

Deviant Behavior as Among Major Factors Contributing to Poor Performance in Certificate Secondary Education Examination: A Case of Micheweni Secondary School in Zanzibar, Tanzania

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Abstract

Since independence of 1964, Tanzania had given priority to her citizens in ensuring that better and quality education is easily accessible to all. Both the government of United Republic of Tanzania and Revolutionary Government of Zanzibar has had been adopted and implemented variety of educational polices, approaches and strategies and regulations with the aim of bringing not only enhanced secondary education but also sustainable one and which can practically be implemented by students hence developing themselves in conjunction with bringing sustainable development to their nation. It is in this line therefore, this paper aiming to enlighten how deviant behavior contributing to poor performance for Zanzibar secondary school students.

Using descriptive approach, school and home based factors determined to cause student deviant behaviors which influence students' performance in national examination certificate of secondary education in Zanzibar. The study was conducted in northern part of Zanzibar, Tanzania since is among leading regions in terms of poor performance from secondary education examination results (Mwesiga, 2000). The study employed both qualitative and quantitative approaches. Qualitative approach was used in the form of interviews while quantitative approach was used in the form of questionnaires. Findings revealed that home and school environments both contribute in causes of deviant behavior to secondary school students which sooner influence their performance. Due to the perseverance of carving down of disciplines in secondary schools, deviant behavior is always available. Late coming, not doing school assignments in time, violation of dressing code, ruddiness, lying, fighting with fellow students, leaving school before time and skipping classes are most frequently identified deviant behavior in secondary schools however community takes initiatives in monitoring them so as to reduce the extent of its impact towards students' performance. Based on the findings, this study recommends stakeholders to increase initiatives in maintaining discipline among students and encourage them to like reading or learning and not engaging other activities which interns lead them not only having deviant behavior but also experience poor performance. Also issue of deviant behavior with its impacts should well be addressed not only in education policy but also in other related policy documents and other researches since still there is need of exposing much of unknown aspects of deviant behavior with respect to students' performance.

Key Words: Education, Deviant behavior, Certificate Secondary Education Examination, Student, Poor Performance, Micheweni Secondary School, Zanzibar, Tanzania

1. Introduction

It is globally accepted that there is no country which can develop without accessibility of quality education to its citizens. It is quality education which helps citizens of particular country acquiring useful and important skills, knowledge, values, attitudes and behaviors that will enable them to effectively contribute in bringing socio-economic development of the country. Unlike in Great Britain, France and Italy, African countries especially in Sub Sahara region, spending about 2.4% only of the world public education resources for educational development issues (UNESCO, 2005). Education system in Kenya for example, is progressing positively although faced number of drawbacks like corruption and inadequate teaching resources especially in secondary schools (Otien and Yara, 2010). African Development Fund in 2007 mentioned Tanzania to have momentous development in secondary education particularly in past two decades however the challenge is still remaining in low quality education which accessible in secondary schools (ADB, 2007).

It was after 1964 revolution whereas the first president of Zanzibar late Abeid Aman Karume officially announced free education to the people of Zanzibar irrespective of their colours, origins, believes or gender. Since then, government of Zanzibar developed number of policy documents in ensures that citizens accessing not only free education but also equitable and quality wise. In 1991 government of Zanzibar issued Zanzibar Education Policy which articulated key educational objectives and targets. However, the policy was amended in 1995 so as to conceal with international conventions and declarations, including 1990 Jomtien Declaration on Education for All (EFA), the Convention on the Rights of the Child (CRC), the Convention on the Elimination of Discrimination against Women (CEDAW) and the 1994 World Conference on Special Needs Education, Access and Quality (Revolutionary Government of Zanzibar , 2006).

In 1996, the ministry responsible for Education issued, Zanzibar Education Master Plan (ZEMAP) which come-up with 10 years plans of action. The overall aim of ZEMAP was making sure that Zanzibar education is accessible under equity, quality, relevance and advancement of science, technology and innovation and in addition extension for stipulation of early childhood education. Later on, Government of Zanzibar took further initiatives by adopting number of educational reforms so as to strength and restore internal and external equilibrium of education sector. Some of initiatives including establishment and implementation of EFA Assessment of 2000, ZEMAP Mid-term Review of 2002 and the Zanzibar Education Sector Review of 2003 and finally new Zanzibar education policy was declared in 2006 (Revolutionary Government of Zanzibar , 2006).

2. Definition of Terms

2.1 Deviant Behavior

Kendall (2005); Cernkovich and Flannery (1997) as cited in Nanako (2006), they define deviant behavior as any conduct, conviction or condition that damages social standards in the general public or gathering group. Schaefer (2013) define deviant behavior as performance or manners that disobey standards of conduct or expectations of a group or society. However, Blau and Blau (2002) defined it as consequence of destitution and an instrument through which the poor may accomplish riches but misguidedly. Onyechi, Okere and Trivellor (2007), recognized types of deviant behavior including disrespecting teachers, violation of the dressing code, lying, leaving school before time, coming to school late, not doing assigned work, taking mobile phones, gossiping

teachers et cetera skipping classes, stealing, vandalizing school property, consuming alcohol, smoking, taking drugs, fighting with teachers, fighting with fellow pupils, cheating, truancy, sleeping during lessons. Therefore, this study adopts above definitions by enlighten to what extent deviant behavior is negatively influence performance of Zanzibar students especially at Micheweni secondary school.

2.2 Secondary Education

Hornby (2006) defined education as teaching, learning or training process in school or college with the aim of improving knowledge and development skills. URT (1995) defined education as the progression of information on human training environment so as to improve roles in the society. Tilya (2003) classified formal education system in Tanzania into three different class namely primary, secondary and tertiary educations. He further referred secondary education as post primary formal education which offered to persons who successfully completed seven years of primary education and qualified for taking secondary education. This study adopts above definitions by studying the extent to which deviant behavior negatively affect performance of Micheweni students in Certificate Secondary Education Examination results from 2011 to 2015.

2.3 Poor Performance

In Tanzanian context the board for National Examination Council of Tanzania (NECTA) is the only institution which mandated to designate student's academic performance countrywide using student's marks scored, grades and divisions obtained during his/her examination. Thus, students who apply NECTA examination may turn-up to get whether DIVISION I (best performers who achieves cumulative of more than or equals to 7 points but less than or equals to 17 points, passes smallest amount of 7 subjects with grade A), DIVISION II (good performers who achieves cumulative of more than or equals to 18 points but less than or equal to 21; passes smallest amount of 7 subjects with grade A or B or C in at least 4 among them), DIVISION III (intermediate performers who achieves cumulative of more than or equals to 22 points but less than or equals to 25 points, passes smallest amount of 7 subjects whereby 1 of them must be with grade A or B or C), DIVISION IV (performers who achieves cumulative of more than or equal to 26 points but less than or equal to 33 points, passes at least 1 subject out of all with grade A or B or C or passes two subjects with grade D) and DIVISION 0 (pure failures since they didn't qualified with qualification from the award's of divisions) (URT, 2012). In this study therefore, those Micheweni students who are disqualified for higher learning (DIVISION IV and DIVISION 0) termed as failures.

3. Status of Secondary Education in Tanzania

Soon after independence of 1964, Tanzania started to improve her education sector. There are number of education policies, programs and plans which has been developed and implemented with the purpose of realizing quality education. Apart from initiatives which have been taken by both governments (United Republic of Tanzania and Zanzibar) in improving secondary education, students' performance is still not healthier. Poverty and Human Development report of 2011 for example, reported that proportion of students dropping out is increasing in Tanzania whereby over 65,000 students dropped out of secondary schools which equivalent to 4.2% of total enrolment compared with just over 18,000 students in 2007 which is equivalent to 1.9% of total enrolment (Poverty and Human Development, 2011).

During 2004, Secondary Education Plan (SEDP) has been established and effectively implemented (URT, 2010). It is because of SEDP where enrolment in secondary schools has been increased by 241.3% from 542,325 in 2005 to 1,789,547 students in 2011. However, challenge of poor performance is also increased at an increasing rate (Basic Education Statistics, 2011).

Table 1: Enrolment in Government and non Government Secondary Schools in Tanzania

YEAR	GOVERNMENT SCHOOLS	PERCENT	NON GOVERNMENT SCHOOLS	PERCENT
2005	355,188	5	169,137	12
2006	490,492	7	185,180	13
2007	829,094	12	191,416	14
2008	1,035,873	15	186,330	13
2009	1,293,691	19	172,711	12
2010	1,401,330	20	237,369	17
2011	1,515,671	22	273,876	19
TOTAL	6,921,339	100	1,416,019	100

Source: Ministry of Education and Vocational Training (2011)

4. Methodology and Area of Study

This study was conducted at Micheweni Secondary School, northern part of Zanzibar, Tanzania and employed descriptive approach so as to explore appropriate educational fact-findings as it yields a great deal of accurate information. It is also a better approach which allows gathering required data/information at a particular point in a particular time hence used to describe the nature of the existing conditions (Cohen, Manion and Morrizon, 2000). Selection of Micheweni Secondary School was done purposely since it is among Zanzibar secondary schools which experienced mass student's failure in the existing five years (NECTA, 2011 – 2015).

Table 2: Certificate Secondary Education Examination Results of Micheweni Secondary School for Five Years (2011 – 2015).

YEAR	DIVISION I	DIVISION II	DIVISION III	DIVISION IV	DIVISION 0
2011	0	0	1	88	8
2012	0	0	2	19	51
2013	0	2	3	41	53
2014	0	0	5	26	24
2015	0	2	8	53	22
TOTAL	0	4	19	227	158

Source: NECTA, 2011 – 2015

Total number of students who passed with division I for all five years is 0 (0%) while those with division II is 4

(1%). Also those who passed with division III for all five years is 19 (5%) while with division IV is 227 (55%) and those who failed with division 0 for five years is 158 (39%). The total number of students with poor performance for the period of five years is 227 plus 158 which is equal to 385 (94%). This indicates that there is mass failure of secondary students at Micheweni Secondary School where as performance has been deteriorating yearly thus serious actions should be taken to find reasons behind.

According to Regional Administrative Secretary (2010), Micheweni which is found at northern part of Zanzibar, Tanzania is among leading region not only in terms of poverty but also school dropout with higher complains about deviant behavior of secondary students. Such condition made the researcher to have targeted population in reference to a large population in which he wishes to generalize the results of the study (Kothari, 2001). Target population included 1 director of secondary school from Ministry of Education and Vocational Training, 1 District Secondary Education Officer, 50 form III and 50 form IV students of Micheweni Secondary School together with 36 teachers who were randomly selected, 60 parents (30 Mothers and 30 Fathers) of interviewed students from Micheweni Secondary School, 2 members of School Discipline Committee and 40 community members. The total population was 240 people who justify the selection of Micheweni District as strategic area of the study.

Questionnaires, interview and documentary review of the existing information were instruments used for data collection during the study since they were main source of information thus they builds strong the reasons for the researcher to reach conclusions about an entire population (Fowler, 1993). Open and closed ended questionnaires were used to collect data from teachers and students specifically concerning with their perceptions on what really causes deviancy of students in secondary schools. For the same purpose, interview was used to collected data from parents of selected interviewed students of Micheweni Secondary School, Secondary School Director, District Secondary Education Officer and the 2 heads of Micheweni School Discipline Committee. The researcher also collected information which concerning with student's performance in final examination results from NECTA (National Examination Council of Tanzania) and information which concerning with secondary education in Zanzibar and Tanzania at large, from Ministries concerning with secondary education issues from both government (Government of United Republic of Tanzania and Government of Zanzibar) other institutions and articles that seemed to needful data and information. However, respondent's confidentiality was given high priority during the whole process of data collection and presentation of findings. Non flexibility of respondents was the only major limitation of this study. In this case, some respondents were reluctant to fill the questionnaire and even to express their strong feelings during the interview session. Some of them were even asked for payment from the researcher. To reduce this consequence, various methods of data collection were used as they supplement one another. Despite the problem encountered, it is hoped that the sample used in the study was enough with all necessary information that enabled the researcher to provide Fairview as well as demonstration of the current situation.

5. Results and Discussion

5.1: Existence of breakdown discipline

Initially the researcher wanted to know if there is breakdown discipline in Micheweni Secondary School. He also wanted to understand if such breakdown discipline is among the sources deviant behavior. Hence number of questions was asked to 178 respondents only including teachers, students and Discipline Committee members of Micheweni Secondary School. The findings showed that 140 (79%) respondents agreed that the schools have deviant behavior that caused by breakdown of school disciplines while 38 (21%) respondents disagreed. Further interviews revealed teachers tried at their level best to fight against such kind of breakdown discipline using different measures including corporal punishment, cancelling, parent's meeting but the problem still existing. They further agreed that, the existence of breakdown discipline in Micheweni Secondary School is among major sources of deviant behavior for students which lead to poor performance.

5.2: Most frequent identified deviant behavior

In lightening deviant behavior as among major sources of student's poor performance, researcher wanted to understand the most frequent identified deviant behavior. The study revealed that 110 (46%) respondents mentioned ruddiness, lying and fighting with fellow students are most frequent identified deviant behavior while 55 (23%) respondents mentioned about not doing school assignments in time and violation of dressing code. Also 43 (18%) respondents late coming to school as most frequent deviant behavior while 32 (13%) respondents identified leaving school before time and skipping classes as most frequent deviant behavior. This situation posed another question to the researcher, and made him eager to find out what are actual causes of deviant behavior.

Table 3: Identified most frequent deviant behavior

Identified behavior	Frequent	Percent
Ruddiness, lying and fighting with fellow students	110	46
Not doing school assignments in time and violation of dressing code	55	23
Late coming to school	43	18
Leaving school before time and skipping classes	32	13
TOTAL	240	100

Source: Research Findings 2018

5.3: Causes of Deviant Behavior

Finding from this study revealed that deviant behavior for secondary students can be caused by different factors including family problems, peer interaction, disorganized community, gender and poverty (see figure II below).

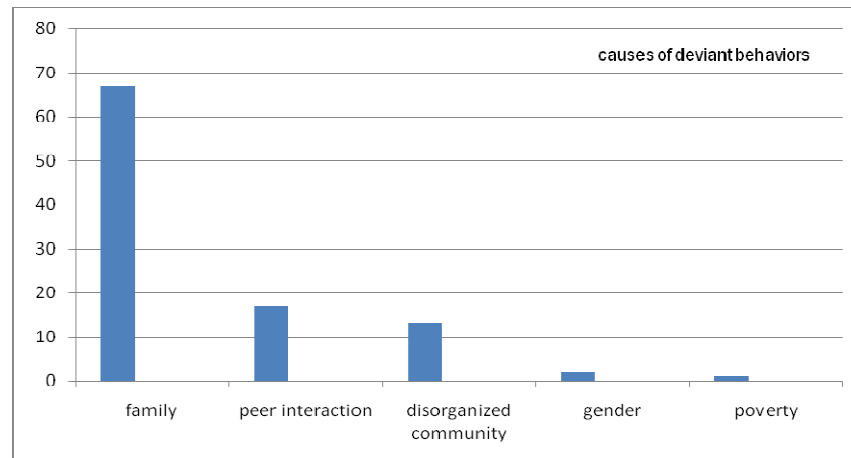


Figure 1: Causes of Deviant behavior

Source: Research Findings 2018

Through interviews with respondents, it has been revealed that divorce and separation, over permissive home environment and domestic violence which are found within families could be major source deviant behavior. However gender can also contribute to deviant behavior since most students agreed that classes with more number of boys than girls practice more deviancies to them.

Family and home characteristics were also examined to see how they cause deviant behavior to students which lead to poor performance. Findings indicated that among 100 interviewed students, those who lived with relatives at dense populated area have bad manners and vast poor performance as compared to students who lived with their parents in remote area of Micheweni district. The study found that 54 (54%) students live with both parents while 8 (8%) students live with one parent and that being a reason for them to have good manners although they have moderate performance. Also 38 (38%) students live with their relatives like brothers, sisters, uncles, grandmothers and grandfathers whom they seen not much responsible to their students hence these students have bad manners and vast poor performance. The study also revealed that, students' poor performance poor is resulted from behavior of parents and relatives who forced students to be engage in their economic activities instead of encouraging learning to the students. In this case, the researcher concluded that living with one parent as well as at high populated area could be another sources of deviant behavior to Micheweni students. The researcher moved further with the aim of understanding on how parents, teachers and school committee members involved in monitoring deviant behavior. When asked 110 (46%) respondents said, they always punish their children once they identified deviant behavior. Besides 60 (25%) respondents said they always talking with their children by identifying young people who believed to have good manners and use them as role model. Also 43 (18%) respondents said, they have tendency of talking with their children on what is right and wrong in regards with better life. However 27 (11%) respondents said that they taught everything in school regarding on deviant behavior. Hence they used this knowledge in their life and are aware as well as prevent themselves from bad behaviors (see table IV below).

Table 4: How to monitor deviant behavior

Ways in which community monitors deviant behavior	Frequent	Percent
Taught everything in school regarding on deviant behavior. Hence they used this knowledge in their life and are aware as well as prevent themselves from bad behaviors	110	46
Punish their children once they identified deviant behavior	60	25
Always talking with their children by identifying young people who believed to have good manners and use them as role model	43	18
Have tendency of talking with children on what is right and wrong in regard with better life	27	11
TOTAL	240	100

Source: Research Findings, 2018

5.4: How deviant behavior influence performance

When asked to explain how deviant behavior influence performance, most of respondents said, the process is easy and simple. They said ruddiness, lying and fighting with fellow students destroy student's behavior hence leads them to dislike reading as results the students leaving school before time or late coming and even skipping classes. One respondent quoted insisted that *"This process, leads to the shrinkage of individual performance and increase deprived results of Certificate Secondary Education Examination. This is how deviant behavior influences performance. However, honestly speaking there is an increasing rate of deviant behavior in secondary schools which now is alarming. Micheweni Secondary School is the best example"*.

Moreover, most teachers agreed that there was poor performance in Certificate Secondary Education Examination not in Micheweni District but also the national level and the whole Zanzibar. They revealed that, they are required to teach up to 12 periods in a week with 40 minutes in each period. However, they revealed that teacher's commitment is another factor towards student's behavior. When asked how commitment leading to deviant behavior, most of respondents in this research strongly emphasized that human behavior is results of individual characteristics in early childhood and learning from the environment. The study revealed that, lower teacher's commitment causes students to perform poor during examination period. One respondent was quoted saying that, *"learning as process is determined by readiness and commitment of both the facilitator and learners. If at all or one of them does not play his/her role effectively it will negatively impact student's performance. As teachers, we need to make sure our students understand their characteristics first then make them like studying since their behavior is the results of mixture of their upbringing and what they are experiencing from the environment. Thus, teacher's commitment is highly encouraged throughout teaching lifetime not only making students akin to reading but also made them to have good behavior from their childhood to their adult stage. Furthermore the head teacher also quoted instead that "if we need better results and good performance from our students, we need to make sure that the students feels secures and obeys both home and school rules and regulations"*.

6. Conclusion and Recommendation

This study basically scrutinizes factors contributing to students' poor performance in Certificate Secondary Education Examination. The major focus was on identification of breakdown discipline in secondary schools as well as exploration on causes of deviancy in secondary schools which intern interfere with students' performance. In general, the study revealed that there is a direct relation between students' performance and deviant behavior at Micheweni Secondary School. The study indicated students who have negative attitudes towards reading and learning experienced higher deviant behavior which intern lead them to have poor results from Certificate Secondary Education Examination. Findings also revealed that, breaking down of disciplines like ruddiness, lying, fighting with fellow students, late coming to school, violation of dressing code, leaving school before time identified as are the most frequent deviant behavior which always experienced in secondary schools. It is also revealed that, community tries as much as possible to effectively and efficiently monitor the deviancy so as to reduce the extent of its impact towards students' performance however more seriousness is still needed since the impact is increasing at an increasing rate. Stakeholders like teachers, students and community members are still need to work together and take more initiatives so as to maintain discipline among students. As is strongly emphasized that human behavior is results of combination of characteristics and surrounding environment hence teacher's commitment is highly needed so as to encourage students like reading or learning and not engaging themselves in other activities which interns lead them not only having deviant behavior but also experience poor performance in their examination results.

In all secondary schools, more initiatives should be taken to harmonize positive attitudes as well as increasing learning interests of students. However, there is a need of encouraging public to address their wishes and aspirations in regarding ways of monitoring breakdown disciplines activities. They also should be sensitized on impacts of deviancy towards students' performance. The issue of deviant behavior with its impacts should well be addressed not only in education policy but also in other related policy documents and other working tools from institutions concerning with education and students' development. Since the field which the researcher was studied is too wide where he could not be able to explore each aspect thus it is recommended to the government of Zanzibar to encourage Zanzibaris to undertake more social science researches so as to expose all unknown aspects.

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