SCHOOL MANAGERIAL FACTORS AND O- LEVEL STUDENTS' PERFORMANCE IN SCIENCE SUBJECTS IN SECONDARY SCHOOLS IN WESTERN DISTRICT, ZANZIBAR

ARAFA MERAL MOH'D, MARCH, 2016

ABSTRACT

The study focused on school managerial factors affecting performance of O-level students in science subjects in secondary schools in Western district of Zanzibar. The objectives were to examine the extent to which staffing of science teachers is perceived to affect students' performance in science subjects, to find out the extent to which supervision of science teaching is perceived to affect students' performance in science subjects and to establish the extent to which management of science facilities is perceived to affect performance of students in science subjects in Western District of Zanzibar. The study used a cross sectional survey design that was conducted using both the qualitative and quantitative approaches. A sample of 132 was selected from the above population and it comprised of 10 Inspectorate officials, 5 head teachers, 5 deputy head teacher, 97 science teachers, 5 librarians and 10 head prefects. Data was collected by the use of structured questionnaires; interviews; observation and documentary review. Data was analyzed using thematic analysis for those data from interviews, documents and observation. Percentages and Descriptive statistics were used for questionnaires. The findings showed that, there was no regular and proper organization of conducting seminars, workshops and other in job training for science teachers. It was also found that there is a possibility that some science teachers recruited had no clear knowledge or background in science. The schools did not have adequate staffs capable of maintaining improved performance which yielded an imbalanced teacher-pupil ratio. The mean value for staffing was 1.96 indicating that it was moderately done. Supervision both for schools and for teachers as basic aspect in improving effectiveness of teaching were not done effectively. Despite existence of school laboratories for science practical purposes, the laboratories did not have enough equipments and chemicals. Hence students relied mostly on theoretical work. Science books also posed another challenge as many libraries did not have relevant books to instill students' understanding capacity. The mean value was 1.76 and the study concluded that supervision was not well implemented in schools and therefore this created

room for science teachers to not actively prepare them to deliver the contents of their lessons. The management of science facilities was also evidently poor with a mean value of 1.56. Many schools had laboratories with insufficient science equipment and other chemicals. Libraries had adequate art textbooks with few or irrelevant science text books. The study recommends that the school heads should make regular follow up and effectively execute strategies in order to achieve specified targets at best. Recruitment of science teachers should focus on those who have background in the field. Effective supervision of teachers in teaching/learning process should be stepped up by school managers specifically on lesson observation as this will help schools, especially those under science teaching to enhance the Ministry should also employ laboratory technicians to facilitate smooth running of practical lessons.