

**FACTORS AFFECTING STUDENTS' ACADEMIC PERFORMANCE IN
DEVELOPMENT STUDIES IN SELECTED HIGHER
INSTITUTIONS OF LEARNING IN TANZANIA**

BY

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APPROVAL

This research report has been submitted on our approval as the candidate's University Supervisor(s).

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DECLARATION

I, Abdullah Kheir Hassan declare that this Thesis is my own original work and has not been submitted for a similar award in any other University.

SIGNED:



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ABDULLA KHEIR HASSAN

SEPTEMBER, 2009

DEDICATION

This work is dedicated to my parents, Asha Khamis Abdalla and my Father Kheir Hassan Faraji , my Grand pap Mwanakhamis and My Grand mam late Mwanamrisho and my lovely Uncles, lates Kassim Khamis and Muhidin Khamis ,Mwinyi Hassan Faraji.

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LIST OF ACRONYMS

ADEM	Agency for the Development of Educational Management.
AU	African Union.
COMESA	Common Market for Eastern and Southern African States.
C B Os	Community Based Organization.
CW	Common Wealth.
DS	Development Studies.
E A C	East African Community.
E U	European Community.
H L I	Higher Learning Institution.
I F M	Institute of Finance Management.
N G O s	Non Governmental Organization.
SADC	South African Development Community.
SEB	Socio Economic Background.
SUZA	The State University of Zanzibar

SPSS	Statistical Package for Social Sciences
TAMWA	Tanzania Media Woman Association.
TCU	The Tanzania Commission for Universities
UDSM	University of Dar e s salaam.
UN	United Nations.
UNDP	United Nations Development Programme.
UPE	Universal Primary Education.
W.B	World Bank.

ABSTRACT

This study examined the factors affecting students' performance in selected Tanzanian Higher Learning Institutions specifically the State University of Zanzibar and the Institute of Finance Management. Different methods were used in collecting the data including literature review, interviews and questionnaires. The data were analysed by the use of statistical package for social sciences (SPSS). The analysed data are presented in the form of descriptions, histograms, tables and figures.

The study showed that most of the respondents (about 90 percent) agreed that there were several problems that affected students' performance in development studies though their views differed depending upon their institution .

Factors which influenced poor performance in Development studies in Higher Learning Institution included economic background of the learners, poor methods of teaching, poor knowledge of the learners concerning development studies (awareness), teachers' knowledge and competence (mastering the discipline), teachers commitment, poor teaching and materials and modern tools, poor teaching environment, students efforts and commitment in studies, poor governmental and institutional support and many others.

All of them were reckoned as the major constraints retarding the student's performance in Development studies in the selected higher learning institutions. The study recommended that the government should place equal status to Development Studies like other subjects in the in University curriculum.

Again, government financial supports for the department of development studies by providing adequate subsidy. This, in turn, will go along way in preparing a good environment for the learners the learning, thus helping the learners to socialize life. as it was supported by Jean Dewey in *learning by doing* in www.bgsu.edu/department/acs/1890/dewey. Insisting that school should help student' learn to live and work cooperatively with others but Nyerere, as quoted in

(Kassam, Y.1999) emphasis that student should become self-confidence and cooperative and develop critical and inquiring minds.

More over, knowledge of the teacher and competency should be taken in to accounts, here the Universities and the Ministry concerning Higher education should help their teachers to have an opportunity to extend their knowledge inside and outside the country, teachers becoming up to date and ready especially in teaching development studies hence to motivate the learners to perform well.

Lastly, the study also recommends higher students effort student themselves should bear in mind that studying at higher learning institution is not a simple task, students should be hardworking, putting more effort, submissive, committed and prepared, since studying in higher learning needed enough time to learn and searching, all would help the students to perform well.

CHAPTER 1 : INTRODUCTION

1.1 Background of the study

Development studies in many societies especially in modern era, create a significant discipline for the development of societies in all spheres of life like political, social, economical as well as technological aspects.

Developments studies are a relatively new branch of social sciences, coming into being in the late 1970's (Schuurman, J.1993). He added in 1970's with modernization theorists hitting back by accessing dependency either of being populist scientists, here Development studies thus found fertile ground and grew into an increasingly as a new discipline of the social sciences.

Development studies is a multidisciplinary branch of social sciences which addresses issues of concern to Developing Countries.

It has historically placed a particular focus on issues related to social and economic development, and its relevance may therefore extend to communities and regions outside of the Developing World.

Higher learning institutions are often under pressure from leftist teachers and students hence creates Third world Centres, while it started to indicate the major three reasons which were mentioned being responsible for impasse and its deepening, including the following:

The essential of the Third World and its inhabitants as homogeneous entities.

The un conditional belief the enlightenment concept of progress that make up society. The importance of nation or state as an analytical frame of reference and a political scientific confidence in the state to realize progress (Hirst and Thomson 1996).

In Tanzania, the government of The United Republic put emphasis on teaching Development Studies as a Compulsory subject, aimed at to strengthen the pupils power of reasoning, critical analysis, power of arguing, more over the learner gain the moral value in hard working also commitment arena. since the world is changing every moment.

Developments Studies provide an interdisciplinary training whose content and style have kept abreast with the changing reality of the Developing World. www.iastp.berkeley.edu.

From this Context, students in this contemporary life may have to hold a variety of position in Governmental and Non-Governmental Organization in the field of International Development.

Through teaching Development Studies in Zanzibar – Tanzania students may be helped to understand various issues happening in the world especially burning issues like diseases, wars and revolution, migration and refugees, poverty, gender and its implication, health-education and development, and others race ethnicity and Development as well as disasters, its responses and mitigation. Desai. (2002).

More over, pupils may have the chance to understand the international relation, also Regional relation and benefit, through United Nations, (UN) Common Wealth (CW), East African Community (EAC), African Union (AU) and South African Development Community (SADC), Common Market for Eastern and Southern Africa States (COMESA), and Europeand Union (EU).

In addition to that, Development Studies prepared the students in building their career in working in different Organizations both Internal and International, employed by the government to fill different post, thus they be employed through Non Govermental Organization (NGOs) hence becomes Loyal Citizens.

Historically, Development Studies take into account its contribution to the societies and the World at large. In Development Studies, students get priority in accessing opportunity in understanding skills like policy making and analysis,

cultural reformation or changes and their impact, also environmental issues like conservation, rural and urban development, theories and concept of development, non governmental development and management,

Moreover, pupil became aware different issues such as Science and Technology and its impacts on Third World Countries, social and Economic Developments, Philosophy and Democratization.

Again, it provides students with a realistic understanding of the economic and socio-political consequences of constitutional independence. SUZA, (2008).

Aimed to enable the students to develop appropriate tools of analysis and intergrating theory and practice as well as guide them to understand of alternative development strategies. Development studies intends to provide knowledge and skills pertaining to socio-economic and political evolutions, the driving forces towards changes and their impacts on the activities of man kind locally and worldwide. ADEM, (2008).

Development Studies became the core element in higher learning Institutions which in turn becomes a cornerstone for changing in social, political, educational developments of the people of many societies especially in Zanzibar, Tanzania and the world at large.

1.2 Statement of the Problem.

Many colleges fewer than 50 percent of the first year students make it all the way through to graduate in three or four years.

Again many drop out and never complete colleges or her education, some drop out and return later to finish, some takes four to six years to earn Degree or Diploma.

According to (2002) National population Census, Tanzania has the total population of 34,443,603 which 16,829,961 males while 17,613,742 are females

In fact, many higher Institutions of Learning including the State University of Zanzibar and Institute of Finance Management are such as struggling for many students in turn leading to poor performance.

The available data indicates that the poor performance was due to laziness of the students, poor teaching facilities, teacher truancy, teacher education and poor support from the administration (UPE, 2004).

Again it is said that student put more emphasis on other academic subject in the sense that Development Studies may be treated as a matter of wastage of time, therefore they do not put efforts on Development Studies.

Critically, students argued on low knowledge of teaching Development Studies, teacher poor preparation, low number of periods and lack of enough references in fact demises their motives towards Development Studies learning.

The problem of ignoring Development Studies creates a greater challenge for many students, in fact the language, analytical, reasoning ability and the problem of mother tongue thwarted the student to perform well.

1.3 Purpose of the study.

The study is intended to investigate and establish factual challenges that the students face in learning development studies.

Moreover, the study aimed at examining the merits of learning and Teaching Development studies for the Higher Learners Students.

Furthermore, it establishes various strategies that can be used so as to arouse the students' awareness and morality towards the importance and benefits of studying development studies. Moreover, to understand the opportunities in career choices.

In addition to that, the study explains the role played by the Development Studies Teachers/lecturers in the universities to make students more attentive in learning Development Studies.

1.4 Objectives of the Study.

1. To investigate the factors affecting students' academic performance in studying development studies in selected higher institutions of learning in Tanzania.
2. To examine and find out if teaching materials contribute to the poor academic performance of students in development studies.
3. To investigate the level of University support for increasing academic performance of students.

1.5 Research Questions:

The study will be guided by the following questions:

1. What are factors affecting the students' academic performance in studying Development Studies in selected higher learning institutions in Tanzania?
2. Do the teaching materials contribute to the poor academic performance of students in development studies?
3. What are the levels of government support for increasing students' academic performance in development studies?

1.6 Scope of the Study

The study will be conducted in Tanzania specifically at the two major Higher learning institutions including, The State University of Zanzibar (SUZA) and The Institute of Finance Management (IFM) and all defined as Higher Learning Institutions (HLI).

The study concentrated much on the major challenges faced the students in academic performance in Development Studies, the support given by the University Administration and the reaction of the students towards Development studies.

1.7 Significance of the Study

The study has to be useful and beneficial for policy makers and analyse, especially the rate of academic performance of students in development studies.

Moreover, it is significant for Development planners and other stakeholders in education, development and Technology. Again the study is advantageous to the Ministry of Education in determining the underlying problems that are still affecting teaching and learning Development Studies in Higher Learning institution in Tanzania.

Moreover, the study provides information and recommendation that may brings changes in the implementation concerning the challenges faced by the students resulting to poor academic performance, hence the information are much beneficial to the higher learners institutions, teachers and students themselves.

In doing so, the new strategies are attained for a better performance in learning and teaching development studies. The study becomes very important because it helps to investigate the students' reactions and the teacher's commitment of teaching and learning Development studies, this is because people have misconception and a sense of dogmatism towards poor benefits in studying Development Studies.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.0 Over view.

This chapter reviews literatures that have a direct relation to the problem studied. It covers the challenges and factors which influences poor academic performance of students in development studies in higher learning institution. Lastly, this chapter also reviews the strategies which can be employed to support students academic performance that may intend to bridge the gap that the study aimed to fill.

Literature provides a frame work for establishing the importance study as well as a bench mark for comparing the results of a study with other findings (Creswel, 2003).

2.1 Factors affecting students' performance in Higher learning institutions.

Performance

Performance refers to completing the task without compromising with the quality at the right time with optimum utilisation of skills and resources.

<http://www.answerbag.com>

Higher Institutions of Learning still remain as a stream for pupil development and preparing for future life but also is such as struggling for many students.

A number of research reviews support that academic performance of students in Higher Learning Institutions depend on various factors such as availability of materials, lack of motivation, shortage of teachers or lecturers, poor methods of teaching, teachers' knowledge, teachers' competencies, poor instructional objectives, poor evaluation techniques, poor of materials and resources, poor government support, access to knowledge, and many others.

Again, psychological, environmental factors , socio-economic and motivation of the learners are taken as the major reasons.

“Motivation acting as a driving force for most people to achieve goals” (Allan 1995).

In most cases, poor academic performance may be influenced by poor methods of teaching, here it is said that teachers having poor knowledge hence fail to break the circle of teacher domination or teachable group this idea has been contributed by (Allan.1995).

Lecture method, often described as “unnecessary dull” and “a waste of time”. Lecturing is looking as it increases students’ passivity and reduces the students’ role of note taking instead of luning students in more active learning vital tools because the method influences the students’ behaviour of hard working hence good academic performance.

So, the higher learning institutions may be improving the students academic performance by effective choice of the method of teaching.

If the student misses a point or is lost he or she cannot interrupt for a personal explanation or stop and review as with a book, complete program or tape, there for it can quickly lead to boredom because the audience is passive for a lengthy of period (Mc Leish, 1968).

The goal of instruction is to increase the number, or strength of correct students responses, the designs of learning activities that require students to produce specific, observable response to questions and exercises

Mayer, (1998) and Bruning et al (1999) in (Eggen,2002), insisted that, the method of teaching needed is the one helping the pupils more involved in processing information as opposed to sitting passively. Teachers’ knowledge is very crucial for students’ performance but also can be obstacle to learning.

If teachers know a great deal and spend most of the time telling what they know, students are often intimidated, rendered passive and made entirely dependent on the source of knowledge. (Allan, 1995).

The idea of teachers' knowledge also has been contributed by Ryans, but he uses specific elements such as creativity, dynamic, organized and warm.

Creativity: teacher is imaginative, experimenting and original, the non creative teacher is routine, exacting, and cautious.

Dynamic: the dynamic teacher is outgoing, energetic and extroverted, the non dynamic teacher is passive, withdrawn, and submissive.

Organized: the organized teacher is purposeful, resourceful, and in control, the disorganized teacher is capricious, erratic, and flightily.

Warm: the warm teacher is sociable, amiable, and patient, the cold teacher is unfriendly, hostile, and impatient (Ryans, 1960).

2.2 Strategies to improve student performance in higher learning Institutions.

In another side various factors have been put forward by different experts for the aim of improving the students academic performance.

Linda, (1998) explains that, we should encourage to use *learner- centre instructions* which encourages teachers to guide learners towards a thorough understanding of the topic they study rather than simply explaining contents to them.

Here, not only method of teaching has to be improved but also a competency of teacher again is the major target, especially competence in knowledge based but also capability of standing and delivering.

It is important to determine which competencies of teachers and principals are believed to be significant, since they invariably play a role in developing teacher evaluation plans, in observing and judging teachers usually (in elementary and in junior level) and assigning supervisors to

evaluate teachers' performance usually in the higher school levels (Stones, E 1992).

Different intellectuals talk about the direct relation between the availability of *materials and resources* in adjusting students academic performance and vice versa.

We now live in the technology society, hence style and systems of teaching should change to meet those teaching and learning requirements including modern resources hence teaching learning process will be more interested.

Materials especially technology support the instructions, when teachers use an overhead transparency, video tape, or film strip, help the students to see in the way of more concrete, detailed and effective than would have been possible with text book alone, teaching and wider resource used for *Drill-and-practice, tutorials, simulations, and problem solving*" (Kauchak , 2002).

Also, it is arguing on the contribution and effectiveness of *instructional objectives* and its impact resulted to poor or good academic performance in higher learning institutions, with out effective instructional objectives learners may fail to understand the outcomes of their studies in school and out of school, this idea is called "*significance goals*"

Tyler states that if we need to improve performance of the student, the main target is to consider the goal. The purpose of goals as helping to encourage intelligence, insights, values, and attitudes of the people, the model called *Tyler model*



TYLER MODEL- AIM OF INSTRUCTRUCTURAL OBJECTIVES

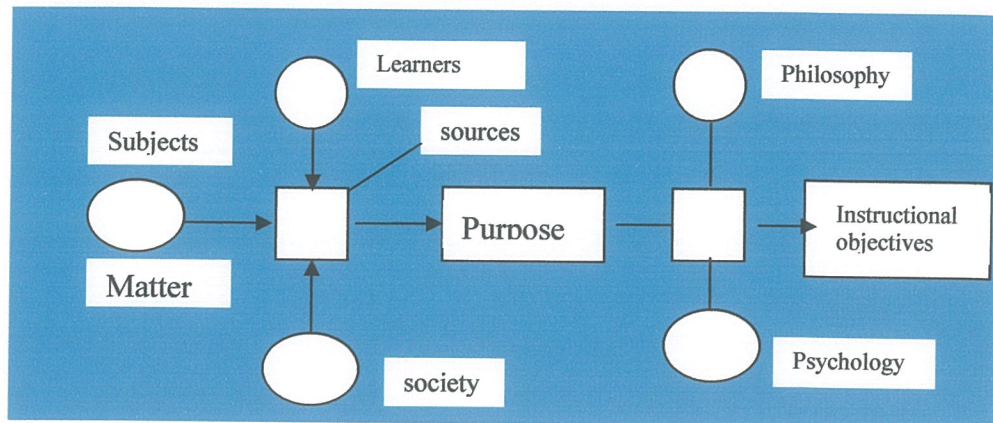


Fig : 1. Source : Tyler, R. (1949)

Due to this concept of instructional objective or significance goals as tyler insists the learners may adjust him or her knowledge with society life, specializations, philosophy and psychology Tyler, R. (1949)

In response towards educational goals, exactly poor academic performance for students in higher learning institutions constituted much towards the objectives of the knowledge given to them, a lot of the learners may lose attention in studying because they did not have a clear picture in mind about the out come when they finish their studies.

In addition to that, other authors address the shortcoming of poor evaluation techniques constitutes to the poor academic performance of the students in higher learning institution.

Evaluation is more subjective, since it involves human judgements, we make evaluations of people and their performance, not only in school, but also on the job and at home as teachers, we strive to reduce the chance

for misjudgement in the evaluation of students by carefully designing educational procedures (Ornstein,1995).

In turn poor academic performance of students in higher learning institutions exist due to unrealistic of objectives, lack of good techniques and procedures.

Other scholars explain about the new paradigm or learning ability as a major challenges affect the students performances in higher learning institutions.

It is assumed that all students can and should not be considered as constraints because there are other factors like race, gender, sex that affect students performance (Hensen, 2000).

Some researchers tried to explain the link between students achievements, economic circumstances and the risk of becoming a drop – out that proved to be the challenges resulted to poor academic performance of students (Goldman, et al 1998).

This view seem to be different from the idea of Hensen since he is more emphasizing on students' academic performance in relation to race and gender while Goldman explains on economic circumstances.

Chansarkar, and Michael, (2001) explained the effect of age, qualification, distances from learning place on students performance, here the academic performance of students is associated with qualification in quantitative subjects, again those who live near the university perform better than other students.

Yvone and Kola, (1995) further elaborated that students' poor academic performance is very dependent on socio economic back ground (SEB) as per their statements, higher students level of performance is with statistically significant differences, linked to their gender, grade level,

school location, school type, student type and socio-economic background.

More over, other scholars insisted that students' performance is always associated with the availability of committed teachers. There is a crucial shortage of teachers to serve as a role models for increasing students performance. (New York State Board of Regent, 1999).

Goethe (2001). found out that weak students do better when grouped with other weak students, this idea also addressed by Zajon s analysis of older Siblings (1976). It shows that students performance improves if they are with the students of their own kind, Kirby (2002) differ from them he focused on students impatience (his time-discount behaviour) that influences his own academic performance.

http://www.bangladesh_sociology.org/BEJS/203/Naqvi.pdf

Zimmerman, et al, (1999, 2001) are some what contradicts to Goethe (2001) results, but again proved that students performance depends on a number of different factors, it says that idling or strong students.

weak peers might reduce the grades of some of the practices adopted by college administration in higher education like residential colleges, organized groups also help to increase performance. (Allexander, et al 1974) .

2.3 Aims of teaching development studies

Development Studies (DS) is a branch of study that calls for recognition by the citizens who continue to lack even the most fundamental goods and opportunities.

It is assumed that Development Studies course for students in higher institutions of learning know very little about life in the third world

countries and are familiar with the relevant theories in political economy of development and under development. <http://www.dvstudies/background>

Here it means that, development studies became paramount and important to all societies whether in Africa, Asia, Europe or even America.

Development Studies aim at internalizing the global scope and significance. Moreover it encourages development of specialized knowledge or particular experiences as well as over all trends. [http://www.blck.ac.uk/study/pg/development Studies](http://www.blck.ac.uk/study/pg/development%20Studies).

This inter disciplinary programme focuses on the determination and dynamics of global poverty and the Institutional mechanism within multilateral, bilateral and non governmental organizations.

Development Studies designed to address issues of in equality and underdevelopment, hence the students having the opportunity to explore there knowledge through Development Studies.

Students gain capacity to analyze debates and issues in development in a critical manner. improved team working and written and oral communication.

Moreover, they learn to locate and analyze qualitative and quantitative data on development from printed and electronic sources.

2.4 Focus and target of teaching development studies in higher learning institutions.

The discipline is suitable since the learners got the chances for further knowledge of planning a career in Development Agencies and International Organizations, related for people intended policy. Research Institutions. Journalism and the None Governmental sectors". <http://www.dvstudies.cam.ac.uk>.

Here it indicates the importance of this discipline for the student in Higher Institution of Learning.

Towards the historical point of view, most of the Third World Countries were under colonialism hence having poor development. So Development studies might be profitable since it provides various strategies to achieve development.

Development is not about giving some relief to people finding themselves in poverty trap; development is about releasing the Community from the poverty trap so that they can take responsibility for their own destiny" (Swanepoel, 1996).

Development Studies has grown in popularity as a subjects/discipline of study since the early 1990's and has mostly widely been taught and researched in The Third World Countries and in Countries with colonial history, such as The United kingdom. Where Development Studies originated, The out put for Students taking Development Studies is underestimated, always students feel more beneficiary by development studies as far as other discipline.

<http://www.en.wikipedia.org/wik/developmentstudies>.

Students of Development Studies often having the opportunity to choose careers in International Organization such as The United Nations or The World Bank, Non Governmental Organization, Private Sectors, Development Consultancy firms and Research Centres. Today development studies cut across development perspectives in all spheres of life and its potential is underestimate all over the world.

In that sense, a number of institutions offer, this program so as to be ready from this exposure. For this reactions, the Government of Tanzania put emphasize through Educational policy that Development Studies taking

into consideration as far as the speech delivered by Truman in 1949 Conference for Latin and other poor nation. He argued that, Poor nations for the first time in history humanity process the knowledge and skill relieve the suffering of these people. but development studies has since taken an interest in lesson of part development experiences. (Truman, 1949).

In that aspect Development Studies became a vital and important subject to the students since the discipline provides a clear direction on how to alleviate poverty and how the students may work from the knowledge from Development Studies.

2.5 Review:

Through out various views, all the variables discussed by different researchers that have been selected, only those variables that are recognizable in higher learning institutions in Tanzanian setting.

This study also is quit proportional as that one done in Pakistan in measuring various constraints face students in higher learning institutions. it show that students performance is product of socio-economic, psychological, environmental factors, government supports disciplines and redness.

In Pakistan for the last 20 years, education in Pakistan is growing profitable industry with prime objectives of maximizing profit by delivering high quality education that produces well-educated, skilled, mannered students according to the needs and requirements of the dynamicallygrowingmarket."<http://www.bangladeshsociology.org/BEJS>

Lastly, there are few studies that have been undertaken to look on the performance of students in doing development studies in higher learning

institutions. most of the studies concentrate on performance of students in other area of disciplines such as performance towards science subjects <http://www.bangladesh.sociology.org/BEJS/203>.

Yvonne (1998), UDSM, Tanzania journal of development studies (2003).

The literature does not examine problem facing development studies students in Tanzania higher learning institutions. So it is urgent needs to learn and understanding the salient factors and challenges facing students in doing development studies in higher learning institutions. This needs to find out various strategies so as to improve the performance of students doing development studies.

CHAPTER 3: METHODOLOGY

3.0 Over view

This chapter describes the research design, including sample, selection of the study area, instruments for data collections and data analysis.

1.1 Research Design

Research design is a conceptual structure within which research is conducted. It consists of the blueprint for the collection and analysis of data at an economic base, research design is needed because it facilitates the smooth sailing of various research operations, thereby making research as efficient as possible (Kothari,2004).

Different methods were used in this study in order to complement each other so as to improve the validity and reliability of collected data.

The Study was conducted as a Case study, in doing so: it may capture the needed information so as to accomplish the study.

1.2 Sampling Procedure

The Study included respondents such as lecturers, professionals and the students of Higher Learning Institutions, as the vital factors in collecting the data for the study.

Random sampling and purposive sampling were used to get the respondents.

Simple random sampling was used to assign the participants, where by each participant had an equal chance to participate or had the same probability of being selected. The purpose of the study was to explore, and help the researcher to explore various aspects of problems from their experience in detail.

For the sample to be random every one in the sample must have an equal chance or probability of being selected (Moore Nick 2006).

Selection of students was at random. Out of these students, only those

were selected at random who were voluntary willing to fill the questionnaires.

All 129 questionnaires about 100 percent were filled with the response rate differing including males and females. Different methods were used so as to complement each other in order to improve the validity and reliability of the collected data.

This was done so as to minimize the cost and time, also to get accurate information from the participants. The respondents were male and female from second and third year basing on equal number and experience they have. This is done because of flexibility of the participants and their commitments.

The study will cover the period between 2007 – 2008 for the aim of getting current information, where by the respondents were students and Teachers. Moreover, University Administrators and other professionals will also be considered where needed.

The ultimate goal of this study is to focusing different factors that influence performance that would help the students and our institution to improve student in their studies.

3.3 **Sample size.**

The Study was conducted in Tanzania, in two major higher learning institutions out of the total of thirty two (32) Higher Learning Institutions (TCU, 2008)

The total number of respondents was 129, where each institution having different number, for (IFM) there were 70 respondents and (SUZA) were 59, both males and females.

More over, one lecturer and administrator was needed from each institution and professionals from the field of development studies.

Table concerning Sample of Respondents.

Respondents	Male	Female	Lecturers	Percentage(%)
Institutions				
Institute of Finance and Management	35	35	1	71 %
The State University of Zanzibar	25	31	1	60 %
Total	60	66	2	100%

Table: 1.

Source: field data (2008).

1.4 Instruments

In this study, the instruments for data collection were interviews especially face to face interview. by doing so, the study became more profitable. Moreover, questionnaires were used to reach other respondent where there was inconvenience: some of respondents felt more convenient using questionnaires rather than interviewing. However, the study was captured all information needed by use both methods.

3.4.1 Quality control of research instruments

Validity and reliability are the vital components that a research instrument must meet if it is to be acceptable. (Amin, 2005).

These two concepts of research are discussed below describing how the researcher obtains the validity and reliability of the instruments used during the course of the study. Validity was established using content validity index (CVI).

Validity.

According to Amin (2005), validity is the ability to produce findings that are in agreement with theoretical and conceptual values. that is, to produce

Accurate results and measure what is supposed to measure. content validity ,there fore refers to the degree to which a test for instance, actually measures or is significantly related the trait for which it is designed the content validity index (CVI). there fore can be established using the formula below

$$CVI = \frac{\text{Total number of valid questions relevant}}{\text{Total number of questions items.}}$$

Content validity index for questionnaires for students was found to be valid in which section B and has a content validity index is more than 0.7 which according to Kathurie and Palls (1993), and Amin (2005) is valid hence the instrument was valid. more over questionnaire for students was found to be valid. section C had three questions $3/3 = 1/1 = 1$, so $CVI = 1$, so section C had 100% validity.

Again interview guide was deemed valid, is 0.95 which is above 0.7.

3.4.2 Data collection techniques:

Coheen et al. (2000) conceptualizes that data collection is the process of obtaining evidence in an efficient and logical way so as to establish answers to the research problem; various methods were employed to obtain the required data in this study.

He maintained that no single methods can act in isolation of the other so as any bias from one method can distort the entire picture of the reality of the findings.

In this study, questionnaires, interviews and field observation were used to gather data from the field.

Observation also was used in collection of data especially through direct communication with the respondents in one form or via personal interview.

3.4.3 Interview methods.

“The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses Kothari, (1992). Again, this method can be used through personal interviews, and if possible through telephone interviews.

Interview is a data collection in face to face setting using oral questions -and-answer format which either employs the same questions in a systematic and structured way for all respondents, or allows respondents to talk about issues in less directed but discursive manner. Judy. (2004). For the purpose of the study, this method is very important since the interviewees had the chance to contact directly the persons concerned or on account of the extensive scope of enquiry.

One among the merits of the interviews is that, more information and that too in greater depth was obtained.

Also, interviewer by his own skills overcame the resistance, of the respondents; the interview method was made to yield an almost perfect sample of the general population.

Again, observation method was applied to record verbal answers to various questions.

The interviewer collected supplementary information about the respondents' personal characteristics and environment which is often of great value in interpreting results.

3.4.4 Questionnaire method:

This method of data collection is quite popular, particularly in case of big enquiries, it being adopted by private individuals, research workers, private and public organizations and even by governments.

Questionnaires are printed sets of questions to be answered by respondents.

Either through face to face interview or self completion.

As a tested, structured, clearly presented and systematic means of collecting data. Payne.J and Payne. G (2004)

The merits of this method including the following:

There is low cost even when the universe is large and is widely spread geographically. Again, it is free from the bias of the interviewer answers are in respondents own words.

Large samples can be made use of the thus the results can be made more dependable and reliable. Lastly, in this method when the respondent who are not easily approachable, can also be reached conveniently. (Kothari, 1992).

3.5 Procedure

The Study was conducted for five months. This particular period of time was enough to reach all respondents needed, and the time for submission. Proposal preparation took one month which included the reviewing the books in Library and other primary Literature, let alone seeking advice from experts. Data was collected using questionnaire and structured interview for professionals, experts and lecturers to compliments and validated the information collected by other methods.

Qualitative data was obtained from open ended questionnaires, interviews were subjected to content analysis and were organized in to themes, patterns and trends.

Qualitative data from questionnaires were computed by the use of the SPSS software. The analyzed data was presented in the form of descriptions, tables, with frequencies, percentages and figures or pictures .

The population sample was 129 respondents or students both male and female from a group of higher learning institutions. Students were briefed clearly about the questionnaires and it took three days to submit and

receiving the questionnaires for each institutions after filling it.

The method used to select respondents was simple random sampling.

Data collection took two months, while data organizing was for two weeks, and two weeks for data analysis.

The write up took one month together with the time of recommendations before submission of the report.

3.6 Data Analysis

In the process of Data analysis, thematic analysis was taken in to account. Under the Qualitative view and the nature of the study would help to explore the information needed in wisely.

The instrument of Data collections like interviews and questionnaires were analysed manually whereby the information obtained we reduced.

The collected data were cross - checked for errors and then were classified into meaningful categories and were further coded to smoothen data analysis. The collected data from questionnaires were analyzed by statistical package for social science (SPSS) to get descriptive analysis. The results were displayed in the form of figures, graphics and tables of frequencies and percentage to show comparison between the variables.

Figures were used to display age and sex of the respondents in the study area; also maps and photographs were used to present the real situation in the study area.

Qualitative information from interviews were presented in descriptive form.

3.7 Summary:

The focus of the study was on understanding the causes and the perception of students in development studies in higher learning institutions.

The purpose of conducting this kind of research was to get inside understanding of the view of the students pertaining to their performance because of the increased rate of poor performance and poor perceptions of students in doing development studies.

The specific objectives of the study were first, to identify and investigate the challenges faced the students in development studies.

Second, to investigate and find out the various factors that contributed to the poor performance in development studies in higher learning institution in Tanzania, and third, to investigate the level of University support for increased performance of students in development studies.

In addition to that, this chapter explore the instruments of data collection, sample, procedure and data analysis required.

Related studies were reviewed for the purpose of providing the research with knowledge about the research problem as well as revealing the gap.

The next chapter will talk about the research findings.

CHAPTER 4 FINDINGS

PRESENTATION, ANALYSIS AND INTERPRETATION.

4.0 Over view

This Chapter presents the findings of the study; it entails the general characteristics of the sample population including age, gender, education and admission.

Again, the main aspect includes presentation analysis and discussion of the study findings on the factors responsible for students' poor academic performance in development studies in higher learning institution in Tanzania.

The first part presents the general characteristics of the sample population including Age, Gender, Education and admission.

The Second part provides analysis and discussion of the study findings on factors responsible for students' poor academic performance in Development studies in higher learning institutions in Tanzania.

4.1 Bio data: Gender distribution of the respondents.

Both male and female students were given opportunities. In doing so, Development Studies in higher learning institutions in Tanzania as well as equal access in using resources like books was considered and also their teachers approached

In Tanzania higher learning institutions, it was noted that all students are obliged to take Development studies during their studies, especially for Bachelor Degree, Higher Diploma and Advance Diploma in various institutions. The total numbers of respondents were 129 of whom 66 equal to 51 per cent were females and 60 equal in 47 per cent were males.

Table concerning Gender distributions of the Respondents

Gender	Frequency	Percentages (%)
Male	60	58.1
Female	66	41.2
Total	129	100.00

Table 2

Source: Field Data 2008

The large number of male respondents was due to the fact that, female in doing Development Studies are disgusting hence they can influence low participation in learning Development Studies.

The higher number of male respondents was made so as to examine their perception in doing development studies and in general.

The majority of respondents 55 equal to 44.2 per cent were 24-28 years of age (Table 4.2) below.

In this age many of them were from direct entry, as they have been admitted in their institutions directly.

More over, these findings explain that most of the respondents were not employed.

4.2 Age of the Respondents.

The age of the respondents shows that, 38.8 % are in between 19 to 23 years, 29 to 33 years old equal to 13.3 %, 24 to 28 years of age is equal to 42.6 % while 34 and above years of age were equal to 4.1 percent, all participated effectively.

Table below shows Age of the Respondents:

Age of the respondent	Frequency	Percentage %
19 – 23	50	38.8
24 – 28	57	44.2
29 – 33	17	13.2
34 and above	5	3.9
Total	129	100

Source: field data (2008)

Table 3

The age of respondents of higher learning institution presented in above table revealed the real participation of the respondents. This can be seen in percentage. According to the researchers' interpretation of the data in table 4.2, there was an increasing number of young in higher institution of learning by 38 % and 44% respectively. Increasing number of youth indicates the increase of youth enrolment in higher learning institutions hence positive motivation of students in higher learning institutions.

4.3 Educational Qualifications.

Figure 4.1.2 shows that nearly 73 equal to 56.6 per cent are in Advanced Diploma, 54 equal to 41.9 per cent are in Bachelor degree while 2 equal to 1.6 are higher diploma. This indicates that the real respondents needed in that study have been obtained.

Table of Education qualification.

Qualifications	Frequency	Percentage%
Advance Diploma	73	56.6
Bachelor	54	41.9
Higher Diploma	2	1.6
Total	129	100

Source: field data (2008)

Table 4

The percentage of students admitted was observed to be increased especially in advanced diploma as 56 % while 42% were bachelors. This implies that there is an increasing number of students doing development studies in advance diploma and bachelor degree to compare of those from higher diploma as it was shown in table 4.3 above.

A Pie Chart below represents Educational Qualification of the Respondents.

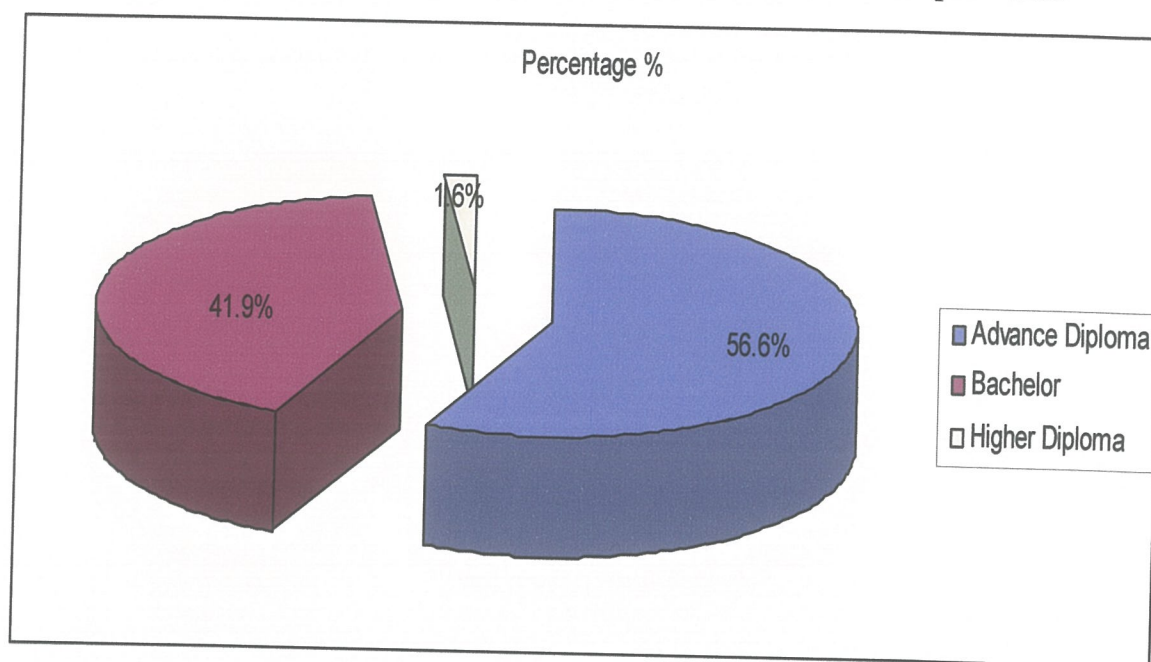


Fig. 1.1 Source: Field Data (2008)

Here the finding concerning educational qualification of the respondents is illustrated by the pie chart above. Depicts that majority of the respondents from advanced diploma as 56 %, following bachelor students of 41%, and the lowest from higher diploma. This implies again as far as one goes for further education development studies are presented by limited number of respondents.

4.4 Research Question: Causes of poor performance for students in development studies.

4.4.1 Natural disgust in studying development studies.

In reference to the graph when asked to provide their views whether they had a natural disgust over Development studies 33.3% agreed, 12.4 % strongly agree, 31.8 % percent disagreed while 22.5 % strongly disagreed.

A Bar Graph below represents Perception of Students:

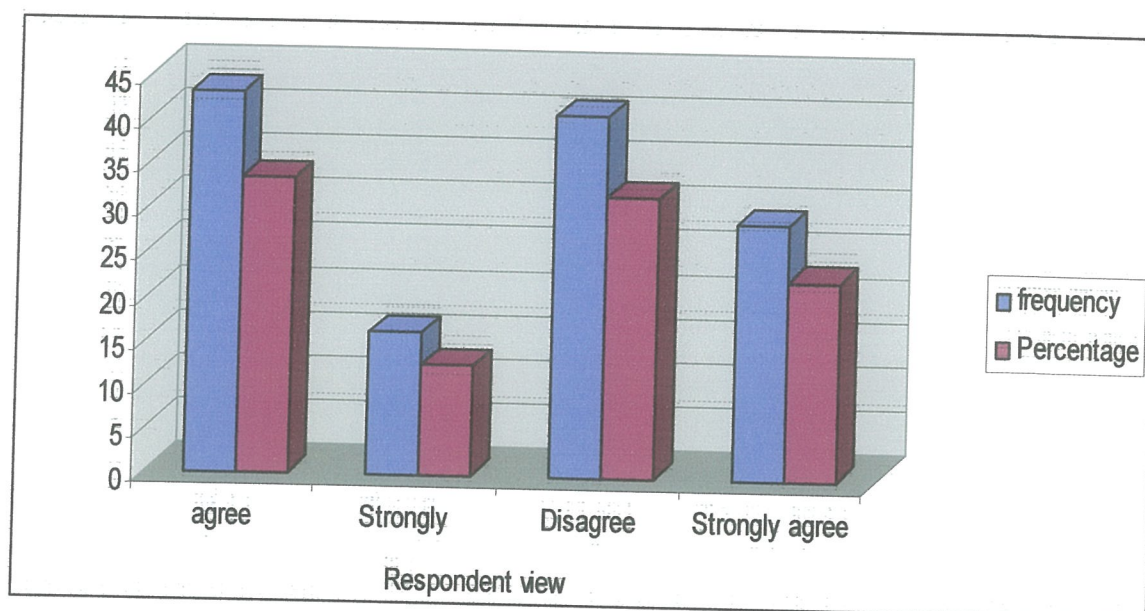


Fig. 1.2 Source: Field Data (2008)

In reference to above figure, reveals that on average, students do like Development studies. It however shows that, the total number of respondents who gave in their views was about 128, showing that one of the respondents did not give any comments. Research question one indicates that some of the respondents seem not paid attention in studying development studies hence poor performance, though 31 % showing a positive perception in development studies. Again it seems that most of the student having the knowledge concerning development studies the same time they didn't

Development studies the same time they didn't understand the potential that development studies have, hence not paid any efforts.

4.4.2 Development studies is like others subjects.

Regarding the respondents view on whether a Development study is just like other subjects in University curriculum.

63.6 per cent agreed, 28.7 per cent strongly agreed, 7.0 per cent disagreed while 8.0 percent strongly disagreed.

Summary of table concerning student perception in development studies.

Respondent view	frequency	Percentage%
Agree	82	63.6
Strongly	37	28.7
Disagree	9	7.0
Strongly disagree	1	8
Total	129	100

Source: field data (2008)

Table 5

The table above vividly shows that majority of the respondents agreed development studies should remain as other subjects, since Universities give a priority as other subjects.

Research question number two identifies the learner's ideal towards development studies in relation to other subjects in higher learning institutions. From the result above this implies still a number of students have the idea that there is development studies discipline and they do it. Some of them did not understand the role played or the requirement needed in doing development studies, for them as many of them agree development studies in not subsidiary nor compulsory. Still it implies majority of the learners in higher learning institutions have a poor knowledge of the development studies in comparison to other disciplines.

4.4.3 Importance of development studies in Tanzania higher learning institution.

Table 4.1.7 indicates the opinions of responding on whether University do not have credited Development studies. So, the finding shows 19.4 % agreed, 3.9 % strongly agreed, 40.3 % disagreed, 36.4 % strongly disagreed while three of them remained silent.

Summary of the table concerning the importance of development studies.

Respondent view	Frequency	Percentage%
Agree	25	19
Strongly	5	3.9
Disagree	52	40
Strongly disagree	47	36
Total	129	100

Source: field data (2008)

Table 6

So, from these findings, it seems that majority of the respondents do not agree with the statement. From a study, a vast of proportion 76.7 % of the respondents disagreed with the statement, meaning that development studies is credited in the sense that if a student fails, he or she may retake the subject or doing supplementary.

In generally, in observations it seems that students cannot differentiate between the core subjects and elective or core courses and subsidiary courses. In Tanzania development studies in many Universities as complementary course unless for those who specialised in development studies. Still showing that the learners needed assistance especially during orientation period, at that time the higher institutions should establish the department focuses on consultation the rest percentage that they do not have an idea if development studies is credited or not.

4.4.4 Development studies is similar for male than female

(Gender difference in performance)

Table 4.0.8 indicates the opinion of respondents on whether development studies is not more difficult to female than male. According to the table above shows that, 7.8 % agreed, 48.8 percent disagreed, 42.6 % strongly disagreed, 8 % strongly agreed while one respondent obtained in response

Summary of the table showing Gender difference in Academic performance

Respondent view	frequency	Percentage%
Agree	10	7.8
Strongly agree	1	8
Disagree	63	48.8
Strongly disagree	55	42.6
Total	129	100

Source: field data (2008)

Table 7

Development studies is similar to male and female

Therefore, the implication of these findings is that majority of the respondents disagreed that Development studies is not more difficult to females than males. Question four of the research questions, about 15.8 % who approved that development studies is difficult for females, they took females as in physical and not in mental capacity in the sense that most of the female mainly are engaged in simple subjects that do not need energy and working and searching. According to Epstein (1990). Male and female may play the role; school should socialize both boys and girls. It implies that both male and female may play the same role and participate in their studies effectively. From this study proportion of 48.8% equal to 63 of respondents are against the statement, for them female may have ability and efforts to work on development studies and score well hence better performance.

So, the findings show the gender i.e. male and female had no significant relation to the difficulties or easiest of learning development studies in higher learning institutions.

4.4.5 University support to students taking Development studies.

Table 4, indicates the opinion of the respondents whether the university provides support to students taking development studies.

According to the table, 32.6 % agreed, 10.9 % strongly agreed, 41.9 % disagreed, 14.0 % strongly disagreed while three 3 respondents did not submit their views. The implication of the finding is that the majority of the respondents disagreed with the statement.

Summary of the Table, showing the University support to students taking DS.

Respondent view	Frequency	Percentage%
Agree	42	32.6
Strongly agree	14	10.9
Disagree	54	41.9
Strongly disagree	18	14.0
Total	129	100

Source: field data (2008)

Table 8

Concerning the University whether it provides support to the students taking development studies, the table shows that about 43.6% lack any assistance from the university like financial, and other resources that may support there studies though 41.9% seeking support from the university and and only 14.0% percents also receiving support fro the university.

Again they did no mention which kind of support they obtained. Actually the accessibility of resources whether financial ot learning seem to be improved which must be unavoidable so as to improve the students' performance.

4.4.6 Government support to students taking Development studies.

Table 4.0.9 still showed that idea of the respondents in whether the issue of governments support was responsible for the poor performance of students in doing development studies.

So, according to the table, 41.9 % agreed, 17.8 % strongly agreed, 32.6 % disagreed while 7.8 % were strongly disagreed and 3 respondents reserved their views.

A Table showing government support for student doing development studies.

Respondent view	frequency	Percentage%
Agree	54	41.9
Strongly agree	23	17.8
Disagree	42	32.6
Strongly disagree	10	7.8
Total	129	100

Source: field data (2008).

Table 9

The respondents evaluate the influence of government for students performance in development studies in development studies .A significant proportion (60) of the respondent said government did not put in any assistance , poor support hence associates with their poor performance hence they they are not satisfied with the involvement of government for students taking development studies in higher Learning institution, this resulted to collide between the learners and the governments, they reported that there no enough teachers, lack of resources and lack of funds for students. According to the respondents these are the major causes of student's poor performance. Again the analysis revealed that government supports did not suit the student requirements and needs, though

other respondents there were happy with government engagement in higher education.

4.4.7 Learners interest in studying Development Studies

Table 4.2.2 indicates the view of respondents on whether lack of interest of the learners is responsible for poor performance in development studies.

So, According to the table, 47.3 % agreed, 23.3 % strongly agreed, 18.6 % disagreed, 3.9 % strongly disagree, 7.0 % were neutral, while three respondents none.

A Table showing the Learners interest in doing development studies.

Respondent view	Frequency	Percentage%
Agree	61	47.3
Strongly agree	30	23.3
Disagree	24	18.6
Strongly disagree	5	3.9
Neutral	9	7.0
Total	129	100

Source: field Data (2008)

Table 1.1

The implication from the findings is that majority of the respondents agreed to the view that lack of interests of the learners is responsible for poor performance in development studies.

Interest of the learners assumed to influence the performance in doing development studies. The finding showed that there is a quite strong relationship between the students' performance and interests. This mean that 47.3% agree that in higher learning institution the environment are not influential to the students, it may be due to poor methods of teaching, lack of modern tools for teaching and learning, only 7.0% affirmed that interest of the learns might the major factor but also may be there are other factors which influence the students performance in higher learning institutions, while 22.5% said that there in no correspondence

between performance of the student and interest of the students, so they negative perception with that views.

4.4.8 Inadequate and sufficient materials on teaching and learning Development Studies.

In reference to the table 4.1.1, when asked to provide their views whether lack of sufficient materials makes students performance poorly in doing development studies. From that finding from the table, revealed that on average, 43.4 % Agreed, 24.0 % strongly agreed, 17.8 % Disagreed, 7.0 % strongly disagreed, and 7.8 % were neutral while 3 of them did not give any comments.

A Table showing represent respondents view concerning Inadequate materials in teaching and learning DS

Respondent view	frequency	Percentage
Agree	56	43.4
Strongly agree	31	24.0
Disagree	23	17.8
Strongly disagree	9	7.0
Neutral	10	7.8
Total	129	100

Source: field Data (2008)

Table 1.2

The findings indicate that for for performance to be was poor due to lack of sufficient materials. The findings showed that about 67% of all respondents indicate poor availability of resources leads the students doing development studies to perform well. Though some of the respondents proportional of 24.4% reject importance sufficient materials and performance might appear with out the influence of sufficient materials, while only 7.8 % agreed that nor materials or availability of materials will influence there studies. Infact, the majority of the respondent count the merits of having sufficient materials, and in absence of this performance of the students will be affected.

4.4.9 Method of Teaching and the teaching development studies

Regarding the respondents' view on whether poor method of teaching is partly responsible for their performance in development studies.

The table 4.1.2 below, 48.8 % agreed, 28.7 % strongly agree, 15.5 % disagreed, 3.1 % strongly disagreed, and 11.6 % were neutral while two of them responded nothing

A table below represent respondents views in teaching and learning DS

Respondent view	frequency	Percentage (%)
Agree	50	38.8
Strongly agree	37	28.7
Disagree	20	15.5
Strongly disagree	4	3.1
Neutral	15	11.6
Total	129	100.0

Source: field Data (2008)

Table 1.3

The implication from the findings is that, majority of the respondents agreed that poor method of teaching is responsible for their poor performance in development studies. This idea are in the line with the study conducted by Boocock.(1972) views as teacher orientation of their subject matter influences their methods of planning, there choice of contents, the supplementary materials they use and their pedagogical strategies.

Poor performance of students in higher learning institution denied being contributed by existing poor methods of teaching. Respondents emphasizing of approximation 78% agreed that higher learner perform badly due to poor methods used, about 11.6 % are neutral ,it seems they do not understand even the merits of methods of teaching whether is used or not . Infact the majority of the respondents

claim that there should be a proper of teaching methods development studies. Since it is believed that good and selective one help the learners in their studies which may lead good performance.

A Pie Chart represents the respondents view in teaching D.S

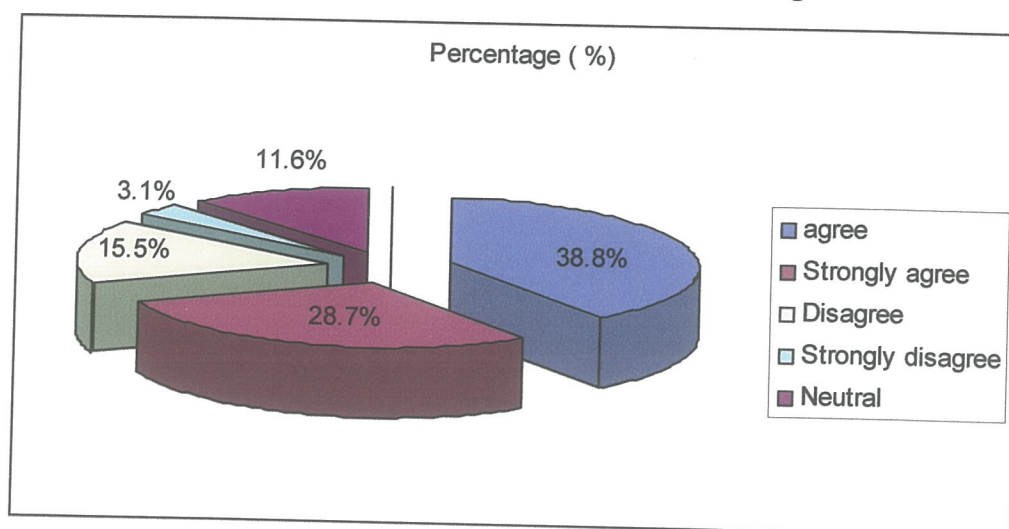


Figure: 1.3

Source: Field data (2008)

From the figure 1.3, it was observed that there was about 38 % of the respondents agree that methods of teaching influenced the students' academic performance. This implies that, according to the researchers' interpretation of data in fig 1.3 and table 4.1.2. There was an increasing demand for using a proper method of teaching development studies so as to improve the students' academic performance in development studies.

There fore due to the poor method of teaching ,the teaching and learning development studies became unprofitable, though 3.1 % are strongly disagree that method of teaching is not an issue or a dominant factor in improving of students.

4.5. 1 Availability of Well trained teaching Development studies.

Table 4.1.3 indicates the opinion of respondents on whether lack of well and trained teachers is responsible for poor performance of students in development studies.

According to the table, 40.3 % agreed, 24.8 % strongly agreed, 22.5 % disagreed, 5.4 % strongly disagreed, and 6.2 % were neutral while 3 respondents abstained.

A table below represent the availability of well trained teacher in DS

Respondent view	frequency	Percentage (%)
Agree	52	40.3
Strongly agree	32	24.8
Disagree	29	22.5
Strongly disagree	7	5.4
Total	129	100.0

Source: field Data (2008)

Table 1.4

Majority of 40.3 % and 24.8 % were supports the question that trained teacher is responsible factors which influence poor performance in development studies in higher learning institutions, however 22.5 % and 5.4 % of the respondents oppose the view, imply that there is no need having well and trained teacher which may help the learners to perform well while 3 percents remained with no answer, this mean that they no nothing about the teacher contributions or the have no interest about that idea. According to the findings, Eggen (2002) support by viewing that teacher may designs learning activities. Lack of well and and trained teacher is the salient factors which contributes the poor performance of students in doing development studies in higher learning institutions in Tanzania.

4.5.2 Medium Instruction for student taking development studies

Table 4.1.4, indicates that the opinion of respondents on whether poor language of student as vital factor responsible for their poor performance in development studies. According to the table, 42.6 % agreed, 38.8 % strongly agree, 7.0 % disagreed, 3.1 % strongly disagreed, and 8.5 % were neutral while 3 of them did not respond to the question.

A Table show the respondent view concerning medium of instruction in DS

Respondent view	Frequency	Percentage%
Agree	55	42.6
Strongly agree	50	38.8
Disagree	9	7.0
Strongly disagree	4	3.1
Neutral	11	8.5
Total	129	100

Source: field Data (2008)

Table 1.5

So the implication of this finding is that majority of the respondents agreed with the view that poor English language of students is a vital factor responsible for their poor performance in developed studies, equally to the study conducted by Allan, et al. (2001), indicates that students in high track English classes were exposed to contents. In the case of this study the underlying factors are describe as an influencing elements which poor performances. In Tanzania the medium of instruction is English but almost the students uses Kiswahili in all his activities hence might affect the learner's performance due to the use of two languages in teaching and learning even in higher learning institutions.

4.5 Review.

In this Chapter, there are various reasons associated with the poor performance of the students in development studies, such as lacking of enough materials, poor language of students, lack of trained teachers and poor methods of teaching.

Also this chapter provides various strategies to improve student's performance such as the use of current syllabus, recruiting trained teachers, student and teacher motivation, student tours, full support from government and improvement of teacher salary, all will help to improve the performance of teaching and learning development studies in higher learning institutions.

The aim of the study was to provide effective information on how to improve performance in learning and teaching development studies in higher learning institutions.

The study specifically sought to evaluate the merits of teachers' competence in both teaching and learning development studies and investigate other factors responsible for poor performance in learning development studies.

The studies also examine the challenges that might be considered so as to improve performance in development studies.

The next chapter discusses the findings, draw conclusion and recommendations for the studies.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.0 Overview

This chapter summarizes different findings related to factors affecting the students' academic performance in higher learning institutions, various strategies to perform in helping students doing well in development studies, and lastly way forward to improve effective teaching and learning development studies in higher learning institutions. This chapter sums up the findings of the study and also provides the conclusions, general recommendations and areas for further study.

Also this chapter shows various strategies and outcomes so as to improve better academic performance in teaching and learning development studies.

All questions in the questionnaire were first checked against their answers in order to ensure consistency in information collected. This was followed by coding the questionnaire on coding sheets for computer processing. SPSS system were set to analyze the data.

The tabulate analyses were employed to present and interpret the results of the study in analyzing the data. This frequency counts, percentage distribution and cross tabulations were formed. Figures were used to display different aspects in the study.

Moreover, this chapter intended to show various short coming concerning the study and the new areas for further studies.

5.0.1 Summary

Here findings from chapter four concerning the factors responsible for students' poor academic performance in development studies in higher learning institutions, specifically in two Tanzania's Higher Learning institutions.

It is divided into three main subsections in relation to the research findings. The first section deals with the summary concerning the major causes of poor academic performance of students in development studies.

Many scholars, experts, intellectuals and politicians depicted various factors and challenges that affected the students' performance in development studies in higher learning institutions and educational industry in general.

According to Magembe, (2008) explains different factors such as lack of laboratories, experts in high schools, shortage of teachers and lectures in higher learning institutions, poor facilities, poor environment, poor language of students especially (English language) and lack of materials and inspections.

Again this idea implied that the respondents' views are quite similar to Magembe and it seems that poor academic performance, current problem pertaining students academic performance can be solved by improving the teaching and learning environment, hence the government has to make sure the availability of enough funds so as to minimize the problems facing the learners.

Moreover, it was found that poor students' academic performance in higher learning institutions addressed by Linda, (1998) as poor methods of teaching, Ornstein(1995) poor evaluation techniques are the major challenges which influences the poor academic performance in higher learning institutions. Concerning respondents' views, it is needed to improve the methods of teaching, language of instruction, teaching and learning materials and recruiting well trained tutors which may help to improve the students' academic performance. Stones, (1992) indicate on material resources and also were elaborated by Kauchack, (2002) by insisting on lacking of technology instructions.

Tyler, (1949) poor objective. Hansen, (2000) race and gender, Yvone (1995) socio economic back ground, Goethe, (2001) address on students impatience and poor cooperation.

Considering the findings, students' poor academic performance in higher leaning institutions was contributed much by students' impatient and commitment. There fore, in order to improve the students' academic performance it enormous important to arouse the learners' interests by constructing good environment for teaching and learning.

The findings reveal that about 45.7% of the respondents hold natural disgust over development studies. This implied that, still the learners in higher learning institutions need the knowledge of the real conceptual frame work concerning the importance of development studies, hence the learners effective participation. Here the Ministry of Education through higher institutions on learning should reform its curriculum, specifically in teaching and learning development studies, in doing so the students might have the chance to realize its potential in worldwide.

The study discussed in chapter four showed students' academic performance in development studies is associated with the availability of materials for teaching and learning, about 67.4% of the respondents showed that the absence of materials lead them to poor academic performance. There for the government, curriculum developers and designers should make sure that the material should be available in higher learning institutions so as to influence the performance of students in their studies.

The findings revealed that students were not satisfied with the university administration and their contribution in teaching and learning development studies.

Regarding the findings, it showed that students' bad perception in doing development studies were contributed by various factors including underlying factors like University support and poor language of students. These factors are reflected in response to the students' academic performance in studying development studies.

The government should support students taking development studies in higher learning institutions also take as a major factor which contributes poor academic performance of students. In the case of this study, the findings also show that there is a significant relationship between students' performance and governments' support. In Tanzania for example only 129,586,020,000 (billion t.shillings) was allocated in education in general in 2008/9. Magembe, (2008/9) www.moe.go.tz/2008/9. This budget is lower than that of American budget which is in (2002) U.S.A allocates 81.8 billion dollar approximately 10% in education. National Center for Educational Statistics (2003).

There fore, the need to improve the students' academic performance in higher learning institutions is unavoidable, it is important to invest in education especially higher learning for the betterment and development of our nations. Current study shows that majority of the respondents held a negative perception in development studies and the government due to lack of tangible support from the government.

With regard to the age level and gender, the finding shows that a significant association between the sexes means boys and girls performance in development study is not the case. Both respondent girls and boys agreed that there is no correlation between the learners' performance in relation to their gender, even though this idea is contradicted by the research made by Boocock. (1972) explains that due to psychosexual development in most boys and girls are socialized differently.

Again, it is profitable now a days, the government, and other Non governmental such organization "TAMWA" to sensitize the role , potential and opportunity of female they could have in doing development studies hence good academic performance.

Again the findings reveal that, development studies is not difficult to female than males with regard to the sex level, the study shows that there is a significant association towards the interest and difficulties of male and female, about 91.4% of all respondents agreed that development studies is similar for both female and males, implied that the existence of poor academic performance of students in doing development studies was not considered by their gender . Infact there are other factors as have been mentioned by the respondents, should be taking in to account.

In generally, most of the respondents formulate various suggestions or way forward in order to improve the students performance in development studies including government support in education, enough budgets has to be allocated which may encourage the quality education and not the education for the quality. In doing so, it could help to employ well and trained teachers especially in development studies.

Regarding to the respondents' views, motivation for both teachers and students should be regained; this could be done through the salary and students appraisal for the target of improving the students in academic performance in higher learning institutions.

On the other side, concerning University or (higher learning institutions) support, it was suggested by the respondents to give priority to all subjects as in their curriculum. Findings showed that some higher institutions of learning prioritize some subjects and neglect the others through buying teaching resources like textbooks, example in many higher learning institution do not have even a book specialized in development studies, here serious effort should be made by the

higher institutions of learning by accumulating various resources needed so as to improve the students' academic performance in development studies.

To sum up, in order to improve the students' academic performance in development studies in higher learning institutions, suggestion made by respondents has to be considered seriously, more over good cooperation between various educational experts, stakeholders and the teachers in development studies should be work together so as to minimize the setback especially in teaching and learning development studies hence it potential being realized.

More over, the government should provide a curriculum so as to be part and parcel of the real life. Now a days every learning institution use their own syllabus hence the students lost direction and the needs of the society would be thwarted.

“Educational policy should be integrated in to broaden economic and social development plan of a particular society. To effectively contribute to individual and national development and to make the best use of scarce resources education must be attentive to the realities of the world” (Musaazi, 2000)

5.2 Conclusions:

This chapter centers on the two major themes, Conclusion of the research findings and the Recommendation. The conclusion for a large extent gives a brief factor contributes in the students' academic performance and the conclusions.

Lastly, Recommendation gives suggestions based on the result to be incorporated in positive academic performance of students in development studies as well as recommendations for further studies.

The findings shows that there is a negative perception for students in doing development studies in higher learning institutions, due to the poor government support and, most reasonably, lack of sufficient materials and poor methods of teaching have resulted to the poor academic performance of the students.

The findings also reveals that the poor language of students, lack of trained and

competency teachers have resulted to the underlying factors to students' poor performance in doing development studies particularly in two Tanzanian higher learning Institutions.

There fore, the government should take salient efforts to maintain the standard of language especially for teaching and learning. Example emphasis should be put in teaching communication skills in higher learning institutions to raise the students' academic performance in development studies.

Due to the limited number of adequate and sufficient materials for teaching and learning development studies, a number of respondents proposed that current and sufficient materials for teaching and learning development studies should be taken in to accounts.

The government should support educational budget by recruiting well trained and competent teachers in development studies, teachers competency should be incorporated with the teacher appraisals and motivations by emotional support, system information, resources and materials and instructional information including methods of teaching through in-service training. More over easy access to internet for teachers and students and the use of visual aid in teaching and learning development studies also is a beneficial factor.

Respondents suggested a set of measures that could help to halt poor performance and at the same time improve the students' performance in doing development studies. In another part, teacher traits may be helpful and suitable for improvement of students' performance. Here teachers have to consider the age, sex, achievement level, socio economic class, ethnic groups subjects and also class room context for students' positive academic performance.

Moreover, the respondents explained that the students-teacher motivation is a factor contributed to poor academic performance. Therefore motivation should be adjusted. The problem of shortage of teachers in higher learning institutions which resulted the poor performance in development studies, the government need to understand the merits of teacher appraisal, so that it may be the influencing factors to maintain them.

Improvement of library facilities and educating the student pertaining the importance and benefit in doing development studies. The major recommendation emanating from the findings and suggestion of respondents specify higher institutions of learning should be constructing modern libraries concerning development studies. It will boost the socio-economic development in our countries.

Based on the findings, it can be concluded that government supports are the key important factors for effective and good academic performance of the students in teaching and learning development studies. Hence it is necessary to understand and integrating students' perception on development studies as a necessary tool for students' performance in higher learning institution.

In addition to that, basing on research findings it was founded that students had a low knowledge or had not ideal on the importance of the development studies that attributed them not to engaged in development studies, as a bottleneck for students poor academic performance, it is importance to have orientations so as to socialize

Almost all the respondents of about 90% are doing development studies as a pleasure, it is therefore evident that given their poor performance in their results. The university and government lack of good plan and policy.

Noting that, the majority of the respondents had a negative perception in doing development studies due to various factors and challenges which need to be taken in to account.

It would be safely stated that the university did not made strict regulation for those who failed in development studies hence contributed to the poor performance of students, students might perform bad due to the way perceived by the learning institutions, the way teachers do evaluation, resources and methods used to teach them unfortunately may lead to poor performance.

5.3 Recommendations:

Basing on the finding, Recommendation refers to the suggestion about actions that might be taken by people or organizations in the light of the conclusions that you have drawn from the result of the research” Moore Wick (2006).

Towards respondents’ views, there are practical recommended measures and strategies to be taken to ensure that teaching and learning development studies merits been realized, in doing so it could help to improve the students’ performance for the current and future generations.

Concerning teachers’ knowledge, it was recommended that teacher of higher learning institutions has to be restrained and to be sparing in how they employ their knowledge. Teacher has to incorporate his or her students in engaging the classroom activities and being attentive and participate actively in the quest for knowledge, in doing so it would help the students in their performance.

The benefit of doing development studies have not yet being realized. So basing the respondents’ views, it was strongly recommended that all stakeholders, these are governments and other institutes dealing with development local and international such as NGOs/CBOs must work together for the betterment of the students’ academic performance, national and global community in general.

Also, the government need to change the educational policy which emphasizes the potential of all subjects including development studies, the policy and planning should meet the current life and the needs of our countries especially in social and economic development.

Second, University (higher learning institutions) should reforms the method of teaching from teacher centre to student centre, in doing so the potential of doing development studies in higher learning institutions will be realized, participation methods made the learners more active, he or she can able to discover and explore the knowledge by themselves, since the methods is double beneficiary than the rest such as lecturing.

More over, from the idea of the respondents, it is recommended that curriculum changing should be revised, here it is the need of educational stakeholder like ministry of education make changes in curriculum, in order to develop students performance the teaching and learning development studies, curriculum reformation should go hand in hand with the availability of resources. Bizar, (2001) address the need to provide resources for the teachers and students. Governments and institutions dealing with higher educations should work together so as to develop effective instructions, hence better performance.

Four, basing on the finding, curriculum reformation and the use of current text books concerning development studies must be adress. This will help to improve performance of students in development studies; in that case, government supports should link with the university policy especially in financial and materials support. This would help to facilitate the teaching and learning development studies in higher institutions, hence good academic performance of students.

Many respondents argued that, involvement of government in higher learning was yet satisfactory especially in teacher knowledge, so for the aim of improving the students' academic performance in development studies, the government has to improve teachers' knowledge. In U.S.A for example they have special basket of funds for local, rural and also in higher education.

The office of the president of U.S.A has also a strong impact on educational issues as well, for example, Bill Clinton has emphasized the importance of excellence in education and provides support for moving towards these goals. George W.Bush through the *no child left behind* Act of (2001) has also had a significant influence on teaching and learning.

In 2002 U.S.A used approximately about 81.8 billion (US) approximately 10 percent of a total program costs, but in 2008, about 1.8billion (US) for higher education programs. **FY.2008EDbudget summary.U.S.A.**

www.ed.gov/about/overview/budget/budget2008.

FINANCIAL SUPPORT IN EDUCATION-U.S.A

School year	Federal	State	Local
1951-1952	3.5	38.6	57.9
1961-1962	4.3	38.7	56.9
1971-1972	8.9	38.3	52.9
1981-1982	7.4	47.6	45.0
1991-1992	6.6	46.4	47.0
1997-1998	6.8	48.4	44.8
2000-2001	7.3	49.7	43.1

Table 1.6

Source: National Center for Education Statistics, (2003)

Washington, D.C: Government Printing Office.

The diagram above showing the real picture of the government support in education local and regional looking as a one step forward for academic performance.

In our case in Tanzania for stance the general budget to education is only 129,586,020,000. **Maghembe, J. Tanzania Education Budget.2008/9** Billion in T.shillings where in Malawi approximate k1.5 billion **Ministry of finance Malawi, Budget.2008/9** and Uganda about 705.1 billion Ug.shillings. **Ministry of Finance. BUDGET Uganda.2009/10**, regarding the findings, this implied that the government contributions in education still not satisfied hence educational development program became a disasters for education sector, especially in higher education. There fore there is a need for the government to make serious strategies to make sure that educational budget develop, for effective development in education, it may contribute to good academic performance of students in higher learning institutions.

Also, government of Tanzania through the ministry of education should emphasize the use of modern tools and integrated new technology in the teaching and learning especially in development studies in higher learning institutions, in doing so, the students' academic performance will be history, could be realized, modern tool greatly encouraged the learners to engage more in learning, more over the students gain opportunities to think critically and may solve interesting problems, such as the use of intenate, in many case, the access of these services yet poor, which may affect the learners performance in higher learning institutions.

Lastly, the governments, university and other development parastatals local and outside should employed the employment opportunity especially for students doing development studies, this will improve the interest hence good performance of students.

Again development studies should be given priority as other subject, should be credited, in doing so, these would reduce the negative perception of students in learning development studies.

There fore, concerning performance of students in higher learning institutions in Tanzania, the work on this are has the potential so that important suggestion and

recommendation will help to improve standard and quality of education and performance of students in development studies and other disciplines that is by no means deniable in developing states like Tanzania.

Lastly, Students in higher learning institution has to bear in mind that, study at higher education is not a simple task, it is needed a strong determinations, efforts making self assessments as well as cooperated.

5.4 Research limitation.

In attempting this study, there are a number of limitation has been realized that affect much the researcher to accomplish the study such as:

Firstly, Lack of funds is the major problems since the researcher tends to sacrifice and using his money to conduct the research, some times due to lack of funds leads the researcher to lack some important tools for research like papers and the others.

Secondly, Delaying, refusing, rejecting or even losing of questionnaire also is another limitation in this study. Some of the respondents delaying or refusing to fill the questionnaires hence made the researcher to to extends more time so that to complete the study.

Lastly but not least, Caring of an appointments also is a bottleneck to the study, some of the respondent don't care there promises, some of them even refuse to fill the by saying "*Iam not responsible*" even the institution appointed him or her to do so, this is happening mainly in some important officials in institutions or academicians. This is also affect in conducting the study.

There fore, We need to change our concept and understanding significance of conducting research especially in higher learning institutions, that research is tool for development, in doing research we can attempt our challenges and problems.

5.5 Recommendation for further studies.

The study was undertaken in Higher Learning Institution only two Universities of (32) Universities in Tanzania (TCU, 1995), other researches should be undertaken:-

An investigation on how government support can influence students' academic performance in higher learning institutions in Tanzania.

Thirdly, to investigate on how motivation contribute the students performance in doing development studies.



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APPENDICES.

APPENDIX A: QUESTIONNAIRE

Dear respondent, the purpose of this questionnaire is to study the factors affecting student's academic performance in development studies in selected higher learning institutions in Tanzania.

The study is to investigate the challenges faced the students in studying Development studies, various factors that contributes the poor academic performance and the level of University support, as an educator in your area, I believe you have a vast fund of knowledge which is very is very useful in this exercise, hence I request you to fill in this question.

The information so gathered will be held in strict confidentiality and in no way will be personalized.

You are there fore required to tick or fill in when you feel it is appropriate for you.

Thank you.

SECTION A: INTRODUCTION. *Profile of Respondents.*

1. Age () 18 , () 19-23 , () 24-28 , () 29-33 , () 34 and above.
2. Sex : Male () Female ().
3. Education qualifications. - (choose one)
Advance diploma () First degree ().
Higher diploma () Second ().
Degree () Third ().
4. Have you been admitted in the University through.
a. Direct entry () b. Indirect entry ()

SECTION B: Causes of Poor academic performance of students in Development Studies.

(Round) the letter you feel applicable).

- 5.1. I have a natural disgust for Development studies.
A. Agree. () , B. Strong agree () , C. Disagree, () D. Strongly disagree.().
- 5.2. Development studies are like other subjects in the University level.

A. Agree. () B. Strongly agree (), C. Disagree.() D. Strongly disagree.().

5.3. Development studies are not credited in your University.

A. Agree.() B. Strongly agree.() C. Disagree.() D. Strongly disagree.().

Give reasons for you answer:

.....
.....
.....

5.4. Development studies are more difficult for female than male at University level.

A. Agree . (), B. Strongly Agree.(), C Disagree.(), D. Strongly disagree.().

5.5. University support for student taking Development studies has been poor and that is partly responsible for the poor academic performance .

A. Agree () B. Strongly agree. (), C. Disagree. () D. Strongly disagree().

5.6. Government support for student taking Development studies has been poorl and partly responsible for the poor academic performance of students in such discipline.

.A. Agree. (), B. Strongly agree.(), C. Diagree. (), D. Strongly disagree.().

5.7. University administration has not paid much attention in the teaching and learning Development studies.

A. Agree. (), B. Strongly agree.(), C. Disagree.(), D. Strongly disagree.().

5.8. Lack of well trained lecturers is partly responsible for poor academic performance of Student in Development studies.

A. Agree.(), B. Strongly agree.(), C. Disagree. (), D. Strongly disagree.(),
E. Neutral. ().

5.9. Lack of interest by the learners is solely responsible for their poor performance of Student in Development studies.

A. Agree. (), B. Strongly agree.(), C. Disagree.(), D. Strongly disagree.().
E. Neutral ().

5.1.1. In adequate and sufficient materials make student to perform poorl in Development studies.

A. Agree. () B. Strongly agree. (), C. Disagree.(), D. Strongly disagree.().
E. Neutral. ().

5.1.2. Poor methods of teaching is partly responsible for poor academic performance of students in Development studies.

- A. Agree. (), B. Strongly agree. (), C. Disagree.(), D. Strongly disagree.()
E. Neutral. ().

5.1.3. Poor delivery of lectures is seriously responsible for their academic performance in development studies.

- A. agree (), B strongly agree (). C disagree(), D strongly disagree ().

**6. SECTION C. *Alternative measures to improve performance of students in
In development studies.***

6.1. Suggest possible ways which University needs to undertake so as to improve the Performance of students in Development studies.

- (i).....
(ii).....
(iii).....

6.2. What should the University administration do to improve the performance of students in Development studies ?

- (I).....
(ii).....
(iii).....

6.3. What should the Government do to improve the performance of students in Development studies in higher learning institutions?

- (I).....
(ii).....
(iii).....

THANK YOU FOR YOUR TIME AND COOPERATION.

APPENDIX B : INTERVIEW , DISCUSSION GUIDE FOR HEADS OF DEPARTMENT/LECTURERS AND PROFESSIONALS.

Dear respondent,

The purpose of this study is to investigate the factors that contribute to poor academic performance of students in Development studies in selected higher learning institution in Tanzania, and the level of the Government and University support.

The consists of two Higher learning institution in Tanzania.

I there fore request you to respond to some question regarding your status and your area of knowledge and experiences.

The information collected will be held in strict confidentiality and in no way will it be personalized .

Thank you , Please respond to my questions as accurately and objectively as possible.

1. Do students in your institution have a natural disgust against development studies?

YES (Put tick) NO.....

Give reasons for your support.

.....
.....
.....

2. Are Development studies more difficult to females than males in your institutions?

YES, (give reasons).

.....
.....

NO, (give reasons).

.....
.....
3. Has the Government given support to your institution allow students to take and perform well in Development studies?

YES,

NO,

.....
.....
4 . Do you have well trained man power to facilitate effective teaching of development studies ?

.....
.....
5 .Do language of teaching development studies contributes to the poor performance of the learners?

.....
.....
6. Do you have adequate and sufficient materials for teaching Development studies.

.....
.....
7. Suggest possible ways of improving the performance of students in Development Studies discipline for your institution and national level.

(I)

(II)

(III)

THANK YOU FOR YOUR COOPERATION



APPENDIX C: SHOWING RESEARCH AREA.

MAP OF TANZANIA



Fig : 6 . Map showing Research conducted area

Source: <http://www.tanzania-consulate.dk/image/map> of Tanzania

KEY:

- Research area.

APPENDIX: D- AREA SHOWING HIGHER LEARNING INSTITUTION IN TZ.

MAP OF TANZANIAN HIGHER LEARNING INSTITUTIONS

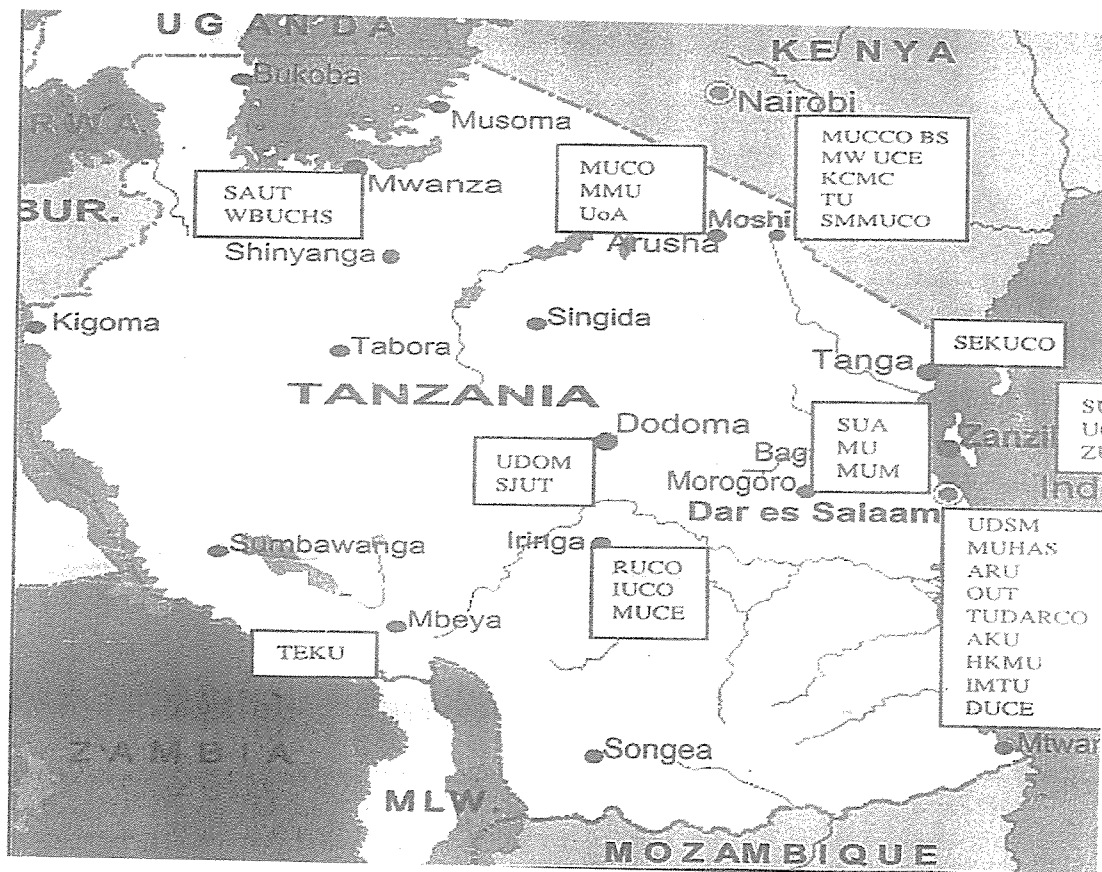
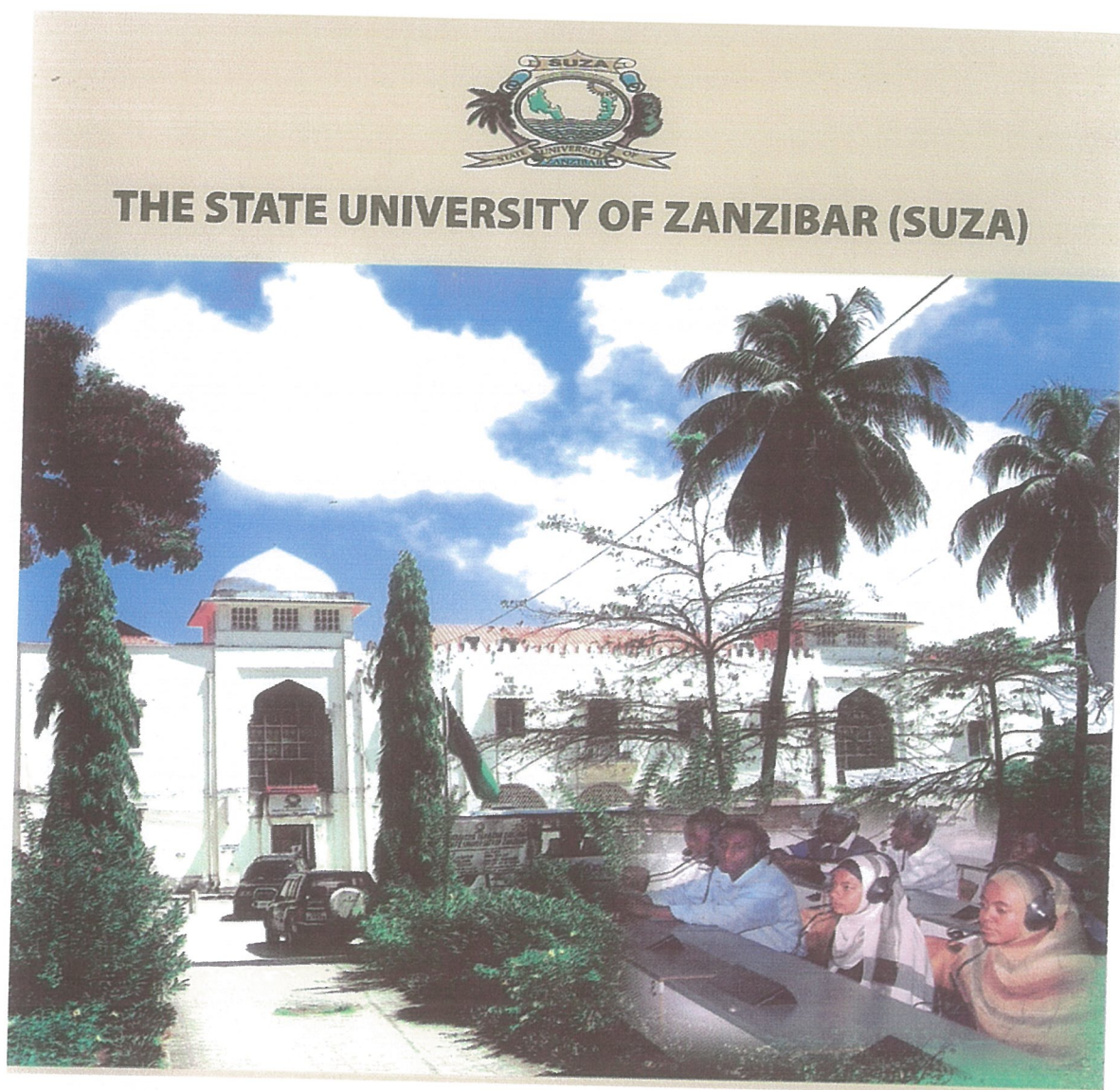


Fig: 7 .Locations of Tanzanian Higher Learning Institutions

Source: Field data .TCU (2008)

**APPENIX E: SHOWING RESEARCH CONDUCTED AREA-SUZA
THE UNIVERSITY OF ZANZIBAR.**



Source: Field data.2008/2009

Fig :8. Picture of The State University of Zanzibar.

APPENDIX: F SHOWING RESEARCH CONDUCTED AREA-IFM



Source: field data.(2008)

Fig: 9. Institute of Finance Management

APPENDIX G: LETTER OF PERMISSION FOR FIELD ATTACHEMENT



KAMPALA
INTERNATIONAL UNIVERSITY

P.O.BOX 20000
KAMPALA- UGANDA.
TEL:-041-266813

OFFICE OF THE DIRECTOR SCHOOL OF POST-GRADUATE STUDIES

To:
Whom it may Concern

24th May 2008

Dear Sir/Madam,

RE: INTRODUCTION FOR MR ABDULLA KHEIR HASSAN

The above named is our registered student in the School of Post Graduate Studies pursuing a Master a Master of Arts in Development Studies (MADS)

He wishes to carry out a research in your organization on "*Factors Responsible for Students Poor Performance in Development Studies in Higher Learning Institutions in Tanzania: A Comparative Study of Four Universities.*"

Any assistance accorded to him regarding research will be highly appreciated.

Yours faithfully,



Prof. Owolabi O. Samuel

DIRECTOR-SCHOOL OF POSTGRADUATE STUDIES

APPENDIX: H LETTER FOR ACCEPTANCE FIELD ATTACHEMENT

THE STATE UNIVERSITY OF ZANZIBAR

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Ref. No: SUZA/OVC/CON.3/1/ 193

27th June, 2008

Mr. Abdulla Kheir Hassan
c/o SUZA

Dear Mr. Abdulla,


RE: REQUEST FOR FIELD ATTACHMENT

Reference is made to your letter dated 9th June, 2008 on the above cited subject.

Permission is hereby granted to you to conduct interview among our students and members of staff in September 2008, being part of the field work towards your M.A. in Development Studies programme.

Wishing you all the success.

Yours sincerely,


Prof. Ali Seif A. Mshimba
Vice Chancellor

c.c.: Dean of Students, SUZA

The Director
School of Postgraduate Studies
Kampala International University
P.O. Box 20000
Kampala, UGANDA



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