

Research Article

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The Role of English Language as Medium of Instruction Administered in Primary Schools on Students' Performance in Secondary School Case Study: Morogoro Municipality

Salum M Akida and Benedicto Kazuzuru*

*Benedicto Kazuzuru, Corresponding Author: Senior lecturer, Department of Mathematics, Informatics and Computational Sciences, College of Science and Education, Sokoine University of Agriculture
E- mail: bwenke.1999@yahoo.com; Mobile +255657209202

Abstract

Education in Tanzania is provided by both the public and the private sector, from pre-primary level to University level education. Language policy in education at the primary level is twofold, English is used as medium of instruction in private schools and Kiswahili used as medium of instruction in public schools. Many students from public primary schools, find the transition from primary to secondary school difficult for many reasons, one being the language transition to English. This study assessed the role of English language as medium of instruction in primary schools to students' academic performance in secondary schools. The study employed a quantitative research design in which a survey strategy was used to collect demographic data from the respondents. The data from 216 students' respondents were analyzed using multiple linear regression and ordinal regression models. The findings showed that, English language used as medium of instruction in primary schools contributed positively to students' academic performance in Arts subjects and in general performance at secondary schools but remained neutral in Science and Mathematics subjects. The study recommend to the government and other stakeholders to promote English language in public primary schools so as to boost students' academic performance in secondary schools in Tanzania.

Keywords

Academic
Performance;
English Language;
Medium of Instruction

1.0 Introduction

The subject of the medium of instruction in Tanzania and its role in students academic performance has remained a debatable issue since the introduction of the dual language policy in primary education (Kapinga, 2010; Swilla, 2009; Qorro, 2006). However, its impact was never felt before the inception of globalization policy (Rwegelera, 2012), which was characterized by linguistic imperialism and economic neo colonialism (Agyekum, 2018; Debab, 2011; Rao, 1998). In which indigenous people were gradually conscientised to shun their local language and adopt foreign languages because of the benefits they expected to derive from them. They were made to believe that their languages cannot be used in any transaction in education, economics, science and technology but instead a foreign language is the best (Phillipson, 1992 as cited in Agyekum, 2018; Swilla, 2009). With this belief in their mind and considering English language as a key to success many parents sent their kids to English Medium Primary schools to get better education, advanced to higher level education and compete better in job market (Swilla, 2009; Rubagumya, 2003).

Before independence, education policy of Tanzania was that of the British colonial masters, that Kiswahili was used as the medium of instruction in the first four grades of schooling, and English became the medium thereafter (Kiango, 2005; Ngonyani, 1996). Furthermore, the education system was characterized by racial segregation and tripartite system (Mair, 2003). When Tanzania got its independence in 1961, it kept English as the medium of instruction from sixth grade to secondary and post-secondary level and Kiswahili as medium of instruction to grade five (Swilla, 2009). In 1967, the country adopted "Ujamaa" ideology; Parallel to it introduced the Education for Self Reliance (ESR) in schools and remained as the philosophy of education since then (Oketch & Rolleston, 2007). ESR aimed at eradicating any form of segregation in educational institutions that was prevailing during colonial rule (Mwakikagile, 2002: 92 as cited in Mair, 2003., Cornelli, 2012) and to produce primary school graduates equipped with an education which is suitable for integration into the predominantly rural society (Kent & Mushi, 1995). Subsequently, the state embarked on nationalization of all major means of production and social services including health, education and put them into the government hands (Ngowi, 2007). Kiswahili became the medium of instruction in primary schools (Swilla, 2009) and few primary schools allowed to run English

medium of instruction but to enroll expatriate's children only and not Tanzanians (Magulu, 2016). Primary school education was declared free and for all, which led to increased number of children in schools and Tanzania became one of the countries with the highest literacy rates in Africa, reaching ninety eight per cent by the mid-1980s (Sitta, 2007).

Poor management and planning failed the country economy and government compelled to adopt SAP and ERP to enhance its economy (IMF, 2009; Kamuzora, 2007; Ngowi, 2007). This had a negative impact to social services that were declared free as the government implemented privatization. Consequently, institutions like education and health faced economic hardships and services deteriorated (Sitta, 2007). Dilapidated government primary schools, with shortage of teachers and low performance in national examinations, led to wealth and elite parents enrolling their kids to English medium private schools, though expensive but had favorable learning condition (Swilla, 2009; IMF, 2009; Galabawa & Lwaitama, 2008; Sitta, 2007; Galabawa, 1995; URT, 1995).

Students joined secondary schools from English medium primary schools sailed well in their studies as the language of instruction was familiar to them, whereas students joined from government primary schools found it difficult to cope as the language of instruction was unfamiliar to them (OSISA, 2018; Wolff, 2018; Swilla, 2009).

The ability of children speaking English language fluently was perceived by the parents as an academic achievement to their kids, regardless they understand other subjects or not (Rubagumya, 2003). The proficiency in English was regarded as the crucial qualification in securing well-paid employment within Tanzania, the sub-Saharan region and beyond (Swilla, 2009; Battle & Lewis, 2002).

Several studies were conducted to find the relationship between English language as medium of instruction to students' academic performance in schools. Some of the studies found English language as medium of instruction contributed positively to student's performance in schools but in other cases the language remained neutral or showed negative impact to students performance. A study by Kola (2013) found that English language had no influence to students academic performance in Physics and computer science while Kiwara & Kinyaduka (2013) revealed

that, English language had a negative impact to students academic performance in secondary schools. Bosco and Komba (2015) discovered that, students who had used English as the medium of instruction at primary school level performed better in form two national examination than those who had used Swahili as medium of instruction. Another study by Mekonnen (2005; 2009) cited in Civan & Coskun (2016) revealed that primary school students educated in their mother tongue obtained higher scores on mathematics and sciences than those educated in a non-native language. Additionally, Civan & Coskun (2016) found in the study done by the Education Department of Hong-Kong (1994) that students learning through Chinese outperformed those learning through English in science, geography, and history.

Going through the discussions, it can easily be seen that there are contradicting view among scholars and education stake holders regarding the role of English language in primary schools on students' academic achievement in secondary schools. Some of the scholars see English language as key to students performance in schools while others supported the use of native language in education as students performed better in local language than in the English language. This seeming contradiction among scholars on the use of either English language or native language is the bases of the study's investigation.

This study investigated the role of English language as medium of instruction in primary schools to students' academic performance in secondary schools in science, arts and general performance. The investigation aimed at answering the three research questions which were: 1) Does English as a medium of instruction in primary schools affect students' academic performance in science subjects and mathematics in secondary schools? 2) Does English as a medium of instruction in primary schools affect students' academic performance in art subjects in secondary schools? 3) Does English as a medium of instruction in primary schools affect students' general academic performance in secondary schools?

2.0 Methodology

2.1 Study Design, Study Area, Population, Sampling Techniques and Sample Size

This study employed quantitative research design in collecting and analyzing data on secondary schools students' achievement in form two national

examination (FTNE). The study assessed the contribution English medium of instruction and the demographic factors in explaining the variation in performance of FTNE in secondary schools (Crosnoe, Johnson & Elder, 2004). The use of form two national examination was due to the following reason: As the study was done in July 2019, and needed the students' demographic characteristics and their national examination scores, it had to consider students who are present in schools and who have national examinations out and these were either form four or form three students who had their FTNE out in 2017 and 2018. The study opted to use the most recent graduate and thus form three in the year 2019 whose FTNE were out in 2018 were considered for the study. Location of the study was in Morogoro Municipality in Tanzania, focusing on the population of secondary school students who passed their form two national examination for the year 2018. These students were taken from 50 secondary schools found in the Morogoro Municipal. Out of these 50 schools, 27 were private schools and 23 were public secondary schools. Given 50 secondary schools, the study employed two stage cluster sampling by first selecting 8 secondary schools and thereafter selecting students within the selected secondary schools. Unfortunately there were only 3 government schools with a substantial number of students with English media background. This scenario was so because the government quota system directive (URT, 1995; ODA, 1995) led to the three public secondary schools enrolling substantial amount of primary school's graduate from the English medium primary schools within their neighborhood. Therefore, the three government schools were taken from the 23 government schools along with 5 non-government secondary schools out of 27 which were selected through simple random process.

The sample size for this study was based on the "rule of thumb" which related the number of variables to the minimum count of observations. According to Statistics Solution (2019), when running regression analysis, it is suggested to have at least 10 observation per predictor variable to be analyzed. In this study 14 independent variables were involved in the regression analysis, which implied a minimum sample size of 140 students. The purposive sampling technique was used to pick 108 students who were available in the 3 public schools and 5 private schools and whose background primary education was in English medium. Correspondingly 108 students with Kiswahili primary education background were picked randomly from the 3 government schools and 5 private

secondary schools. The reason for this approach is that, there few students with English background media in Morogoro public secondary schools compared to their counterpart. Overall the sample size

became 216 which is well above the minimum of 140 individuals. Table 1 below shows the number of students picked from each secondary school.

Table 1. Number of Respondents per School (n = 216)

Secondary school	Alfagems	Educare	Forest	Jabal-Hira	Kigurunyembe	Kihonda	Kola	Morogoro
NGPS respondents	11	1	24	5	4	16	2	45
GPS respondents	12	3	23	5	5	17	2	41

Note. NGPS means Non-Government Primary School/English Medium GPS means Government Primary School/Kiswahili Medium

2.2 Methods of Data Collection

Two methods were used to collect data from 216 students, primary data survey which collected demographic data from the 216 students using questionnaire and secondary data source from the National Examination Council of Tanzania (NECTA) website which provided data on 216 students’ performance in their form two national examinations. The questionnaires contained a total of 16 closed ended questions, were distributed to students. Each student answered the questions by ticking () and writing where necessary in the form. The filling in of the questionnaire was done in a cool and calm environment to attract concentration (Cherry, 2019). The researcher supervised the interviewee and elucidated unclear items, this improved the validity and reliability of the data collected (SkillsYouNeed, 2019). Through expert looking the items were confirmed to be valid both on face and content (BC campus, n.d.).

2.3 Data analysis Method

The data collected were analyzed using two regression models, the Multiple Linear Regression- (MLR) and Ordinal Regression. The models were used to determine which predictors significantly predict the students’ academic achievements in Science, Arts and general performance. In order to determine the influence of English media for students’ performance in Science and Arts, students’ score in letter grades as obtained from NECTA were transformed into numerical score by assigning numbers to the letter grades. A was given “5”, B was given “4”, C was given ‘3”, D was given “2”, E was given “1” and F was given “0”. Thereafter a student’ total points scored in Science subjects were summed up. The same

was done for Arts subjects. The science subjects under consideration were Mathematics, Physics, Chemistry and Biology where the Arts subjects considered were English, Kiswahili, Civics, History and Geography.

The model for determining influence of English media on student’s performance in Science was specified as follows:

$$\begin{aligned}
 \text{Science points} = & \beta_0 + \beta_1 \text{sex} + \beta_2 \text{Age} + \beta_3 \\
 & \text{medium instruction} + \beta_4 \text{Father's education} \\
 & + \beta_5 \text{Mother's education} + \beta_6 \text{Family or rented house} + \\
 & \beta_7 \text{marital status} + \beta_8 \text{staying with single parent} + \\
 & \beta_9 \text{Daily expenditure} + \beta_{10} \text{Religion} \dots\dots\dots(1)
 \end{aligned}$$

Where

- Science points=total points scored by a student in Science subjects
- Sex=1 if a student was male and is 0 if otherwise
- Age=age of a students measured in years
- Medium of instruction=1 if a student used English medium of instruction in primary school and is 0 if otherwise
- Father’s education measured in years of schooling
- Mothers education measured in years of schooling
- Family /rented house=1 if a student’s family live in their own house and is 0 if otherwise
- Marital status=1 if a student’s parents are married and is 0 if otherwise
- Staying with single parents=1 if a student’s parents are together and is 0 otherwise
- Daily expenditure =a student’s daily expenditure at school measured in T shillings
- Religion=1 if a student was a Christian and 0 otherwise

Similar model was specified for assessing influence of English medium on students' performance in Arts subjects.

The model is as shown in equation 2.

$$\text{Art points} = \beta_0 + \beta_1 \text{sex} + \beta_2 \text{Age} + \beta_3 \text{medium instruction} + \beta_4 \text{Father's education} + \beta_5 \text{Mother's education} + \beta_6 \text{Family or rented house} + \beta_7 \text{staying with single parent} + \beta_8 \text{Daily expenditure} + \beta_9 \text{Religion} \dots \dots \dots (2)$$

Where

Arts points = total points scored by a student in Art subjects

The rest of the variables on the RHS of equation 2 are as specified in equation 1.

For assessing influence of English medium on students' performance in general, students' division were obtained from NECTA. Because the students' divisions (I, II, III, IV) are ordered, an ordinal regression model was used. The equation was given as

$$\text{Log}[p/(1-p)] = \beta_0 + \beta_1 \text{sex} + \beta_2 \text{Age} + \beta_3 \text{medium instruction} + \beta_4 \text{Father's education}$$

$$+ \beta_5 \text{Mother's education} + \beta_6 \text{Family or rented house} + \beta_7 \text{staying with single parent} + \beta_8 \text{Daily expenditure} + \beta_9 \text{Religion} \dots \dots \dots (3)$$

Where p is the probability of student falling in a division IV, against divisions

III, II or I, alternatively is the probability for a student falling in division IV or III against division II and I

Or alternatively is the probability of a student falling in divisions IV, III, II against division I

In general, it is a probability for a student getting a higher division against a lower division.

The rest of the variables on the RHS of equation 3 are as specified in equation 1.

Most statistical software including SPSS which was used for analysis, recognize a category with a higher number as intuitively highest score category contrary to students' divisions order. To be in line with the software, divisions were reordered so that IV was given a score of "1", III was given a score of "2", II was given a score of "3" and I was given a score of "4".

3.0 Results and Discussion

3.1 Influence of English medium of instruction on students' Academic Performance in Science and Mathematics

Table 2. Predictors Against Performance in Science and Mathematics

		Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	24.574	3.761		6.534	.000	17.158	31.989
	sex of students	-.003	.554	.000	-.005	.996	-1.095	1.089
	Age of the students	-.586	.192	-.204	-3.052	.003	-.964	-.207
	Medium of instruction	.319	.558	.039	.572	.568	-.780	1.418
	Father Education	.076	.373	.016	.203	.839	-.660	.812
	Mother Education	-.486	.373	-.101	-1.301	.195	-1.221	.250
	Family or rented house	-.159	.560	-.019	-.283	.777	-1.264	.946
	marital status of the parent	.530	.860	.052	.616	.538	-1.166	2.226
	Are you staying with parents	.828	.791	.088	1.047	.296	-.731	2.388
	Daily expenditure	-.001	.000	-.183	-2.709	.007	-.001	.000
	Religion	-1.481	.553	-.180	-2.678	.008	-2.571	-.391

a. Dependent Variable: SciencePoints redefined

Note. $p = 0.003$ Durbin-Watson = 1.55

From Table 2 it was revealed that, English language as medium of instruction in primary schools was not significant to students' academic achievement in science and mathematics subjects in secondary schools (> 0.05), but students' religion, age and expenditure were significant (< 0.05). Christians students, young

age students and the low expenditure students performed better than their counterparts. Apart from English medium not being significant other variables which were also not significant were, staying with parents or staying in family house and parents' education.

3.2 Influence of English medium of instruction on students' Academic Performance in Arts

Table 3. Predictors Against Performance in Arts

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	23.457	2.781		8.434	.000	17.974	28.940
	sex of students	.481	.410	.076	1.174	.242	-.326	1.288
	Age of the students	-.455	.142	-.206	-3.208	.002	-.735	-.176
	Medium of instruction	1.401	.412	.222	3.399	.001	.588	2.214
	Father Education	.333	.276	.089	1.207	.229	-.211	.877
	Mother Education	-.239	.276	-.065	-.867	.387	-.783	.305
	Family or rented house	-.074	.414	-.012	-.180	.858	-.892	.743
	marital status of the parent	.207	.636	.026	.325	.745	-1.047	1.461
	Are you staying with parents	-.331	.585	-.046	-.565	.572	-1.484	.822
	Daily expenditure	.000	.000	-.132	-2.034	.043	-.001	.000
	Religion	-1.430	.409	-.226	-3.498	.001	-2.236	-.624

a. Dependent Variable: ArtsPoints redefined

Note. $p = 0.000$ Durbin-Watson = 1.59

Referring to Table 3, the findings revealed that English language as medium of instruction in primary schools positively influenced students' academic achievement in Arts subjects in secondary schools (< 0.05), but students staying with parents or family house, parents education and marital status, sex of the students were not significant (> 0.05). However, Christians students, young age of a student, student's high expenditure had a positive influence on students' performance in Arts subjects in secondary schools (< 0.05).

Generally, the findings showed that the variables age, religious affiliation, medium of instruction, student's daily expenditure all contributed to students' academic performance in science and arts subjects in secondary schools. Whereas variables sex, students living in family or rented house, father education, mother education, mother occupation and marital parents were not significant in predicting the student academic performance in science and arts subjects at secondary schools.

Young age students performed better academically compared to old age students. The fact is that older students facing biological and sociological challenges at home and in schools. Most of the Students entering their adolescent stage while they are in secondary schools and this is associated with changing of behavior. At home they acquired more responsibility and failed to concentrate on their studies. This contributed to poor performance and some sometimes drop out schools from pregnancy and other related issues, for girls students. The findings agreed with that of David (2017) on his study on the relationship between age and secondary schools students' performance. In his work on *Senior secondary school students' performance, in relation to age and parental occupation* it was revealed that lower age group students in senior secondary schools performed better in the subject of Biology than those of the higher age. Garcia-Rubio et al. (2015) did a similar study on the effect and influence of the relative age to academic performance.

In the study Garcia-Rubio et al. (2015) discovered that younger age students' performed better academically at higher level compared to the older students. Momanyi, Simiyu & Too (2015) studied the *Effect of students' age on academic motivation and academic performance among high school students in Kenya*. The results showed that, the youngest students' (12 to 15 years) had the highest scores, while the oldest students (20 to 23 years) had the lowest academic performance. From these studies it is evidently that, age of the students is among the contributing factors in students' academic performance in schools. Religious affiliation is another factor that contributes to students' academic performance.

Religious affiliation had a significant impact on students' academic performance in secondary schools. As the findings suggested, Christian students outperformed Muslim students in Science and Arts subjects in secondary schools. Apparently, nothing can be inferred to such results as of-course religion cannot affect some one's performance. Possibly the muslim students in these schools were unfortunate to be associated with factors leading to poor performance such as poor parents' incomes. Moulton & Silverstone (2008) in their study on the USAID funded projects to raise education standard on Muslim communities in Asia and Africa, revealed that poverty among the Muslims communities in Philippines, Nigeria, Uganda and in India is the main factor in poor performance of Muslim children in schools. The parents do not have enough financial resources they need to support their children in learning the basic skills of reading, writing, math, science and social studies.

In addition to religious affiliation, students' expenditure too seems to contribute to students' academic performance in schools. Students with high expenditure in schools performed better in Arts subjects but not in Science subjects. On the other hand, students who spent less in schools performed better in Science subjects but not in Arts subjects. To explain this, the author instinctively look at students spending more in schools as coming from the *wealth family* and carrying enough cash to spend. Obviously these are the kids who attended English Medium primary schools and when joining secondary schools, where the medium of instruction is English language, they perform better in subjects rich in English like History, Civics, Literature and not science subjects. Whereas students carried small cash in their pockets, are coming from *relatively poor family*, and obviously have attended Government/Community primary

schools, where the language of instruction is Kiswahili. At secondary schools these students opted for science and mathematics subjects and not arts subjects because of the language barrier. Private primary schools in Tanzania are mostly English medium, which are generally expensive compared to public primary schools. As a result only wealth and influential families can afford to register their kids in those schools. Low income earner parents normally send their kids to public primary schools, where the language of instruction is Kiswahili and education is free for all. To support this, the research done by Education Next in the U.S.A. shows that virtually no middle-class income parents can afford private schools (Francis, 2018). Private schools have become more inaccessible to middle-class families than ever due skyrocketing tuition fees. As a result, according to Francis (2018), private schools have become the playground for the wealthy while middle class families took the burden of increasingly unaffordable private schools. The UK tax authority estimates that, only the top one percent of earners can afford to foot bills for their kids in private schools (Ponsford, 2018). Similar case has been observed in Uganda, where 27 percent of primary schools and 66 percent of secondary schools are private (Namusoby, 2016).

Students attended English medium primary schools performed better in secondary schools but in Arts subjects and in general performance. The reason is that, students joining secondary schools where the medium of instruction is English are not facing difficulties in following the lessons as the language used is familiar to them. Qorro(2006) in her paper *Does Language of Instruction Affect Quality of Education?* supported this findings as She emphasized the need for teachers and students to communicate in the language that is understandable by each of them, in that students will be able to discuss, debate, ask and answer questions, ask for clarification and therefore construct knowledge. Bosco & Komba (2015) agreed with these findings as they concluded that English language background influenced significantly students' academic performance in secondary school. Similarly the study by Nade (2016) on form IV students' performance in relation to English language as medium of instruction revealed that, when student perform better in English language as a subject, their respective GPA tend to be in the higher category and when performance drop in English language their respective GPA tend to be in the lower category especially fail and pass..

3.3 Influence of English medium of instruction on students' General Academic Performance

The outcomes on the influence of English medium of instruction on students' general academic performance are shown in Table 4.

Table 4. Predictors significance against General students' performance

		Parameter Estimates					95% Confidence Interval	
		Estimate	Std. Error	Wald	df	Sig.	Lower Bound	Upper Bound
Threshold	[daraja = 1.00]	-5.427	2.391	5.152	1	.023	-10.113	-.741
	[daraja = 2.00]	-4.156	2.366	3.085	1	.079	-8.794	.482
	[daraja = 3.00]	-2.910	2.355	1.526	1	.217	-7.525	1.706
Location	Sex	.028	.322	.007	1	.931	-.602	.658
	Age	-.245	.109	5.091	1	.024	-.459	-.032
	House	.523	.473	1.220	1	.269	-.405	1.450
	MaritalParent	-.528	.489	1.165	1	.280	-1.488	.431
	StayingwithParents	.062	.457	.019	1	.892	-.834	.959
	DailyExpenditure	7.984E-005	.000	.331	1	.565	.000	.000
	MediaInstruction	.924	.343	7.265	1	.007	.252	1.596
	[schooltype=.00]	1.821	.361	25.487	1	.000	1.114	2.528
	[schooltype=1.00]	0 ^a	.	.	0	.	.	.
	[FatherOccupation=1.00]	.159	.428	.138	1	.710	-.680	.998
	[FatherOccupation=2.00]	1.238	.444	7.780	1	.005	.368	2.109
	[FatherOccupation=3.00]	1.940	.581	11.142	1	.001	.801	3.079
	[FatherOccupation=4.00]	-.483	.932	.268	1	.605	-2.310	1.345
	[FatherOccupation=5.00]	1.443	.812	3.157	1	.076	-.149	3.035
	[FatherOccupation=6.00]	0 ^a	.	.	0	.	.	.
	[FatherEducation=1.00]	-.656	1.024	.411	1	.522	-2.663	1.350
	[FatherEducation=2.00]	-.190	1.003	.036	1	.850	-2.156	1.776
[FatherEducation=3.00]	-.519	1.013	.263	1	.608	-2.504	1.465	
[FatherEducation=4.00]	0 ^a	.	.	0	.	.	.	

Link function: Logit.

a. This parameter is set to zero because it is redundant.

$F(4,95)$, $p < 0.05$, $\chi^2 (p > 0.05)$, $G^2 (p > 0.05)$, Cox & Snell's ($R^2 = 0.0287$), Nagelkerke's ($R^2 = 0.332$), McFadden's ($R^2 = 0.170$).

The results from Table 4 above revealed that, the variables age, religious affiliation, medium of instruction, student's daily expenditure, school type and father occupation significantly contributed to students' academic performance in secondary schools. Whereas variables sex, father education, mother education, mother occupation, marital parents and living in family house or rented were not significant in predicting the student academic performance in secondary schools ($p > 0.05$).

Same reasons that have been seen to affect students' performance due to age, religious affiliation, medium of instruction and student's daily expenditure in arts and science subjects applies equally in students' overall performance. In addition to that, the study

revealed that the Type of school and father occupation influenced students' academic performance in secondary schools.

Students from private secondary schools performed better in overall achievement compared to students who attended government secondary schools. The main reason was that, private secondary schools are business oriented and competing rigorously in the market to attract clients (students). These schools always strive for excellence in providing good services, good teachers and learning environment, aimed at attracting parents to take their kids to those schools. Therefore, performance is the highest priority for them. Students studying in private schools their performance is excellent compared to government

secondary schools. The findings are equally supported by Swilla (2009) who said that, students from English-medium private primary schools performed well in secondary education. Scolastica (2015) came out with similar findings in that, in Tanzania few students managed to excel to higher education level and majority (80%) failed. The few who passed were almost exclusively from private schools due to their better standards of teaching and overall education. Kivenule (2015) agreed with this finding when she compared the school performance between public and private secondary schools in Kinondoni Municipality. She noted that private secondary schools outperformed the public secondary schools. This is because, Kivenule (2015) asserted, the private secondary schools are business-oriented want to remain marketable in every corner of the country and outside the country. They managed this by providing good pay for their teachers, making availability of teaching and learning resources, good set control system of school management and good students' enrollment system. Having said that, the School Type contributing to students' academic performance in secondary schools. In addition to that father occupation was noted to contribute significantly to student academic performance in Secondary schools.

Parents who are employed in private sector and the farmers their kids perform better than those whose parents are employed in government institution. This can well be explained by the fact that, parents working with government institution in Tanzania, normally their wages is low compared to those working in private sectorina similar status (Researcher experience). When the wage is high parents can easily support their kids by sending them to better schools where they can acquire better skills and knowledge and excel high in education. Similarly, farmers are assured of selling their products to the market and can learn substantial amount of money to support their families and kids. Normally children from these families are registered in private schools which offered better education compared to government schools. The study conducted by David (2017) agreed with this finding. David (2017) in his study on *Senior secondary school students' performance, in relation to age and parental occupation*, revealed that parents' occupation significantly influences students' academic performance; as students with better parental occupation performed better. Chopra (1967) and Chukwuani, Odoh, Odigbo & Ugwuanyi (2017) came out with similar findings. Chopra (1967) in his study on *parental occupation and academic achievement of*

high school students in India observed that there was positive relationship between the level of parental occupation and mean high-school marks. Analysis of variance showed that the differences in the mean achievement scores of students belonging to different occupational groups were statistically significant ($F=32.50 < .01$). Similarly, Chukwuani et al. (2017) in their study on the *Influence of parental occupation and level of education on academic performance of accounting students' in Nigeria* indicated that parental occupational level significantly influenced students' academic performance in accounting studies in Nigeria. With these findings we can say that, father's occupation influences students' academic performance in schools.

4.0 Conclusion and Recommendations

The study was seeking to answer three research questions, the first one being: "does English as a medium of instruction in primary schools affect students' academic performance in science subjects and mathematics in secondary schools?" The results showed that, English language as medium of instruction in primary schools had no impact to students' academic performance in science and mathematics subjects in secondary schools. But Age of the student, daily expenditure of the student and student religion were statistically significant (< 0.05).

The second question, "does English as a medium of instruction in primary schools affect students' academic performance in arts subjects in secondary schools?" The results showed that, English language as medium of instruction in primary school is statistically significant (< 0.05), positively contributing to students' academic performance in Arts subjects in secondary schools. The findings further revealed that age of the student, daily expenditure of the student and student religion were statistically significant (< 0.05). The third question, "does English as a medium of instruction in primary schools affect students' general academic performance in secondary schools?" The results showed that, English language as a medium of instruction in primary schools is statistically significant (< 0.05), positively contributing to students' academic performance in general. The finding further revealed that age of student, school type and father's occupation were statistically significant (< 0.05).

With these findings it is evidently that students whose language of instruction was English in primary schools performed better in Secondary schools compared to students whose language of instruction was not English in primary schools.

In order to alleviate this appalling situation, the study recommended two approaches that educational stakeholders can adopt while they are still "debating" on which language of instruction to adopt in our education system between Kiswahili and English. First approach is, to re-introduce English language as medium of instruction in primary schools starting grade 5 upwards as what it was in colonial era and, or the second approach, is to change the current set-up in running the *English language base line course* for form 1 students joining secondary schools. The program should either be extended from the current six weeks (Mwinuka & Sichizya, 2014) as the period is too short for student to capture the anticipated language skill to assist him/her in normal classroom session or to change the program contents and focused on English language communication skill per se instead of mixing with other subjects like mathematics, geography, chemistry in the course. Additionally, the trainers of the program should be qualified English language teachers and not involving other teachers whom English is not their subject of interest.

5. Areas for Further Research

The study covered a small area of a big population. There is a need to carry out extensive study in this field of study cover a big part of the country with a wider population.

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