shown in Table 16.

Table 16: Number of Pupils selected to join Public Secondary schools (n = 160)

| Girls | Boys | Girls | Boys | Girls | Boys |
|--------------|-------------|--------------|-------------|--------------|-------------|
| 7 | 17 | 0 | 0 | 0 | 0 |
| 17 | 17 | 10 | 18 | 2 | 13 |
| 22 | 25 | 12 | 20 | 4 | 14 |
| 27 | 28 | 14 | 30 | 7 | 16 |
| 73 | 87 | 36 | 68 | 13 | 43 |

Table 16 shows some students who were selected to join public secondary schools. Selection seems to improve annually, whereby in 2007 there were 56 students selected to join public secondary schools. In 2008 the number of selected students was 104 twice as much as 2007. However, in 2009 there were 160 students selected to join Form One in Public schools. Carefully, examination was done to see whether there was gender parity in

academic performance. The outcomes show that girls' performance was lower than that of boys in all three years. So, performance is not uniform between boys and girls, more boys than girls join secondary education annually. Then the study marks that there is balance in performance and selection.

4.8.1 Pupils selected for technical education

Not because there were not enough technical colleges but society doesn't have awareness on the importance of technical colleges. The findings show that there were only two pupils who were selected to join technical colleges in 2007. Generally, technical colleges were not given more emphasis than secondary education; technical colleges were considered as the place for those students who have failed to continue with secondary education. That is why many parents did not want to send their children in the colleges.

4.9 Marks Scored by Individual Pupils on June and December, 2009 Examinations

This part discusses objective one of the study based on recording marks scored by individual pupils in June and December, 2009 examinations. Marks scored in terminal and annual examinations are of great value to measure the state of academic performance in Namtumbo primary schools also it is to determine how many pupils transfer to secondary schools. The following tables show marks scored by individual pupil in June and December the year when study was done

The findings were conducted to determine individual scores in five basic subjects in Namtumbo Primary schools whereby four schools (Namtumbo, Rwinga, Mkapa and Selous) were selected and pupils' performance was recorded subject wise. Appendix 5 shows scores in Kiswahili whereby the results were as follows, the lowest marks for June was 5% and the highest was 95% while the modal marks was 60% scored by 17 pupils.

For December the marks were 4% lowest, 100% highest and 72% were the modal marks. (Appendix 6) shows scores in English whereby a modal mark was recorded as 55%, lowest was 8% and highest was 96%. (Appendix 7) scores in Mathematics were recorded as 2% the lowest, 100% the highest and the modal mark is 50%. (Appendix 8) shows scores in Science subject whereby the minimum scores were 7% and the modal was 62% while the highest score was 96%. (Appendix 9) indicates score in Social studies, the results were recorded as follows; 96% as highest score, lowest score was 2% and the modal score was 50%. The results reflect that majority of pupils were below average score whereas good performance was observed in Kiswahili while many pupils had no interest in Mathematics, Science and English.

4.10 Socio-cultural Factors Associated with Academic Performance

Out-dated socio-cultural norms lead to deterioration of pupils' academic performance as reported by the World Bank (1996), in which it was observed that girls do less well as compared to boys in Primary Schools leaving examinations. The situation is contributed by parents/guardians who have attitudes of pulling girls out of school rather than boys due to culture that which purportedly argues that boys bring income and that are the guardians of the homes. Girls on the other hand would get married and leave homes or get pregnant. Girls' drop out is also caused by early marriages for bride price. Sometimes pupils were taken to participate in traditional initiation ceremonies.

Table 17: Pupils' participation on traditional initiation ceremonies (n= 160)

| Parameter | Frequency | Percentage |
|--|------------------|-------------------|
| Pupils who attended tradition ceremonies | 85 | 53.1 |
| Pupils who did not attend tradition ceremonies | 75 | 46.9 |
| Total | 160 | 100 |

The findings indicate that there were considerable (53.1%) number of pupils who participated in traditional ceremonies during the time of their primary studies and (46.9%) did not participate in. Participating in various traditional activities can consume a lot of time that would be used for studies.

4.10.1 The year a respondent attended traditional initiation ceremonies

Table 23 indicates the year which respondents attended tradition ceremonies, it was observed that majority 45.5% of the pupils did not attend traditional ceremonies while 54.5% of them attended traditional ceremonies. However, most of the pupils 42.4% attended traditional ceremonies between 2001 and 2010 years when they were already in primary schools; this may result in poor attendance in schools if done during school or study months.

Table 18: The year the respondent attended traditional initiation ceremonies

(n= 160)

| Years of attendance | Frequency | Percentage |
|----------------------------|------------------|-------------------|
| Not attended | 75 | 45.5 |
| 1996-2000 | 15 | 9.0 |
| 2001-2005 | 39 | 23.6 |
| 2006-2010 | 31 | 18.8 |
| Total | 160 | 100 |

4.10.2 Effects of traditional ceremonies on school attendance

Respondents were asked if traditional ceremonies affect school attendance, 23.1% of those who participated said it is true that traditional ceremonies affect school attendance because some of them are done during school timetable. But the large proportional 76.9% of respondents said that there was no relationship between traditional ceremonies and school

attendance because most of them are done during the holidays in June. Table 24 shows individual responses on traditional ceremonies and their effects to school attendance.

Table 19:Effect of traditional ceremonies on school attendance (n= 160)

| Responses | Frequency | Percent |
|------------------|------------------|----------------|
| Yes | 37 | 23.1 |
| No | 123 | 76.9 |
| Total | 160 | 100.0 |

4.10.3 Pupils sexual behaviour

Academic performance is measured in pupils from the moment they start either nursery or primary school at the age of five years old or less. Grading systems at schools are used to measure pupils' academic performance. Pupil's academic performances are affected by the number of factors one of them is sexual behaviour at schools. However, the best way of understanding which factors do or do not affect academic performance is to analyze these factors separately. One factor that could possibly affect the academic lives of primary pupils is their level of sexual activity and sexual behaviour in general. Other detailed responses and their overall scores are analyzed on table 20.

Table 20:Pupils' Sexual behaviour (n= 160)

| Response | Frequency | Percent |
|-----------------|------------------|----------------|
| No | 156 | 97.5 |
| Yes | 4 | 2.5 |
| Total | 160 | 100 |

Findings show that more than 97% of the pupils who were asked during the time the research was done said they did not involve in sexual activities while schooling. Only 2.5% agreed to be involved in sexual behaviours during their primary schools time. Sexual

behaviour is not common among pupils of Namtumbo primary schools hence it is not a factor for their poor performance academically though the minority of the pupils who were involved in sexual behaviour may be the pollutant for the majority pupils.

4.10.4 Pupils and parents' attitude toward education

Primary education is free and compulsory in Tanzania, but not enough schools are available to accommodate all of the children, and only 84% of primary school-aged children are enrolled. It is estimated that 80% of people over the age of 15 are literate (Encarta, 2009). Number of primary pupils is greater than available secondary schools; this is being the factor which discourages majority of pupils to study hard in order to do good academically. Teachers (especially) in rural areas are not motivated, this gives chance for many of them either seek for further studies while changing profession or relax during working time. Teachers relaxing and quitting from work causes incompleteness of syllabus hence poor performance in studies. The ground explained here shows directly that attitudes of parents and pupils on education is rather negative. This part discusses objective three which is about to find pupils' attitudes towards the socio-cultural factors associated with academic performance as summarized in table 21.

Table 21:Pupils' attitudes towards education (n =160)

| Parameter | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Traditional initiations take so much time that would be spent in studies | 7.3 | 15.2 | 30.9 | 30.3 | 12.7 |
| Traditional ceremonies take so much time that they constrain studying | 8.5 | 15.2 | 30.9 | 30.3 | 12.7 |
| Having girl or boyfriend enhances academic performance in Primary education | 16 | 25 | 18.2 | 29 | 9.7 |
| Having a fiancé/ fiancée while pursuing primary education affects negatively academic performance | 9.1 | 13.9 | 6.7 | 40.6 | 26.1 |
| Getting pregnancy while pursuing primary education reduces academic performance | 8.5 | 9.1 | 10.9 | 37.6 | 30.3 |
| Not going to school on some days in order to help parents with agricultural and other activities is good | 30 | 42.4 | 3.6 | 12.7 | 7.9 |
| Pupils who are taking care of his /her productive assets during school hours will perform poorly. | 9.1 | 26.7 | 12.7 | 27.3 | 26.6 |
| Polygamous fathers do not meet school costs for some of their wives' children. | 4.8 | 13.3 | 17 | 31 | 30.3 |
| The poorer the household the better the children's academic performance | 14 | 21.2 | 12.1 | 30.3 | 18.8 |
| Temporary migration of pupils with their parents/ guardians for agricultural activities reduces academic performance of their children. | 7.3 | 20 | 11.5 | 33 | 25 |

Data based on 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree

Table 22: Parents' attitudes towards academic performance (n=10)

| Parameter | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Traditional initiations take so much time that would be spent in studies | 10 | 40 | 20 | 20 | 10 |
| Traditional ceremonies take so much time that they constrain studying | 0 | 60 | 10 | 30 | 10 |
| Having girl or boyfriend enhances academic performance in Primary education | 20 | 30 | 40 | 10 | 0 |
| Having a fiancé/ fiancée while pursuing primary education affects negatively academic performance | 0 | 30 | 20 | 0 | 50 |
| Getting pregnancy while pursuing primary education reduces academic performance | 0 | 10 | 0 | 10 | 80 |
| Not going to school on some days in order to help parents with agricultural and other activities is good | 30 | 0 | 20 | 10 | 50 |
| Pupils who are taking care of his /her productive assets during school hours will perform poorly. | 20 | 0 | 20 | 10 | 50 |
| Polygamous fathers do not meet school costs for some of their wives' children. | 20 | 0 | 0 | 20 | 60 |
| The poorer the household the better the children's academic performance | 20 | 20 | 30 | 0 | 30 |
| Temporary migration of pupils with their parents/ guardians for agricultural activities reduces academic performance of their children. | 0 | 0 | 10 | 70 | 20 |

Pupils and parents were asked if traditional initiations take so much time that would be spent in studies. 40% of pupils agreed with it while 50% of parents did not agree however, both (pupils and parents) agreed that getting pregnancy while pursuing primary education reduces academic performance. About 40% of pupils agreed that traditional ceremonies take so much time that they constrain studying but 60% of parents who were asked did not agree, they said ceremonies do not constraint studies of their children. When pupils and parents were asked if having girl or boyfriend enhances academic performance in Primary education, the results were as follows; 41% of pupils and 50% of parents disagreed to statement. This implies that community is aware on the importance of education and the

means to better performance also according to results obtained it is clear that socio-cultural factors affect academic performance in the study area. Thus, objective three is met and accepted.

4.11 Assets Which Household Head Possesses

According to Mark and Bruce(2004) household wealth that can be viewed as providing a degree of economic security and status is at least as important to well-being as income. Thus, the respondents were asked whether their parents owned several mentioned assets which were all grouped into either productive assets or domestic assets. The respondents were asked to respond to some assets that they thought their parents or guardians had and most of them 87.8% said that their parents and guardians did not own sheep because the community was not involved in pastoral activities. However, all electrical related assets seemed to be owned by very few people whereby 81.2% had no television in their houses and 77.6% possessed no press iron, while majority 78.2% and 70.9% could not afford to purchase mobile phones and dishes respectively. This indicates that most families live in poverty situation also it can be due to lack of electricity whereby Namtumbo has no clear power supply of the National grid, they depend on generators.

When respondents were asked about productive assets such as axes, machetes, bicycles they said some families owned assets between 1-3. For example, 69.7% respondents said their parents had axes and machetes. The major means of transport was bicycles whereby 71.5% owned bicycles and used them to transport sick people to the hospitals and back home also bicycles were used hiring and going to the farms. Most of the families 68.5% owned bed nets which are provided freely by anti-malaria campaigners therefore, having bed nets is not a measure of wealth also having no television at homes leads to many children attend discos and television show somewhere else during the day or night.

Table 23: Assets which the household head possesses(n= 160)

| Assets | None | 1-3 | 3-5 | x<5 |
|----------------------------------|-------------|------------|------------|---------------|
| Parents having sewing machines | 74.5 | 18.8 | 3.6 | 3.1 |
| Parents having sheep | 87.8 | 7.3 | 3.6 | 1.2 |
| Parents having sofa sets | 79.4 | 15.8 | 3.6 | 1.2 |
| Parents having mattress | 15.8 | 49.7 | 30.9 | 3.6 |
| Parents having timber bed | 10.9 | 58.2 | 27.2 | 3.6 |
| Parents having television | 81.2 | 15.8 | 03 | 00 |
| Parents having watches | 25.5 | 65.5 | 7.2 | 1.8 |
| Parents having dishes | 70.9 | 27.0 | 2.4 | 0.6 |
| Parents having radios | 17.0 | 77.5 | 4.8 | 0.6 |
| Parents having press iron | 77.6 | 18.8 | 3.6 | 00 |
| Parents having motorcycle | 78.2 | 18.8 | 3.0 | 0.0 |
| Parents having phone | 32.1 | 57.0 | 9.1 | 1.8 |
| Parents having machetes | 24.2 | 69.7 | 4.2 | 1.8 |
| Parents having thatched houses | 40.6 | 58.8 | 0.6 | 00 |
| Parents having iron sheets house | 27.9 | 66.1 | 6.0 | 00 |
| Parents having hand hoe | 7.3 | 30.9 | 33.9 | 27.9 |
| Parents having goats | 63.0 | 14.5 | 9.7 | 12.7 |
| Parents having chicken | 22.1 | 14.5 | 15.1 | 47.9 |
| Parents having bicycle | 23.6 | 71.5 | 3.6 | 1.2 |
| Parents having bed nets | 15.7 | 68.5 | 12.1 | 3.6 |
| Parents having axes | 29.7 | 69.7 | 0.6 | 00 |

4.11.1 Meals taken by pupils

Nutrition deficiencies place pupils at risk. Malnourished pupils are less active, less attentive, less motivated and responsive in the class than the better nourished pupils (Ahmed, A.U, 2004). They perform significantly lower in class, they are most often absent from schools and repeat classes or drop out from schools. Hungry pupils have less attention span and are slower at processing information and suffer from impaired visual-perceptual and motor coordination. Balanced diet at home and school is a means of reducing absenteeism and improving pupils' ability to benefit from instruction by relieving hunger and may raise pupils performance in primary schools (Glewwe, P et al, 2001). Table 24 indicates the number of meals taken by pupils per day.

Table 24: Number of meals taken by children at home and school (n= 160)

| Number of meals taken | Respondents | Percent |
|------------------------------|--------------------|----------------|
| Single meal per day | 03 | 1.9 |
| Two meals per day | 43 | 26.9 |
| Three meals per day | 113 | 70.6 |
| Four meals per day | 01 | 0.6 |

Table 24 shows that majority 70.6% of respondents had three meals per day and 26.9% took two meals in a day while 1.9% ate one meal per day and only 0.6% took four meals a day. However, the evidences show that the majority did not take fresh food because they carried it from home since morning to consume in the afternoon. Pupils had to attend schools at 7.00 am, so they had no time for taking food at home, therefore they did not get some tea.

4.11.2 Alcoholism

Many parts of brain are affected by alcohol if one takes it, but the most vulnerable cells are those associated with memory, coordination, and judgment. Alcohol has several physiological and psychological effects, which will inhibit pupils' academic performance (Westen, 1996). Cognitive abilities are affected by even small amounts of alcohol and can persist for a substantial period of time after the acute effects of alcohol impairment disappear. For example, alcohol impairs memory by inhibiting the transfer and consolidation of information in long-term memory so alcohol reduces ability to remember information that is learned prior to going out for drinks. Perhaps most importantly, the attention span is shorter for periods up to forty-eight hours after drinking. With long-term use, alcohol can result in the adulteration and even death of brain cells, and those cells that support brain cells by providing energy and nutrients (www.alcoholabuse.com). Alcohol can cause damage to the connections between nerve cells and cause irreversible brain damage, including memory loss and personality changes, and then it is not good to be taken by pupils or students since it affects their academic performance, this result is explained in table 25.

Table 25: Number of pupils who take alcohol (n= 160)

| Response | Frequency | Percent |
|-----------------|------------------|----------------|
| No | 152 | 95.0 |
| Yes | 8 | 5.0 |
| Total | 160 | 100 |

Results in Table 30 show that 95.0% of respondents reported not taking alcohol in all time of their primary studies during the time of data collection in April 2010. While only 5.0% reported taking alcohol, some took it frequently while others took it very often. The results about the data collected and discussed do not reflect the validity of alcohol in relation to

academic performance in the study area. Though it is clear that taking alcohol while in school can in a great extent affect the performance academically but it is not a case of Namtumbo Primary schools because their poor academic performance is not caused by alcohol since there were very few pupils reported taking it and large number did not take but still their academic performance was not promising.

4.12 Hypothesis Testing Results

4.12.1 Null hypothesis tested (H₀)

The hypothesis of the research was that there is no significant association between some socio-cultural factors and marks scored in terminal and annual examinations. To determine association between socio-cultural factors and academic performance multiple linear regression model was used. The beta coefficients tell us how strong the independent variables are associated with the dependent variables are in explaining variation in the dependent variables. R indicates correlation between the observed and predictable values of the dependent variable. The value of R ranges from -1 to 1; the + and – signs indicate the direction of the relationship. R- Squared indicates the proportional of variations in the dependent variable explained by independent variables entered into the model. A small value of R indicates the model doesn't fit the data well and vice versa. Adjusted R-squared indicates the goodness or fit of the model to the population. Since the independent variables are measured in different units, the standardized beta coefficients are accepted to make the regression coefficients more comparable.

The variables entered in the model were number of wives of respondent's father, total number of children in the household, time spent in domestic work and frequencies of sexual intercourse per month. The results showed that the model was able to explain about 26.5% ($R^2 = 0.2645$) of variance of student performance with a multiple correlation of ($R =$

0.514; $p= 0.004$). Table 31 shows sex of respondents, number of wives the respondents' fathers had, number of children the respondents' fathers had out of marriage, number of the household members and time spent on domestic activities had significant association with pupils' performance. On the other hand the findings show that the frequency of doing sexual intercourse per month, number of meals the respondent took per day.

The ability of the model to explain the pupils' performance suggests that to a large extent the performance was explained by socio-cultural factors identified and pre assumed by the study. The findings also suggest that rather than the factors identified above to some extent other factors like learning environments, wealth status can also explain pupils' academic performance.

Table 26:Regression results for determinants of independent variables for pupils' performance (n= 160)

| Variables | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|--|-----------------------------|------------|---------------------------|--------|---------|
| | B | Std. Error | Beta | | |
| Number of wives the respondent's father has | -2.500 | 1.564 | 0.132 | -1.598 | 0.012* |
| Number of children the respondent's father has out of marriage | -1.254 | 0.615 | 0.166 | -2.038 | 0.043* |
| Number of the household members | 0.120 | 0.356 | 0.028 | 0.337 | 0.036* |
| Number of meals the respondent takes per day. | -1.504 | 2.227 | 0.056 | 0.675 | 501ns |
| Time spent on domestic activities | 2.468 | 3.940 | 0.052 | 0.626 | 0.532* |
| The frequency of doing sexual intercourse per month | 0.006 | 0.494 | 0.001 | 0.013 | 0.990ns |

R= 0.5143 R-Square= 0.265, p = 0.04*

4.12.2 Null hypothesis i

Academic performance doesn't differ between boys and girls, among various schools, and between various wards.

Table 27:Difference in score between boys and girls (n= 160)

| Sex | Mean score | Std. deviation | t-value | p-value |
|---------------|------------|----------------|--------------|--------------|
| Male | 49.1539 | 15.15832 | 2.033 | 0.04* |
| Female | 44.7440 | 12.23373 | | |

The findings in Table 27 show that the mean performance scored by male students was 49.1539 compared to 44.7440 scored by female students, this means boys' academic performance is better than girls' academic performance in general. The finding was significant difference at 0.05 levels. This implies that male students have higher performance when compared to female students. The difference in academic performance

between male students and female students can be explained by differences in gender role between male and female in society.

Table 28: Difference in academic score between Namtumbo and Rwinga (n= 160)

| Wards | Mean score | Std. deviation | t-value | p-value |
|-----------------|-------------------|-----------------------|----------------|----------------|
| Namtumbo | 48.3247 | 11.95957 | 1.380 | 0.17ns |
| Rwinga | 45.3152 | 15.45316 | | |

The findings in Table 28 show that the mean performance scored by Namtumbowardsstudentswas 48.32 compared to 45.31 scored by Rwingawards students. The finding was not significant difference at 0.05 level. This implies that there is no significant difference in mean score between Namtumbo Wards student and Rwinga wards student. These results could be explained in table 28.

Table 29: Academic performance by schools (n= 160)

| Schools | Mean score | Std. deviation | F-value | p-value |
|----------------|-------------------|-----------------------|----------------|----------------|
| Namtumbo | 46.7917 | 10.70670 | | |
| Mkapa | 46.4675 | 12.45874 | 1.594 | 0.193ns |
| Selous | 43.6100 | 18.18177 | | |
| Mwenge | 50.1500 | 12.35887 | | |

Table 29 show that the mean scored by Namtumbo primary school was 46.79, Mkapa 46.46, Selous 43.61 and Mwenge 50.15. This finding indicates that out of four schools three schools have below average marks scored and this suggest that in overall the performance of the majority of school in Namtumbo district is poor. Further the findings show that there were no significant differences in student's marks score among the schools in Namtumbo District.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Major Findings

The findings revealed that the majority 59.4% of children were living with both parents, while only 18.7% of children were living under female headed house; 10.0% of children were living with fathers only 11.9% of children had neither mother nor father. From the study area, the sums of 40.6% of all children were either living under single parental care or with no parental care.

On the role of parents' occupation in children's cognitive and school-related outcomes, the findings clearly indicated that the majority 76.9% of parents were farmers of small scale who were sometimes not able to provide some basic needs at home as it was commented by one of the pupils when she was asked: "We cannot even take some tea during the morning when we leave for school, and sometimes there is no food in the afternoon because our father has no money to grind some maize". Furthermore, 14.5% of all the interviewed pupils said that their parents were employed. There were also some parents who were neither employed nor farmers; they belonged to the group of others. These were miners, unprofessional people and some whose jobs were not known by their children.

On the age of pupils the findings of the study show that the age of respondents ranged from 9 years to 20 years, with the majority falling in age group of 13 years to 16 years, the minimum and maximum ages were 10 years and 19 years respectively, whereas, the mean ages of respondents were 14.38 years. The minimum range constituted 77.6%, followed by age group 17 to 20 which added up to, 10.0%.

On the assets which were owned by parents or guardians, the result showed that majority 87.8% of parents and guardians did not own sheep because the community was not involved in pastoral activities. However, all electrical related assets seemed to be owned by very few people whereby 81.2% had no television in their houses and 77.6% possessed no press iron, while majority 78.2% and 70.9% could not afford to purchase mobile phones and satellite dishes respectively.

On individual scores in five basic subjects, the findings revealed that Kiswahili subject was preferred mostly to other subjects whereby its score was as follows; the lowest marks for June was 5% and the highest was 95% while the modal marks was 60% scored by 17 pupils. For December the marks were 4% lowest, 100% highest and 72% were the modal marks. Scores in English subject were recorded as 55% modal marks, lowest was 8% and highest was 96%. Mathematics scores were recorded as 2% the lowest, 100% the highest and the modal marks was 50%, followed by scores in Science subject whereby the minimum scores were 7% and the modal was 62% while the highest score was 96%. Finally, the findings indicated score in Social studies, the results were recorded as follows; 96% as highest score, lowest score was 2% and the modal score was 50%.

Finally, results from hypotheses testing showed that the mean performance scored by male students was 49.1539 compared to 44.7440 scored by female students. The finding was significant difference at 0.05 levels also the findings show that the mean performance scored by Namtumboward students was 48.32 compared to 45.31 scored by Rwingaward students. The finding was not significant difference at 0.05 levels. This implies that there was no significant difference in mean score between Namtumbo Wards students and Rwingaward students. By schools the findings indicated that the mean scored by Namtumbo primary school was 46.79, Mkapa 46.46, Selous 43.61 and Mwenge 50.15.

This finding indicates that out of four schools three schools had below average marks scored and this suggest that in overall the performance of the majority of school in Namtumbo district is poor. Further the findings show that there were no significant differences in student's marks score among the schools in Namtumbo District.

5.2 Conclusions

Based on the objectives and hypotheses of the study, conclusions were made on socio-demographic characteristics of the children and their parents, meals taken by pupils at home and at school, number of teachers at school, sexual behaviour and alcoholism and state of academic performance are presented.

Based on the findings of the study which showed that the majority 77.6%of pupils were between the age group of 13 years to 16 years, most (54.4%) of the parents send their children to primary schools at the recommended age of 5 years to 7 years. Also the study revealed that a great number 59.4% of pupils lived with both parents. Therefore, it is concluded that pupils starting school at five to seven years and living with both parents have good chances of better performance academically.

Based on the findings of this study which revealed that the majority 76.9% of parents and/or guardians were farmers with minimum income, even if most 60.6% of the parents were monogamous with moderate-sized families of between 1 and 5 children, still they failed to provide some basic needs to their children when schooling. Failing to provide such needs like books, uniforms and school contributions leads many pupils to possess assets and engage in business.

On the basis of the findings of this research, which showed that there were 47 total number of teachers in four schools (Namtumbo, Mkapa, Selous and Mwenge), while the

number of pupils in the schools was 2055, it concluded that there was a deficit of teachers in order to meet the ratio of 1:45 (teacher: pupil).

Based on the findings of the study which show that the multiple linear regression model which was used was able to explain about 57% ($R^2= 0.571$) of variance of students' performance with a multiple correlation of ($R= 0.514$; $p= 0.004$) whereby sex of respondents, number of wives the respondents' fathers had, number of children the respondents' fathers had out of marriage, number of the household members and time spent on domestic activities had significant association with pupils' performance. On the other hand the findings showed the frequency of doing sexual intercourse per month and number of meals the respondent took per day; both had some impact on pupils' academic performance. It is concluded that the above variables were important in explaining academic.

5.3 Recommendations

In order to improve academic performance in primary schools of Namtumbo District, the following recommendations which have been derived from empirical evidence of this study and the above conclusions are made. The recommendations for this study is focused into four main categories of groups and these are recommendation to government, parents, school and students;

5.3.1 Recommendation to Government

- i. The government should establish programmes/campaigns on educational improvements which will reach all students in urban and rural areas from primary schools to university because pupils/ students today have less awareness on importance of education; they simply study because they are given chance.

- ii. Cultural mal-practice should be included in school curriculum and be taken as one of cross-cutting issues. Should be taught as a subject from primary school to secondary schools or colleges.
- iii. The government should provide financial support on different programmes set by the school on improvements of academic performance.
- iv. The government should keep on training a good number of teachers and it should make sure that the teachers who are trained get employed to every school and colleges in Tanzania.
- v. Teachers should also be equipped with accurate knowledge and skills on their teaching methodologies, these will help them provide real and productive materials to their pupils or students from primary level to university.

5.3.2 Recommendation to schools

- i. School heads should establish active academic clubs and should be supervised by committed and motivated teachers.
- ii. Make use of the available counsellors at school in counselling the extreme cases on sexual behaviours that lead to indiscipline and pupils drop out from schools.
- iii. Establish and stand firm to school motto which insists on education and its fruits.
- iv. They should set some regular meetings to discuss some agenda about cultural and social problems which hinder the academic performance.

5.3.3 Recommendation to students

- i. Pupils should avoid bad groups which can drug them into risky sexual behaviour.
- ii. Pupils should be trained on the effects of living without formal education which is obtained through hard working and commitment in the class.

- iii. Pupils should abstain from attending disco, night clubs and also they should not involve themselves in taking alcohol since these behaviours can lead to mass failure in studies.
- iv. Pupils need to get satisfied from a little they are given from their parents and as well get familiarized with the economic status of their parents.
- v. Pupils should build the habit of reading reliable educational sources and also they have to read some entertaining materials for refreshment before taking intensive studies.

5.3.4 Recommendation to parents

- i. Parents are advised to take role of talking to their children on the issues of good behaviour and importance of good education since education starts at home.
- ii. Parents should avoid giving their children a luxurious life at school that makes a big difference with those coming from poor families, also luxurious items can lead to poor concentration in their studies.

5.3.5 Recommendation for Further Research

More studies are required to analyse some common determinants (socio-cultural and socio-economic) which hinder proper academic performance among pupils in primary schools in Tanzania.

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APPENDICES

Appendix 1: A questionnaire for Pupils for Research on

SOKOINE UNIVERSITY OF AGRICULTURE
DEVELOPMENT STUDIES INSTITUTE

| |
|-----------------|
| Serial number i |
|-----------------|

A questionnaire for Pupils for Research on:

**ASSOCIATION BETWEEN SOME SOCIO-CULTURAL FACTORS AND
ACADEMIC PERFORMANCE IN PRIMARY EDUCATION IN NAMTUMBO
DISTRICT, TANZANIA**

By

Pious A.Mwageni- M.A (Rural Development) Student

A. BACKGROUND INFORMATION

1. School.....Village.....Ward.....of the respondent
2. In which class are you? 1. Standard 6, 2. Standard 7
3. Nameand Sex.....of the respondent: 1. Male 2. Female
4. Date of birth of the respondent.....
5. Sex of the respondent 1. Male, 2. Female.....
6. Main occupation of the household head.....
7. Do you have parents? 1. Yes (Father and Mother), 2. Yes (Only Mother), 3. Yes (Only Father), 4. No parent

8. If the option is 1 in Question 7, how many wives does your father have?.....
9. If the option is 2 in Question 7, what happened to father? 1. Mother has never been married, 2. Mother and Father divorced/separated, 3. Father died, 4. Others (Specify).
10. If the option is 3 in Question 7, what happened to Mother? 1. Father has never been married, 2. Mother and Father divorced, 3. Mother died, 4. Others (Specify)
11. If the option is 4 in Question 7, what happened to your parents?
.....
12. Does your Father have children with women who are not his wives? 1. Yes..... 2. No.....
13. If Yes to Question 12, How many children?.....
14. Do you live with your parents or guardians? 1. Both mother and father, 2. Only father, 3. Only mother, 4. Guardians (Specify, e.g. Aunt, Uncle, Father's friend, Mother's friend, Sister, Brother, Niece, Nephew etc.....)
15. How many are you in your household including yourself?.....
16. Write the names, sex, and ages of your household members starting with yourself in the following table

| S/N | Name | Sex (M&F) | Age (years) | Years of schooling | Relationship with the head of household |
|------------|-------------|--------------------------|------------------------|-------------------------------|--|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |

17. Main occupation of parents or guardians

| Parents or Guardia n | 1=Farme r | 2=Herde r | 3=Unemploye d | 4=Employe d | 5=Fishin g | 6=Other s |
|-------------------------------|--------------|--------------|------------------|----------------|---------------|--------------|
| Father | | | | | | |
| Mother | | | | | | |
| Guardia n | | | | | | |

B. CULTURAL FACTORS

18. Have you undergone traditional initiation? 1. Yes, 2. No

19. If Yes to Question 18, in which year did you undergo traditional initiation?.....

20. In which months of the year do initiation ceremonies take place?.....

21. For how many days does such a ceremony take?.....

22. An initiation ceremony is one type of traditional ceremonies; what other traditional ceremonies are common in your village?

23. For the past 12 months, how many traditional ceremonies have you attended?.....

24. For the past 12 months did you ever miss school attendance and instead you attended traditional ceremonies? 1. Yes.....2. No.....

25. If Yes to Question 24, for how many days did you not go to school and instead you attended traditional ceremonies?.....

26. Do you have a fiancé or fiancée? 1. Yes.....2. No.....
27. If you have a fiancé or fiancée, when do you expect to have marriage?.....
28. If you have fiancé or fiancée, what is her/his age?.....
29. For only boys: Have ever impregnated any girl or woman? 1. Yes.....2. No.....
30. If Yes to Question 29, was she 1. A primary school pupil, 2.A secondary school student, 3. Others (Specify.....)
31. For only girls: Have ever become pregnant? 1. Yes.....2. No.....
32. If Yes to Question 31, was the one who impregnated you 1. A primary school pupil, 2.A secondary school student, 3. Others (Specify.....)
33. If Yes to Question 31 (again), how have you managed to resume schooling?.....
34. For the past week how many times did you go to school out of how many days, and what were the reasons for missing school (Write answers in the following table)

| Particulars | Last week | Reasons for not going to school on some days last week |
|------------------------------------|------------------|---|
| Total number of supposed to attend | | |
| Number of days actually attended | | |

35. For the past month, how many times did you go to school out of how many days, and what were the reasons for missing school (Write answers in the following table)

| Particulars | Last month | Reasons for not going to school on some days last week |
|------------------------------------|-------------------|---|
| Total number of supposed to attend | | |
| Number of days actually attended | | |

36. Are there any productive assets that you have been given by your parents/guardians/other relatives like a farm, livestock, etc. 1. Yes.....2. No.....

37. If Yes to Question 36, specify the assets

38. If Yes to Question 36 (again), how do the assets constrain your schooling?.....

39. If Yes to Question 36 (again) how do the assets enhance your schooling?.....

C . SOCIAL FACTORS

40. How many meals do you normally eat per day at your home?.....

41. Do sometimes your parents/guardians tell you not to go school so that you help them do household, farm, or other activities? 1. Yes, 2. No

42. If Yes to Question 41, what activities do they normally ask you to help them do instead of going to school?.....

43. During the last agricultural season (2009/2010), did you migrate temporary with your parents/ guardians for agricultural activities? 1. Yes.....2. No.....

44. If Yes in which month did you leave for farms with them?.....and in which month did you come back?.....

45. Did you come back with them or did they remain there?.....

46. In the following table, record the number of the following assets your parents and/or guardians own:

| Assets | Quantity | Monetary value (To be asked during focused group Discussion) |
|---------------------------------|-----------------|---|
| Axes | | |
| Bed nets | | |
| Bicycles | | |
| Chickens | | |
| Goats | | |
| Hand hoes | | |
| Houses with iron sheets roof | | |
| Houses with thatch roof | | |
| Machetes | | |
| Mobile telephones | | |
| Motorcycle | | |
| Press iron | | |
| Radio | | |
| Satellite dish | | |
| Sewing machine | | |
| Sheep | | |
| Sofa sets | | |
| Sponge mattresses | | |
| Timber beds | | |
| TV screens | | |
| Wardrobes | | |
| Watch | | |

**D. ATTITUDE OF PUPILS TOWARDS SOCIO-CULTURAL
DETERMINANTS OF ACADEMIC PERFORMANCE**

47. Statements imply having favourable or unfavourable opinions about the relationship between some socio-cultural factors and academic performance

| Attitudinal statement | Strongly disagree (1) | Disagree (2) | Undecided (3) | Agree (4) | Strongly agree (5) |
|--|--------------------------------------|-------------------------|--------------------------|----------------------|-----------------------------------|
| 1. Traditional initiation takes much time that would be spent on studies+ | | | | | |
| 2. Traditional ceremonies take so much time that they would constrain studying- | | | | | |
| 3. Having girl/boyfriend enhance academic performance in primary education- | | | | | |
| 4. Having fiancé/fiancée while pursuing primary education affects negatively academic performance- | | | | | |
| 5. Getting pregnancy while pursuing primary education reduces academic performance+ | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 6. Not going to school on some days in order to help parents with agricultural and other activities is good- | | | | | |
| 7. A pupil taking care of his/her productive assets during school hours will perform poorly+ | | | | | |
| 8. Polygamous father don't meet school costs for some of their wives' children+ | | | | | |
| 9. The poorer the households the better the academic performance of children from the households- | | | | | |
| 10. Temporary migration of pupils with their parents or guardians for agricultural activities reduces academic performance of the children+ | | | | | |

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SOKOINE UNIVERSITY OF AGRICULTURE
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| |
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| Serial number ii |
|------------------|

A questionnaire for Pupils for Research on:

**Appendix2: Association between some socio-cultural factors and academic
performance in primary education in Namtumbo District, Tanzania**

By

Pious A.Mwageni- M.A (Rural Development) Student

1. A scale to determine sexual behaviour

| Sexual behaviour | Maximum Points | Actual Points scored |
|---|---------------------------|-------------------------------------|
| Do you have boy/girlfriend? (Now=10; Formerly=5; Never=0) | 10 | |
| For those who have boy/girlfriends: Age of boy/girlfriend (older or younger for at least 5 years=20; age difference less than=10; same age=5) | 20 | |
| Having ever had sexual intercourse | 10 | |
| Having ever had sexual intercourse in a bush | 10 | |
| Frequency of doing sexual intercourse (5 and more times per | 20 | |

| | | |
|---|----|--|
| month=20; 1 and more times per month=10) | | |
| Reasons for being involved in love affairs (for money=20; for pleasure=10; to please friends=5) | 20 | |
| Having ever drunk alcohol | 5 | |
| Having ever attended disco dances in halls | 5 | |

2. A table in which to record marks Scored in June and December 2009

Name of Pupil...Age of Pupil.....(Years), Sex of Pupil.....

| Subject | Marks Scored (%) | |
|------------------------------|-------------------------|----------------------|
| | June 2009 | December 2009 |
| Kiswahili | | |
| English | | |
| Mathematics | | |
| Science | | |
| Social Studies | | |
| Position in the class | | |

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Appendix 3: An interview Guide for Focus Group Discussion with Parents

**SOKOINE UNIVERSITY OF AGRICULTURE, DEVELOPMENT STUDIES
INSTITUTE**

An interview Guide for Focus Group Discussion with Parents for Research on:

**ASSOCIATION BETWEEN SOME SOCIO-CULTURAL FACTORS AND
ACADEMIC PERFORMANCE IN PRIMARY EDUCATION IN NAMTUMBO
DISTRICT, TANZANIA**

By Pious A.Mwageni-M.A (Rural Development) Student

A. VILLAGE AND SCHOOL IDENTIFICATION

1. Name of village.....When the village started.....
2. Name of school.....when the school started.....
3. Number and names of villages sharing school.....
4. Academic performance of the school in comparison with schools in the ward and District
5. Main cultural factors constraining academic performance at the school/in the village
6. Main social factors constraining academic performance at the school/in the village
7. Other factors constraining academic performance at the school/in the village
8. Efforts made by Parents to increase the performance
9. Efforts made by village/ward/district Council Leaders Parents to increase the performance
10. Efforts made by Ward Leaders parents to increase the performance

11. Efforts made by District council Leaders parents to increase the performance
12. Why the socio-cultural factors constraining academic performance have persisted?
13. Whether any of the following factors contribute to lower academic performance: early marriages, early pregnancies, truancy and absenteeism, poverty among the parents, the attitudes of children towards education, child labour and escape to towns and cities, polygamy, cultural interaction, traditional initiation ceremonies, modern dances and video show, prostitution due to lack of parental care, night clubs and recreations.
14. Future solutions to stem the constraining factors

B. ATTITUDE OF PARENTS TOWARDS SOCIO-CULTURAL

DETERMINANTS OF ACADEMIC PERFORMANCE

15. Statements imply having favourable or unfavourable opinions about the relationship between some socio-cultural factors and academic performance

| Attitudinal statement | Strongly disagree (1) | Disagree (2) | Undecided (3) | Agree (4) | Strongly agree (5) |
|--|----------------------------------|-------------------------|--------------------------|----------------------|-------------------------------|
| 1. Traditional initiation takes much time that would be spent on studies+ | | | | | |
| 2. Traditional ceremonies take so much time that they would constrain studying- | | | | | |
| 3. Having girl/boyfriend enhance academic performance in primary education- | | | | | |
| 4. Having fiancé/fiancée while pursuing primary education affects negatively academic performance- | | | | | |
| 5. Getting pregnancy while pursuing primary education reduces academic performance+ | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 6. 6. Not going to school on some days in order to help parents with agricultural and other activities is good- | | | | | |
| 7. A pupil taking care of his/her productive assets during school hours will perform poorly+ | | | | | |
| 8. Polygamous father don't meet school costs for some of their wives' children+ | | | | | |
| 9. The poorer the households the better the academic performance of children from the households- | | | | | |
| 10. Temporary migration of pupils with their parents or guardians for agricultural activities reduces academic performance of the children+ | | | | | |

| |
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| Serial number |
|---------------|

Appendix 4:A checklist for Discussion with Head Teachers

**SOKOINE UNIVERSITY OF AGRICULTURE, DEVELOPMENT STUDIES
INSTITUTE**

A checklist for Discussion with Head Teachers for Research on:

**ASSOCIATION BETWEEN SOME SOCIO-CULTURAL FACTORS AND
ACADEMIC PERFORMACE IN PRIMARY EDUCATION IN NAMTUMBO
DISTRICT**

By Pious A.Mwageni-M.A (Rural Development) Student

-
1. Name of school.....
 2. When the school started.....
 3. Registration number of the school.....
 4. Ward in which the school is located.....
 5. Village in which the school is located.....
 6. Number and names of the villages sharing the school
 7. Number of Pupils:
All.....Male.....Female.....
 8. Number of teachers.....

| Total number of teachers needed | Number of teachers present | | Deficit | Those with Diploma | | Those with Certificates | | With other qualifications(Specify) | |
|---------------------------------|----------------------------|--------|---------|--------------------|--------|-------------------------|--------|------------------------------------|--------|
| | Male | Female | | Male | Female | Male | Female | Male | Female |
| | | | | | | | | | |

9. Position of the school in the district in Standard VII National Exams in 2009....2008....and 2007..
10. In the table below, for pupils who are standard VII and VI this year (2010) please fill in their numbers since they were in Standard I(Please write the answers in the following table)

| | 2010 | | 2009 | | 2008 | | 2007 | | 2006 | | 2005 | | 2004 | |
|--|------|---|------|---|------|---|------|---|------|---|------|---|------|---|
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| Those who are in Standard VII now | | | | | | | | | | | | | | |
| Those who are in Standard VI now | | | | | | | | | | | | | | |

11. How Pupils from this school were selected to join Government Secondary Schools and Technical Colleges for the past 3 years (Please write the answers in the following table)

12.

| Number selected to join | 2009 | | | | 2008 | | | | 2007 | | | |
|-------------------------------|---------------------|--------|----------------------|--------|---------------------|--------|----------------------|--------|---------------------|--------|----------------------|--------|
| | Secondary School | | Technical College | | Secondary School | | Technical College | | Secondary School | | Technical College | |
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| | | | | | | | | | | | | |

13. Number of desks.....
14. Number of toilet holes: For boys.....For girls.....
14. Main cultural factors constraining academic performance at the school/in the village.....
15. Main social factors constraining academic performance at the school/in the village
16. Parents-related factors constraining academic performance
17. Environment related factors constraining academic performance
18. Other factors constraining academic performance at the school/in the village
19. Efforts made by the parents to increase the performance
20. Efforts made by the village Leaders to increase the performance
21. Efforts made by the Ward Leaders to increase the performance
22. Efforts made by District Council Leaders to increase the performance
23. Why the socio-cultural factors constraining academic performance have persisted in spite the above efforts?
24. Future solutions to stem the constraining factors

THANK YOU FOR YOUR CO-OPERATION

Appendix 5: Individual scores in Kiswahili for June and December 2009 examinations

| Score for June2009 | | | Scores for December 2009 | | |
|--------------------|------------|--------------|--------------------------|------------|--------------|
| Scores | Frequency | Percent | Scores | Frequency | Percent |
| 5 | 1 | 0.6 | 4 | 1 | 0.6 |
| 7 | 1 | 0.6 | 10 | 1 | 0.6 |
| 13 | 1 | 0.6 | 12 | 2 | 1.2 |
| 15 | 2 | 1.2 | 15 | 1 | 0.6 |
| 16 | 1 | 0.6 | 19 | 1 | 0.6 |
| 20 | 2 | 1.2 | 20 | 6 | 3.8 |
| 22 | 1 | 0.6 | 24 | 1 | 0.6 |
| 23 | 1 | 0.6 | 28 | 4 | 2.5 |
| 27 | 1 | 0.6 | 29 | 1 | 0.6 |
| 28 | 1 | 0.6 | 30 | 3 | 1.9 |
| 30 | 2 | 1.2 | 35 | 3 | 1.9 |
| 32 | 3 | 1.9 | 36 | 3 | 1.9 |
| 35 | 4 | 2.5 | 40 | 5 | 3.1 |
| 38 | 3 | 1.9 | 44 | 1 | 0.6 |
| 40 | 2 | 1.2 | 45 | 3 | 1.9 |
| 42 | 1 | 0.6 | 46 | 1 | 0.6 |
| 44 | 5 | 3.1 | 48 | 2 | 1.2 |
| 45 | 5 | 3.1 | 49 | 2 | 1.2 |
| 48 | 3 | 1.9 | 50 | 1 | 0.6 |
| 50 | 4 | 2.5 | 51 | 12 | 7.5 |
| 51 | 1 | 0.6 | 52 | 1 | 0.6 |
| 52 | 7 | 4.4 | 55 | 7 | 4.4 |
| 54 | 3 | 1.9 | 56 | 2 | 1.2 |
| 55 | 6 | 3.8 | 58 | 4 | 2.5 |
| 56 | 7 | 4.4 | 60 | 1 | 0.6 |
| 58 | 2 | 1.2 | 63 | 10 | 6.2 |
| 60 | 17 | 10.6 | 64 | 1 | 0.6 |
| 61 | 1 | 0.6 | 65 | 4 | 2.5 |
| 62 | 1 | 0.6 | 66 | 1 | 0.6 |
| 64 | 10 | 6.2 | 68 | 2 | 1.2 |
| 65 | 4 | 2.5 | 70 | 2 | 1.2 |
| 66 | 1 | 0.6 | 71 | 4 | 2.5 |
| 68 | 5 | 3.1 | 72 | 14 | 8.8 |
| 70 | 6 | 3.8 | 74 | 1 | 0.6 |
| 72 | 13 | 8.1 | 75 | 8 | 5.0 |
| 74 | 1 | 0.6 | 76 | 3 | 1.9 |
| 75 | 2 | 1.2 | 79 | 2 | 1.2 |
| 76 | 7 | 4.4 | 80 | 5 | 3.1 |
| 78 | 1 | 0.6 | 82 | 3 | 1.9 |
| 80 | 4 | 2.5 | 84 | 8 | 5.0 |
| 84 | 5 | 3.1 | 85 | 3 | 1.9 |
| 86 | 1 | 0.6 | 87 | 4 | 2.5 |
| 87 | 2 | 1.2 | 88 | 4 | 2.5 |
| 88 | 1 | 0.6 | 89 | 1 | 0.6 |
| 89 | 1 | 0.6 | 90 | 3 | 1.9 |
| 90 | 4 | 2.5 | 91 | 1 | 0.6 |
| 92 | 1 | 0.6 | 92 | 1 | 0.6 |
| 94 | 1 | 0.6 | 95 | 1 | 0.6 |
| 95 | 1 | 0.6 | 100 | 2 | 1.2 |
| Total | 160 | 100.0 | Total | 160 | 100.0 |

Appendix 6: Individual scores for English in June and December, 2009

| Scores for June 2009 | | | Scores for December 2009 | | |
|----------------------|------------|--------------|--------------------------|------------|--------------|
| Scores | Frequency | Percent | Scores | Frequency | Percent |
| 7 | 1 | 0.6 | 8 | 2 | 1.3 |
| 8 | 1 | 0.6 | 9 | 1 | 0.6 |
| 10 | 1 | 0.6 | 10 | 2 | 1.3 |
| 12 | 3 | 1.9 | 14 | 1 | 0.6 |
| 15 | 1 | 0.6 | 15 | 3 | 1.9 |
| 17 | 1 | 0.6 | 18 | 2 | 1.3 |
| 19 | 1 | 0.6 | 19 | 2 | 1.3 |
| 20 | 8 | 5.0 | 20 | 4 | 2.5 |
| 21 | 1 | 0.6 | 21 | 1 | 0.6 |
| 23 | 1 | 0.6 | 23 | 1 | 0.6 |
| 24 | 2 | 1.2 | 24 | 6 | 3.8 |
| 25 | 4 | 2.5 | 25 | 1 | 0.6 |
| 26 | 2 | 1.2 | 26 | 2 | 1.3 |
| 28 | 2 | 1.2 | 27 | 1 | 0.6 |
| 30 | 3 | 1.9 | 28 | 1 | 0.6 |
| 32 | 9 | 5.6 | 30 | 7 | 4.4 |
| 34 | 1 | 0.6 | 31 | 1 | 0.6 |
| 35 | 3 | 1.9 | 32 | 12 | 7.5 |
| 36 | 8 | 5.0 | 34 | 1 | 0.6 |
| 38 | 3 | 1.9 | 35 | 2 | 1.3 |
| 40 | 12 | 7.5 | 36 | 5 | 3.1 |
| 42 | 3 | 1.9 | 38 | 1 | 0.6 |
| 44 | 8 | 5.0 | 39 | 1 | 0.6 |
| 45 | 1 | 0.6 | 40 | 12 | 7.5 |
| 46 | 1 | 0.6 | 42 | 4 | 2.5 |
| 47 | 1 | 0.6 | 44 | 4 | 2.5 |
| 48 | 8 | 5.0 | 45 | 4 | 2.5 |
| 50 | 14 | 8.8 | 46 | 1 | 0.6 |
| 52 | 14 | 8.8 | 48 | 6 | 3.8 |
| 54 | 1 | 0.6 | 49 | 1 | 0.6 |
| 55 | 4 | 2.5 | 50 | 7 | 4.4 |
| 56 | 6 | 3.8 | 52 | 5 | 3.1 |
| 58 | 1 | 0.6 | 53 | 1 | 0.6 |
| 60 | 10 | 6.2 | 54 | 2 | 1.3 |
| 62 | 1 | 0.6 | 55 | 2 | 1.3 |
| 64 | 4 | 2.5 | 56 | 3 | 1.9 |
| 65 | 1 | 0.6 | 60 | 14 | 8.8 |
| 68 | 1 | 0.6 | 62 | 3 | 1.9 |
| 70 | 2 | 1.2 | 63 | 1 | 0.6 |
| 72 | 3 | 1.9 | 64 | 1 | 0.6 |
| 73 | 1 | 0.6 | 65 | 1 | 0.6 |
| 74 | 1 | 0.6 | 66 | 1 | 0.6 |
| 75 | 1 | 0.6 | 80 | 3 | 1.9 |
| 76 | 1 | 0.6 | 82 | 2 | 1.3 |
| 80 | 1 | 0.6 | 85 | 2 | 1.3 |
| 86 | 1 | 0.6 | 88 | 1 | 0.6 |
| 88 | 1 | 0.6 | 90 | 1 | 0.6 |
| 96 | 1 | 0.6 | 96 | 2 | 1.3 |
| Total | 160 | 100.0 | Total | 160 | 100.0 |

Appendix 7: Individual score in mathematics for June and December 2009

| Scores for June 2009 | | | Scores for December 2009 | | |
|----------------------|------------|--------------|--------------------------|------------|--------------|
| Scores | Frequency | Percent | Scores | Frequency | Percent |
| 4 | 1 | 0.6 | 0 | 1 | 0.6 |
| 6 | 1 | 0.6 | 8 | 2 | 1.2 |
| 8 | 4 | 2.5 | 9 | 1 | 0.6 |
| 9 | 1 | 0.6 | 10 | 1 | 0.6 |
| 10 | 5 | 3.1 | 11 | 1 | 0.6 |
| 13 | 2 | 1.2 | 12 | 4 | 2.5 |
| 15 | 1 | 0.6 | 13 | 2 | 1.2 |
| 16 | 4 | 2.5 | 14 | 2 | 1.2 |
| 18 | 4 | 2.5 | 15 | 6 | 3.8 |
| 20 | 12 | 7.5 | 16 | 3 | 1.9 |
| 21 | 1 | 0.6 | 18 | 5 | 3.1 |
| 24 | 3 | 1.9 | 20 | 6 | 3.8 |
| 25 | 5 | 3.1 | 21 | 1 | 0.6 |
| 26 | 5 | 3.1 | 22 | 2 | 1.2 |
| 28 | 7 | 4.4 | 24 | 1 | 0.6 |
| 30 | 5 | 3.1 | 25 | 1 | 0.6 |
| 32 | 2 | 1.2 | 26 | 2 | 1.2 |
| 33 | 1 | 0.6 | 28 | 2 | 1.2 |
| 34 | 1 | 0.6 | 29 | 1 | 0.6 |
| 35 | 1 | 0.6 | 30 | 8 | 5.0 |
| 36 | 1 | 0.6 | 32 | 5 | 3.1 |
| 38 | 1 | 0.6 | 33 | 1 | 0.6 |
| 39 | 1 | 0.6 | 34 | 1 | 0.6 |
| 40 | 6 | 3.8 | 35 | 4 | 2.5 |
| 42 | 5 | 3.1 | 36 | 6 | 3.8 |
| 43 | 1 | 0.6 | 37 | 1 | 0.6 |
| 44 | 1 | 0.6 | 38 | 1 | 0.6 |
| 45 | 3 | 1.9 | 40 | 17 | 10.6 |
| 48 | 5 | 3.1 | 41 | 1 | 0.6 |
| 49 | 5 | 3.1 | 42 | 2 | 1.2 |
| 50 | 6 | 3.8 | 43 | 1 | 0.6 |
| 52 | 2 | 1.2 | 44 | 2 | 1.2 |
| 54 | 1 | 0.6 | 45 | 1 | 0.6 |
| 55 | 4 | 2.5 | 46 | 1 | 0.6 |
| 56 | 5 | 3.1 | 48 | 2 | 1.2 |
| 58 | 1 | 0.6 | 50 | 5 | 3.1 |
| 60 | 13 | 8.1 | 51 | 1 | 0.6 |
| 62 | 1 | 0.6 | 52 | 4 | 2.5 |
| 63 | 1 | 0.6 | 54 | 3 | 1.9 |
| 64 | 3 | 1.9 | 55 | 2 | 1.2 |
| 65 | 1 | 0.6 | 56 | 3 | 1.9 |
| 66 | 1 | 0.6 | 58 | 5 | 3.2 |
| 68 | 1 | 0.6 | 60 | 8 | 5.0 |
| 70 | 2 | 1.2 | 63 | 1 | 0.6 |
| 72 | 3 | 1.9 | 65 | 2 | 1.2 |
| 75 | 1 | 0.6 | 68 | 2 | 1.2 |
| 76 | 2 | 1.2 | 70 | 6 | 3.8 |
| 78 | 1 | 0.6 | 72 | 3 | 1.9 |
| 80 | 9 | 5.6 | 74 | 2 | 1.2 |
| 88 | 1 | 0.6 | 75 | 1 | 0.6 |
| 90 | 1 | 0.6 | 76 | 3 | 1.9 |
| 92 | 2 | 1.2 | 80 | 6 | 3.8 |
| 93 | 1 | 0.6 | 82 | 1 | 0.6 |
| 96 | 1 | 0.6 | 84 | 1 | 0.6 |
| 100 | 1 | 0.6 | 85 | 1 | 0.6 |
| Total | 160 | 100.0 | Total | 160 | 100.0 |

Appendix 8: Individual scores for Science in June and December, 2009

| Scores in June 2009 | | | Scores for December 2009 | | |
|---------------------|------------|--------------|--------------------------|------------|--------------|
| Scores | Frequency | Percent | Scores | Frequency | Percent |
| 7 | 1 | 0.6 | 0 | 1 | 0.6 |
| 10 | 1 | 0.6 | 5 | 1 | 0.6 |
| 12 | 1 | 0.6 | 7 | 1 | 0.6 |
| 14 | 1 | 0.6 | 10 | 2 | 1.2 |
| 18 | 1 | 0.6 | 13 | 1 | 0.6 |
| 20 | 2 | 1.2 | 15 | 2 | 1.2 |
| 21 | 1 | 0.6 | 16 | 3 | 1.9 |
| 22 | 1 | 0.6 | 19 | 1 | 0.6 |
| 23 | 2 | 1.2 | 20 | 2 | 1.2 |
| 24 | 2 | 1.2 | 24 | 1 | 0.6 |
| 28 | 2 | 1.2 | 25 | 1 | 0.6 |
| 30 | 4 | 2.5 | 28 | 2 | 1.2 |
| 32 | 3 | 1.9 | 30 | 7 | 4.4 |
| 36 | 2 | 1.2 | 31 | 1 | 0.6 |
| 38 | 1 | 0.6 | 32 | 1 | 0.6 |
| 40 | 3 | 1.9 | 33 | 1 | 0.6 |
| 41 | 1 | 0.6 | 35 | 1 | 0.6 |
| 42 | 3 | 1.9 | 38 | 1 | 0.6 |
| 44 | 2 | 1.2 | 40 | 5 | 3.1 |
| 45 | 3 | 1.9 | 41 | 2 | 1.2 |
| 46 | 3 | 1.9 | 42 | 1 | 0.6 |
| 48 | 4 | 2.5 | 44 | 4 | 2.5 |
| 49 | 1 | 0.6 | 45 | 7 | 4.4 |
| 50 | 9 | 5.6 | 46 | 2 | 1.2 |
| 52 | 9 | 5.6 | 48 | 3 | 1.9 |
| 54 | 1 | 0.6 | 50 | 5 | 3.1 |
| 55 | 3 | 1.9 | 51 | 1 | 0.6 |
| 56 | 10 | 6.2 | 52 | 11 | 6.9 |
| 58 | 1 | 0.6 | 53 | 1 | 0.6 |
| 60 | 11 | 6.9 | 54 | 3 | 1.9 |
| 62 | 2 | 1.2 | 55 | 2 | 1.2 |
| 63 | 1 | 0.6 | 56 | 6 | 3.8 |
| 64 | 14 | 8.8 | 57 | 1 | 0.6 |
| 65 | 4 | 2.5 | 60 | 16 | 10.0 |
| 66 | 1 | 0.6 | 61 | 1 | 0.6 |
| 68 | 6 | 3.8 | 62 | 3 | 1.9 |
| 70 | 7 | 4.4 | 64 | 7 | 4.4 |
| 72 | 5 | 3.1 | 65 | 5 | 3.1 |
| 74 | 1 | 0.6 | 66 | 1 | 0.6 |
| 75 | 5 | 3.1 | 68 | 5 | 3.1 |
| 76 | 4 | 2.5 | 70 | 3 | 1.9 |
| 80 | 6 | 3.8 | 72 | 4 | 2.5 |
| 82 | 1 | 0.6 | 75 | 4 | 2.5 |
| 84 | 1 | 0.6 | 76 | 6 | 3.8 |
| 85 | 2 | 1.2 | 90 | 2 | 1.2 |
| 86 | 1 | 0.6 | 91 | 1 | 0.6 |
| 88 | 4 | 2.5 | 92 | 4 | 2.5 |
| 90 | 2 | 1.2 | 94 | 1 | 0.6 |
| 92 | 1 | 0.6 | 95 | 1 | 0.6 |
| 95 | 1 | 0.6 | 96 | 1 | 0.6 |
| 96 | 2 | 1.2 | 97 | 1 | 0.6 |
| Total | 160 | 100.0 | Total | 160 | 100.0 |

Appendix 9: Individual scores for Social Studies in June and December, 2009

| Scores for June, 2009 | | | Scores for December, 2009 | | |
|-----------------------|------------|--------------|---------------------------|------------|--------------|
| Scores | Frequency | Percent | Scores | Frequency | Percent |
| 0 | 1 | 0.6 | 4 | 1 | 0.6 |
| 6 | 1 | 0.6 | 5 | 1 | 0.6 |
| 9 | 2 | 1.2 | 10 | 2 | 1.2 |
| 10 | 3 | 1.9 | 11 | 1 | 0.6 |
| 11 | 1 | 0.6 | 12 | 1 | 0.6 |
| 15 | 1 | 0.6 | 15 | 2 | 1.2 |
| 18 | 1 | 0.6 | 16 | 3 | 1.9 |
| 20 | 4 | 2.5 | 17 | 1 | 0.6 |
| 21 | 2 | 1.2 | 18 | 3 | 1.9 |
| 23 | 1 | 0.6 | 20 | 7 | 4.4 |
| 24 | 3 | 1.9 | 21 | 2 | 1.2 |
| 26 | 1 | 0.6 | 22 | 1 | 0.6 |
| 28 | 2 | 1.2 | 24 | 1 | 0.6 |
| 30 | 5 | 3.1 | 28 | 5 | 3.1 |
| 32 | 2 | 1.2 | 30 | 2 | 1.2 |
| 33 | 1 | 0.6 | 31 | 1 | 0.6 |
| 34 | 1 | 0.6 | 32 | 3 | 1.9 |
| 35 | 2 | 1.2 | 33 | 2 | 1.2 |
| 36 | 5 | 3.1 | 35 | 2 | 1.2 |
| 37 | 3 | 1.9 | 36 | 4 | 2.5 |
| 38 | 2 | 1.2 | 37 | 1 | 0.6 |
| 40 | 7 | 4.4 | 38 | 2 | 1.2 |
| 41 | 1 | 0.6 | 40 | 9 | 5.6 |
| 42 | 1 | 0.6 | 42 | 1 | 0.6 |
| 43 | 1 | 0.6 | 44 | 2 | 1.2 |
| 44 | 7 | 4.4 | 45 | 1 | 0.6 |
| 45 | 4 | 2.5 | 48 | 7 | 4.4 |
| 48 | 4 | 2.5 | 49 | 1 | 0.6 |
| 49 | 2 | 1.2 | 50 | 12 | 7.5 |
| 50 | 15 | 9.4 | 52 | 4 | 2.5 |
| 51 | 1 | 0.6 | 54 | 2 | 1.2 |
| 52 | 5 | 3.1 | 55 | 2 | 1.2 |
| 54 | 2 | 1.2 | 56 | 2 | 1.2 |
| 55 | 1 | 0.6 | 58 | 2 | 1.2 |
| 56 | 3 | 1.9 | 60 | 11 | 6.9 |
| 58 | 1 | 0.6 | 62 | 3 | 1.9 |
| 60 | 5 | 3.1 | 64 | 5 | 3.1 |
| 64 | 7 | 4.4 | 65 | 3 | 1.9 |
| 65 | 1 | 0.6 | 66 | 1 | 0.6 |
| 68 | 6 | 3.8 | 67 | 1 | 0.6 |
| 70 | 7 | 4.4 | 68 | 3 | 1.9 |
| 72 | 5 | 3.1 | 70 | 5 | 3.1 |
| 74 | 1 | 0.6 | 71 | 1 | 0.6 |
| 75 | 2 | 1.2 | 72 | 5 | 3.1 |
| 76 | 2 | 1.2 | 76 | 3 | 1.9 |
| 78 | 2 | 1.2 | 80 | 10 | 6.2 |
| 80 | 6 | 3.8 | 82 | 4 | 2.5 |
| 84 | 4 | 2.5 | 84 | 2 | 1.2 |
| 85 | 1 | 0.6 | 88 | 2 | 1.2 |
| 86 | 1 | 0.6 | 90 | 2 | 1.2 |
| 88 | 2 | 1.2 | 92 | 1 | 0.6 |
| 90 | 1 | 0.6 | 96 | 5 | 3.1 |
| Total | 160 | 100.0 | Total | 160 | 100.0 |