

Factors Influencing Academic Performance of Students in Public Primary Schools

A Study of Arusha City, Tanzania

By

Sophia Kigombola

Master of Arts in Co-operative and Community Development

Moshi Co-operative University (MoCU), 2018

The study was carried out in Arusha city council; the aim of this study was to assess factors influencing academic performance of students in public primary schools a study of Arusha city council, Tanzania. The study specifically, assess the parental based factors influencing academic performance of students in public primary schools, school environmental factors influence student academic performance in primary schools and teachers-based factors influence primary students' academic performance. Case study design was used to collect data from 96 respondents using purposive and randomly sampling. SPSS programme was used to analysed data. The findings indicated that there was poor consultation between teachers and parents at school, it was also discovered that parents were not providing to their children with essential learning materials to support their studies, the study also discovered that there was inadequate teaching and learning resources such as text book, there were also seldom holding staff meetings during the term. The study suggests that government should employ more qualified teachers in all affected public primary schools so as to avoid shortage of teachers. Furthermore, the study recommends that Education policy makers should ensure that schools are equipped with all the necessary physical and material resources. Lastly it is recommended that parents and the general community should be informed through public meetings and Parents- Teachers Association meetings of the need to support the teaching/learning process