

Stakeholders' Support on School-Based Academic Camps for Improved Students Academic Performance in Public Secondary Schools

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Abstract:- The study assessed the stakeholders support on school based academic camps to improve students' academic performance in public secondary schools in Ulunga district, Tanzania. The study comprised five specific objectives. This study adopted the stakeholder theory as it was propounded by Edward Freeman (1980). The study used a convergent research design supported by a mixed methods research approach. The study used simple random and purposive sampling techniques to select the sample size. The participants in this study were: 1 DEO, 10 WEOs, 10 HoSs, 20 parents, 90 students, 10 teachers, 2 chairpersons, and 1 Member of Parliament (MP). Data collection instruments were questionnaires, semi-structured interview guides, and documentary reviews. Quantitative data were analyzed us Statistical Package for Social Sciences (SPSS) version 25, while qualitative data were analyzed using structural-functional and content analysis approach. The study also found that major stakeholders who support academic camps were parents ($M = 4.4$ and $SD = 1.2$), school chairpersons ($M = 4.1$ and $SD = 1.4$), and students ($M = 4.2$ and $SD = 1.2$). The major approach used to solicit stakeholders is school meetings ($M = 3.9$ and $SD = 1.3$). Types of support from stakeholders are teaching and learning material ($M = 3.70$ and $SD = 1.1$) and light (electricity) mean score ($M = 3.5$ and $SD = 1.2$). Teachers and students perceive uncertainty about stakeholders support; counseling and guidance ($M = 3.4$ and $SD = 1.2$), security ($M = 3.2$ and $SD = 1.0$), clean and safe water ($M = 3.2$ and $SD = 1.3$), and food ($M = 2.9$ and $SD = 1.2$). Respondents agree that stakeholders support enhances students' performance by completing topics ($M = 3.5$ and $SD = 1.1$) and interacting in group works ($M = 3.5$ and $SD = 1.3$). Based on the findings, appropriate recommendations are proposed.

Keywords:- Stakeholders, Academic Camps, Performance, Public Schools.

I. INTRODUCTION

Academic camps are among the student programs that offer possibilities for the development of valuable skills and abilities, like teamwork and interpersonal skills, which are beneficial for their education. Intellectual camps are important because they encourage kids' curiosity and spark their intellectual interest. Wilson (2018). Academic camps are crucial for kids to acquire key skills that will help them excel in their studies when they put in the necessary effort. As a result, the improvement in academic performance was seen as a positive outcome of one of the main functions of academic camps, which involved the experience of teaching and learning. This suggests that everyone works together to accomplish the desired level of academic success (Masre, 2020). Academic camps have appeared all around the world in different segment such as subject camps, clubs camp, refuges academic camps and sport camps.

In the United States of America, academic camps take place in the summer and are mostly focused on particular subjects, such as science, math, and information and technology. The typical U.S.A student goes to school for nine months out of the year and experiences a three-month summer academic program vacation. According to Alexander et al. (2007), numerous school districts in the United States have created summer academic camp learning programs that offer students a variety of academic and experiential opportunities in a number of locations.

Studies show that academic camps and learning programs have an impact on students' academic progress in mathematics disciplines (Franks et al., 2021). Franks discovered in their meta-analysis that academic camp programs produced more positive results on measures of mathematics than reading. Research on the mandatory camp programs also revealed that mathematics had larger effect sizes than reading, although these differences were generally unimportant (Jacob and Lefgren, 2004).

But the type of exams that were employed could also have an impact on these outcomes. Furthermore, a study discovered that early primary and secondary grades benefit more from academic camp programs than do late primary grades.

Academic camps are held in Malaysia through subject camps, for example. Yusopa et al. (2015) investigated how well educational camps work to increase students' comprehension of mathematics. The purpose of the Mathematics Excellence Camp is to introduce students to problem-based learning and to review foundational information. The usefulness of educational camps in enhancing students' grasp of mathematics was the main topic of the study. The camp was designed with repeating pre-Calculus students in mind. Enhancing foundational knowledge and comprehending the issue might help students become more adept at solving problems.

According to Silol and Loislue (2023), Academic camps can be seen as opportunities to discover values, expand competencies and build knowledge that will enable students to have complete and fulfilling academic lives. Therefore, academic camps give opportunities for teachers to build confidence and creativity to students, generate the positive connections with their fellow students, their teachers and make them learn how to engage with the community members.

Support from stakeholders in a school's academic camps results in improved academic performance and school advancement. When educational institutions, families, and the community come together to promote learning, students experience increased motivation, frequent school-sponsored academic camps, and participation in advanced programs.

The support of stakeholders is crucial for the academic camps held in schools. They collaborate with the school administration to create an environment that is favorable to instruction and learning. Members of the school community who collaborate with the principal to create learning-oriented academic camps are known as stakeholders. By actively participating in school-related events, programs, and projects, they also bear responsibility for the learning outcomes' accomplishment (Paraiso, 2022).

➤ *Statement of the Problem*

Academic camps are intended to help students—both nationally and abroad—get more study time. Extending the school day or year can greatly enhance student performance and, in fact, a child's overall educational experience, according to research and real-world experience. Longer school days result in higher learning and, ultimately, higher life success (Nyambura, 2017). Academic camps are seen to be a very beneficial tactic for assisting students in improving their problem-solving skills. It is also possible to generate

performance enhancement and self-confidence, which will reduce the time required to comprehend advanced knowledge.

These camps require extensive support from many stakeholders in order to be sustainable. Nevertheless, research indicates that academic camps have a more significant effect on students' academic performance. For the camps to function, stakeholder support is crucial. The stakeholder concept aims to coordinate the multiple relationships involved (Freeman, 2010).

➤ *Research Objectives*

The main objective of the study was to explore the stakeholders support on school based academic camps for improvements of students' academic performance in public secondary schools with following specific objective.

- To identify stakeholders who support school-based academic camps.
- To examine how the stakeholders supports improve students' academic performance.

➤ *Research Questions*

The following main research question guided the study: how do stakeholder supports on school based academic camps improved students' academic performance in public secondary school? The main research question was addressed by answering the following sub research question:

- What kind of stakeholders support school based academic camps for public day
- To what extent stakeholders' supports improve students' academic camps performance in public day secondary schools ?

II. LITERATURE REVIEW

➤ *Stakeholders Supporting Academic Camps*

In Romania, Khadija (2022)] carried out the investigation on education stakeholders. The study's objective was to investigate the aims and significance of the various parties associated with the institution. The stakeholders in education—individuals, public groups, the government, private organizations, institutions, and associations—were identified by the study. Therefore, it is important to urge all gatherings involved in the school, including parents, teachers, community leaders, civic organizations, and students, to become active and take part in events like academic camps that will enhance the educational experience and student accomplishments.

In Tanzania, Guzman, (2022) possesses out a study on secondary school performance in Tanzania's Arusha municipality and the involvement of stakeholders in the school reform plan.

The goal of the study is to determine how much involvement stakeholders have in the planning, implementation, monitoring, and assessment of the school improvement plan and how this engagement relates to student achievement. The study determined the involvement of the following parties in Tanzania's educational system: parents of students, various organizations and associations, heads of schools, teachers, students, and officials of education. The following parties were involved in the current study: Heads of school, teachers, parents, ward education officers, DEOs, school board committees, and members of parliament. The study focused on how these parties supported school-based academic camps to enhance academic performance.

➤ *Stakeholders Support Improved Students' Academic Performance in School Camps.*

In Norway, Ramsdal & Wynn (2022) carried out the study on the theoretical underpinnings of a group intervention designed to stop high school dropouts. The Norwegian dropout prevention program known as "Guttas Campus" (The Boys' Camp) is the subject of this study. Data for the study were gathered by the researcher through talks with stakeholders, direct observation of the intervention, published and unpublished research, and other textual sources of information. The data analysis of the study was done using qualitative methodologies. The guttas academic camps, according to the study, first develop the abilities and qualities that the majority of students value, then enhance conduct and general well-being, and lastly, encourage participation in learning and success.

In Kenya, Cha Jihae (2020) The research examines the academic motivation of Kakuma pupils in Kenyan academic camps for refugees, using self-determination theory and a sense-of-belonging construct. The study targets Standard 8 students in Kenyan primary schools, with a two-stage sampling procedure. Results show that Standard 8 students in the camps generally have high levels of motivation, with girls reporting statistically higher motivation than boys.

In Tanzania, Deo A, (2023) The study examined the effectiveness of school-based academic camps in improving students' academic performance in public secondary schools in Karagwe district, Kagera. Based on Jean Piaget's Constructivism Learning Theory, the research used a descriptive case study design, mixed methods, and questionnaires to collect data. Results showed that these camps promote attendance, effective learning, and reduced absenteeism.

Additionally, Silo, et, al, (2023) Conducted a study on examined teaching and learning experiences of both teachers and students from academic camps. The study used mixed approach alongside with convergent design. It was conducted in Simiyu Region in Bariadi District. The population involved

teachers, Head of Schools and students. Data was collected through questionnaires and interviews. Data analysis was done through descriptive statistics for quantitative and content analysis for qualitative data. The findings show that teachers and students underwent both positive and negative experiences from academic camps. Among positive experiences are; improvement of academic performance and students life skills development by socialization. Among the notable negative experiences are shortage of infrastructures to sustain all students and at the same time outbreak of diseases to students due to lack of sanitation. The study concludes that; the issues of academic camps should be legally accepted hence create conditions for its operation.

III. RESEARCH METHODOLOGY

Based on the integration of both qualitative and quantitative research approaches, the study employed a mixed research strategy, Convergent research design is also involved in conducting the research, Yamane formula was used to calculate the sample size of students-respondents (n=90), Parents (n=20) and then selected randomly from the public day secondary schools in Ulanga District Council. While purposive sampling was used for District education officer, Ward education officers, Member of parliament, and heads of schools in public secondary schools (n=10).

The instruments used for data collection was a questionnaire for students, Head of schools and teachers which consisted of 53 items for nature and measures of stakeholders support on school base academic camps based on a 5-point Likers scale given as follows: 1. Never, 2. Rarely, 3.Sometimes , 4.Often and 5.Always and interview for District education officer, Member of parliament, school chair committees and parents.

Four Experts at Jordan University College piloted and validated an instrument's validity, and the Cronbach Alpha technique was used to test the instruments' reliability. The results showed an internal consistency coefficient of 0.87. Quantitative data was analyzed using the Statistical Package of Social Science (SPSS) version 25, and the results were displayed using tables, mean, and standard deviation. Additionally, information from the MP, WEO, parents, school chair, and DEO was gathered using the structured interview guide questions.

IV. FINDINGS AND DISCUSSION

➤ *Stakeholders Supporting School Based Academic Camps*

Findings about the types of stakeholders who support school-based academic camps are displayed in Table 1. The study's primary goal was to identify stakeholders who are in favor of these camps.

Table 1. Stakeholder Supporting School Academic Camps

Type of stakeholders	Responses (N=110)		Interpretation
	M	SD	
District education officer (DED)	2.5	1.3	Sometimes
Members of Parliament (Ulanga)	2.5	1.3	Sometimes
School chair committee	4.1	1.4	Often
Parents	4.6	1.2	Always
Teachers	3.1	1.5	Sometimes
Ward Education Officer	3.2	1.5	Sometimes
Students	4.2	1.2	Often
Governments	2.9	1.7	Sometimes
Association	2.2	1.2	Rarely
Others	2.3	1.2	Rarely

Key: 1: Never 2: Rarely 3: Sometimes 4: Often 5: Always M: mean SD: Standard Deviation

Source: Field Data (2024)

Table 1 indicates that parents (M=4.4 and SD=1.2), the school chairman (M=4.1 and SD=1.4), and students (M=4.2 and SD=1.2) are the top three key stakeholders supporting the academic camps. The next four most supportive groups are as follows: district education officer (M=2.5 and SD=1.3), member of parliament (M=2.5 and SD=1.3), government (M=2.9 and SD=1.7), teachers (M=3.1 and SD=1.5), and ward education officers (M=3.2 and SD= 1.5). Association is the final stakeholder, with a support rate of 2.2 out of 1.2 for academic camps.

This indicates that the sustainability of these camps rests on the support of the chairperson, students, and parents. The chair committee's support stems from the fact that many of the chairpersons are parents whose children attend the school, making it easier for them to encourage and support other parents to support these camps. This result is consistent with that of Paraiso (2022), who found that parental participation in their children's schooling had a generally good effect on the academic performance of the students.

Findings from interview with DEO regarding their views about their supporting to these camps. In regards to the matter of camps, he stated that our office issues permits to begin camp operations upon receipt of an application from the school head. By constructing the camps, one can ensure the safety of the location while also receiving assistance. He remarked

Even though we are doing that, we acknowledge that a large portion of the support for these camps comes from parents. A large portion of parents contribute to the academic camps' acceptability, but non-organizations like FARU, CANFED, and district commissioners also support these camps.

Also the interview from Member of Parliament of Ulanga show that he provided support and he said

As members of parliament, our office offers support, but not in every school. For instance, in three schools, we gave them photocopiers so they could make multiple exams during the camp period to prepare for the national exam. In another school, we gave the girls pads. We also invite other stakeholders to support us, and as an MP, I will make sure to visit every school to assist our students in performing well on their final exam.

The information collected from parents through interview also show that parents are provide the big support by providing the money, material, products and involve in each stapes, one of the parent said

Since most of us depend on farms for our livelihood, we have to make sure we have enough money to meet our demands at home and at school. Nevertheless, we are providing for our children's many needs to ensure they continue in school and pass the final exam. We request cooperation from governments and other stakeholders because some parents find it difficult to afford to contribute on time due to having several children.

➤ Stakeholders Support and Students' Academic Performance in School Camps

The Second objectives of this study is about to examine how the stakeholders supports improve students' academic performance. Finding about stakeholders supports improve students' academic performance is presented in table 2

Table 2 Stakeholders Support on Improve Students' Academic Performance

Students' academic performance	Responses(N=110)		Interpretation
	M	SD	
Enhance completing of topics	3.5	1.1	Agree
Interaction in group works	3.5	1.3	Agree
Proper answering of examinations	3.6	1.0	Agree
Rouse skills on how to do night studies	3.3	1.1	Uncertain
Provision of mentorship about examinations	3.4	1.1	Uncertain
Life skills Change of students' behavior	3.6	1.1	Agree
Improve students' attendance to school	3.8	1.1	Agree
Advance thinking	3.4	1.0	Uncertain
Provision of counseling to students	3.6	1.1	Agree
Developing students' talents	3.0	1.1	Uncertain
Final result (NECTA2021)	3.7	1.1	Agree
Final result (NECTA 2022)	3.8	1.3	Agree
Final result (NECTA 2023)	3.8	0.9	Agree

Key: 1: Strongly Disagree 2: Disagree 3: Uncertain 4: Agree 5: Strongly Agree M: Mean SD: Standard Deviation

Source: Field Data (2024)

The data presented in Table 2.2 indicates that a majority of respondents agree that stakeholders can improve students' performance through various means, including topic completion (M=3.5 and SD=1.1), group work interaction (M=3.5 and SD=1.3), accurate exam answering (M=3.56 and SD= 1.0), increased student attendance (M= 3.8 and SD=1.1), and behavior modification (M=3.6 and SD= 1.1). The following respondents expressed doubt about the support from stakeholders for better student performance in advanced thinking (M=3.4, SD=1.0) and the availability of exam mentorship (M=3.4, SD=1.1). This result is consistent with that of Deo (2023), who found that academic camps held in schools can effectively raise students' academic achievement.

Information in Table 2.2 shows majority respondents agreed that stakeholders support improved students attendance in school, students to stay in school get more time to study and focus in learning due to the reducing of distance from home to school as your know this public day school in Tanzania many of them located far away from students resident. These findings are in line with that of the Australian Education Research Organization Ltd (AERO) (2023) who cited by Deo, (2023) which reported that, school-based academic camps lower students' absenteeism, encourage positive homework behavior among students and help them to enjoy challenging learning activities. Also data display that stakeholders support developed the life skills and change of students behavior , Findings are similar to those Silo and Loisulie (2023) who have indicated that, school-based academic camps improve and higher-order thinking skills and students' life skills developed by socialization..

According to the DEO interview, stakeholders' assistance improves students' performance because they provide students adequate time to finish a topic and because they facilitate idea sharing and learning opportunities for slow learners in groups.

"He said that before the camps, the results were not good, and we found that one of the problems is that most teachers do not cover the topics. However, after the camps, many teachers try to cover the topics, make corrections, and solve a paper, which raise students' awareness and improves their performances."

Additionally, there is proof that stakeholders support efforts to increase school attendance through interviews with Ward Education Officers (WEO). A ward's single officer,

he said in our area there is problem of disappearance of the students and other not attend to school but this camps especially for candidates help them to live nearly to schools because we discovered on of the problem for students not attend to school is distance, many of residents of our students are located far from school so some students use that reason to drop up to school others involve in love affairs with bodaboda"

V. CONCLUSION OF THE STUDY

This chapter presents summary of study, conclusions and recommendations based on the findings of the study that assessed stakeholders support on school based academic camps for improved students' academic performance in public secondary school in Ulanga district, Tanzania.

The study's findings show that the majority of respondents agreed that parents, students, teachers, and school chairs were the main stakeholders supporting academic camps. Members of parliament, ward education officers, and district education officers came in second and third, respectively, while governments and associations were rarely mentioned as supporters of academic camps.

The study's findings support the stakeholders theory that says greater involvement from the school's larger community results in improved academic performance and school improvement, which means that for these camps to remain stable, there needs to be strong support from all parties involved in education. When educational institutions collaborate with families, communities, NGOs, and the government to enhance education, children experience greater motivation and attend school more frequently.

RECOMMENDATION

Based on the Finding and conclusion of this study the following recommendation were made. The government should make sure that, school-based academic camps in secondary schools are improved from time to time by prepare the policy that will provide some guideline so its became officially and this will open the room of all education stakeholders to participate accordingly . This is because findings from the study have indicated that, school-based academic camps promote student's attendance, rouse skills on how to do night studies and improve academic performance.

This research assessed the stakeholders support on school based academic camps for improved students' academic performance in public secondary school in Ulanga district, Tanzania. Therefore, generalization of the finding many possibly not reflects the nature and characteristics of all schools in Tanzania so similar study could be done to other public day school in order to make comparison or generalization using large sample size.

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