



Government vs Private Schools Results For Form Four



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Introduction: In Tanzania results show that those private schools are performing much better than Government school in Certificate of Secondary Education Examinations (CSSE). This supported by 2011 form four national examination results which announced by National Examination Council of Tanzania general secretary Dr Joyce Ndalichako in March 2012

There are four main categories of schools in Tanzania, namely Government schools, Community Schools, Non-Government schools and Seminaries. Both Government and community schools were referred as Government schools and others being private schools in this project.

The main objective of this project is to determine the factors which bring about mass failure of Government form four secondary schools



Method: The findings from this project are expected to contribute towards the body of knowledge to the academicians, school owners, school heads, teachers, education stake holders and Government in general in developing better strategies and policies in order to help Government schools in the examination performance and reduce the mass failure.

Five hundred questionnaires were sent different respondents. Findings were analyzed and interpreted by using different method such as charts and tables and words. Excel computer program were used to analyze and interpret the quantitative data.

Government schools:

Schools built by Government or which were taken over by the Government from Non- State Agencies

Community Schools:

Schools built by communities and run by Government.

Non-Government schools:

Schools which are built, managed and run by individuals

Seminaries.

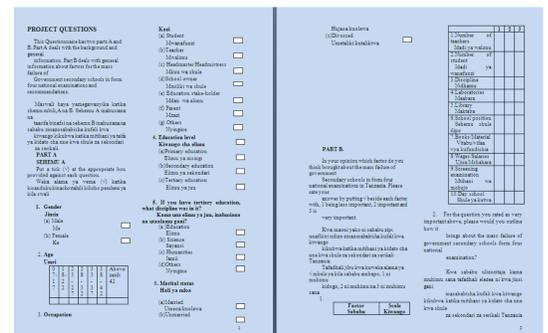
Schools built, managed and run by Religious organizations.

A total of 500 respondents participated in this project. Out of all participated respondents, 200 of them being male that represent 40 percent and 300 were female which represent 60 percent.

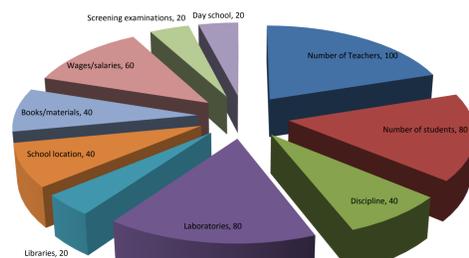
Concerning with the age of respondents, the majority of them were on the age between 23 to 27 years old who were 24 percent and the least respondents from the age 38 to 42 and above 42 years old that were 8 percent. Other frequencies with their percentages in branches were as follows.

Regarding to the respondents occupation the highest frequency were students, 140 which make 28 percent. Respondents in educational level, the majority were from tertiary education who was 340 that make 68 percent.

Out of 500 respondents 320 were unmarried (64%), 140 were married (28%) and 40(8%) divorced.



Generally from all respondents participated in this project 100 respondents that make 20% they ranked number of teachers as the most influential factor for the mass failure of Government secondary school in Tanzania while library, screening examination and day school being the least ranked by only 20 respondents each that make 4% each. Other factors with their frequencies and percentages were as follows:



Category	Frequency	Percentage
Total	500	100%
Gender		
Male	200	40%
Female	300	60%
Age		
07-17	60	12%
18-22	100	20%
23-27	120	24%
28-32	80	16%
33-37	60	12%
38-42	40	8%
Above42	40	8%
Occupation		
Students	140	28%
Teachers	100	20%
Headmasters/Headmistress	60	12%
School owners	40	8%
Education stake holders	80	16%
Parents	40	8%
Others	40	8%
Education level		
Primary	20	4%
Secondary	140	28%
Tertiary	340	68%
Marital status		
Unmarried	320	64%
Married	140	28%
Divorced	40	8%

1. Number of Teachers

For the factor which ranked number one by most of the respondents has been explained that small number of teachers affects the rate in teaching. This is because sometimes it is difficult for them to fulfill the need of the students in teaching and cannot manage to deliver good materials for many students. Some schools lack the teachers for the years in some subjects, hence resulting into poor syllabus coverage

2. Number of Students

Large number of students in a class causes the teacher to teach improper way and in appropriate time.

Conclusions:

An emphasis should be given to educate more teachers especially in science subjects so that the shortage is reduced.

There is a need to reduce the number of students in the class room at least 40 students per class.

Many books should be provided so that each student should have his/her book.

Libraries and laboratories should be built to each school

Pay teachers good salary and in appropriate time to increase their morale



Further information:

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