

## 2013 Examination Results

*Daily Graphic* Ransford Tetteh 2014-04-24

**Factors Influencing Poor Performance in Science Subjects in Secondary Schools in Shinyanga Municipality** SHIMBI MAJO  
2018-01-12 Master's Thesis from the year 2016 in the subject Pedagogy - General, grade: B (3.0), , course: Masters of Art in Educational Management, language: English, abstract: The study aimed at investigating on the factors influencing poor performance in science subjects in secondary schools in Shinyanga Municipal Council. The study used survey research design by applying quantitative technique. Six public secondary schools out of eighteen public secondary schools were sampled for the study; it involved 415 respondents. The form four National Examination results for the past five years in selected secondary schools were used to show trend of performance in science subjects. Structured questionnaires were used to obtain information, and the criterion used in sampling was simple random method. The study found out that the factors influences poor performance were; Inadequate number of teachers, Lack of teaching and learning materials, Poor teaching methods (theory) and students' attitudes towards science subjects. Also the study found out that the suggested solutions to the problem of poor performance in science subjects in secondary schools in Shinyanga municipal council were; presence of adequate teachers, availability of science teaching and learning materials. The study conclude that Scarcity of qualified Science subjects' teachers and inadequate availability of teaching and learning materials are the major factors influencing poor performance in science subjects in secondary schools in Shinyanga municipality. The study recommends the following; the ministry should ensure enough availability of qualified science subjects' teachers in secondary schools, and to make sure there is availability of adequate teaching and learning materials like books, teaching aids, specimens, chemicals and laboratory apparatuses, with conducive learning and friendly environment at schools.

**Digest of Educational Statistics 2018**

**Conference Proceedings. The Future of Education** Pixel 2015-07-01

**MasterClass in Geography Education**

Graham Butt 2015-01-29 MasterClass in Geography Education provides a comprehensive exploration of the major themes in geography education research and pedagogy, drawing on international research. The editor draws together a variety of professional, academic and practitioner perspectives to support professional development of geography teachers. The book incorporates discussion of the place of subject knowledge in geography, the role and function of research in geography education and the relationship between research and practice. Topics covered include: - research and professional practice - constructing geographical knowledge - ethical considerations - carrying out research projects MasterClass in Geography Education will be essential reading for all studying the teaching and learning of geography on PGCE and Education MEd/MA courses.

**Appendix to the Journals of the House of Representatives of New Zealand** New Zealand. Parliament. House of Representatives 1883

*The Pharmaceutical Journal and Pharmacist* 1918

**The Law Times** 1907

"Code of Massachusetts regulations, 2013" 2013 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020.

Public Examinations Examined Thomas

Kellaghan 2019-11-19 High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on

teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. "This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as "the diploma disease" takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog." Angela W. Little, Professor Emerita, Institute of Education, University College London "This book is very well structured and written and draws on the authors' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings." Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director, UNESCO International Institute for Educational Planning "I am sure that Public Examinations

Examined, which thoroughly analyzes the practice of public examinations in different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations." Victor Bolotov, Distinguished Professor, Higher School of Economics, National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation

**Selected Predicates of the Economics of Education of Lower Secondary Schools in Poland** Antoni Józef Jeżowski 2015

Social Determinants of Health Impacting Young Adults aged 18 to 25. Stress and Addiction Samuel Lehmann 2020-07-14 Seminar paper from the year 2020 in the subject Health - Miscellaneous, grade: 86.4%, James Cook University, course: Bachelor of Physiotherapy, language: English, abstract: Despite the importance of medical care itself, public health is becoming increasingly aware of, and vigilant in addressing, the social and economic conditions that predispose the public to poor health in the first place (Wilkinson, & Marmot, 2003). The identified sensitivity of human health to the broader social environment has given rise to the proposed 10 social determinants of health (SDoH) (AIHW, 2016). These include social gradient, stress, early life, social exclusion, working conditions, unemployment, social support, addiction, food and transport (Wilkinson, & Marmot, 2003). Their importance lies in the potential development of public policy frameworks, targeting each determinant and facilitating the overcoming of socioeconomic barriers to achieve improved health outcomes (AIHW, 2016). Accordingly, the following report aims to outline the influence of two SDoH, stress and addiction, among the young adult (YA) population (18-25 years). The implications of the SDoH on providing care as a physiotherapist will also be discussed and evaluated at both the individual and broader community levels.

**Teacher in Zimbabwe** 2014

**Thari Ya Bana** 2013

Annual Performance Plan Mpumalanga (South Africa). Department of Education 2016

*International Journal of Engineering Research in Africa* Vol. 44 Akii Okonigbon Akaehomen Ibhadode 2019-08-29 The 44th volume of

International Journal of Engineering Research in Africa contains articles describing the research results in the fields of materials science, mechanical engineering, applied and computational mechanics, construction materials and technologies, technological processes and materials in the petroleum production, natural resources exploration and environmental engineering, robotics, renewable energy, power engineering and control, production management. The articles will be useful for many engineers as well as for academic teachers and students majoring in these fields of engineering science.

**The Economics of Schooling in a Divided Society** V. Borooah 2015-05-26 Countries that have suffered ethnic or religious conflict and become segregated societies reflect these divisions in education provision for their children. Northern Ireland is a case study in point where a parallel system of schools offers education in Catholic maintained schools and Protestant (de facto) controlled schools. While school segregation is the most obvious manifestation of Northern Ireland's fractured society, there are more important issues of 'educational inequality' with respect to schools and pupils. This book analyses three issues in some detail: segregation, educational performance and inequality in educational outcomes between schools and between pupils from deprived and affluent family backgrounds. Thus far public policies to tackle these issues have been met with limited success. The authors consider an alternative approach, which they term 'shared education', the aim of which is to improve school performance and, in so doing, to dismantle some of the barriers between maintained and controlled schools.

**Report of the Director of Public Instruction on the Progress of Education in the Bombay Presidency** Bombay (Presidency). Educational Dept 1929

**Handbook of International Development and Education** Pauline Dixon 2015-06-29 This Handbook considers the myths and untruths that currently exist in international development and education. Using historic and contemporary evidence, this compendium redefines the international development narrative through a new understanding of &

**Washington Administrative Code** 2016

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