

**FACTORS CONTRIBUTING TO LOW LITERACY AMONG PRIMARY
SCHOOL PUPILS: A CASE OF MKURANGA DISTRICT, TANZANIA**

NEEMA KUSEKWA NGUSSA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
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ABSTRACT

A cross sectional study was carried in Mkuranga District, Pwani Region to find out the parents, teachers and pupils factors influencing low literacy in primary schools. Random sampling was used in selecting the study district from Pwani Region. The technique was then used to select 150 pupils from five randomly selected schools in three wards. Through snowballing sampling, pupils were used to obtain 150 parents/guardians. Purposive sampling was employed to select 42 teachers as all are directly concerned with pupils' literacy matters. Primary data were collected by means of semi-structured questionnaires. Secondary data were collected by review of related written materials. Descriptive statistics by use of frequencies and percentages were used to analyse the parental and teachers based factors while binary logistic regression was used to assess pupils' based factors affecting literacy. Results showed that about 28.5% of parent based cases reported poor interaction with teachers on academic matters, lack of support on pupils' homework (21.1%) and poor follow-up on pupil's academic progress (16.7%). The highly reported cases by teachers included lack of teaching facilities (32, 5%) and high pupil-teacher ratios (32.2%). Results of binary logistic model revealed that the main pupils factors affecting literacy are truancy, inadequacy coverage of supplementary reading materials, and sex by which girls were 82.5% more affected than boys ($p\text{-value} < 0.1$). The study recommends a high need of extension on teacher-parent interaction on pupils' academic matters and, more government academic provisions, as well as teachers' involvement in curricula changes. Factors leading to truancy should be highly campaigned against and finally, pupils themselves should ensure large coverage of the required reading materials when provided by educational stakeholders.

DECLARATION

I, Neema Kusekwa Ngussa, do hereby declare to the Senate of Sokoine University of Agriculture that this dissertation is my own original work and that it has not been nor is concurrently being submitted for a higher degree award to any other institution.

Neema Kusekwa Ngussa

(M.A Candidate)

Date

The above declaration is confirmed by

Dr. G. K. Nzalayaimisi

(Supervisor)

Date

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DEDICATION

This work is dedicated to my father Sosthenes Yose Nyakahi Ngussa and my mother Modesta Katala Ngussa who encouraged me to study hard for a better future.

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LIST OF ABBREVIATIONS

| | |
|--------|---|
| BEST | Basic Education Statistics in Tanzania |
| EFA | Education for All |
| MLA | Monitoring Learning Achievement |
| MoEVT | Ministry of Education and Vocational Training |
| NECTA | National Examination Council of Tanzania |
| NSGRP | National Strategy for Growth and Reduction of Poverty |
| PEDP | Primary Education Development Programme |
| PRSP | Poverty Reduction Strategy Paper |
| PTR | Pupil-teacher ratio |
| SADC | Southern Africa Development Community |
| T/L | Teaching and Learning |
| UNESCO | United Nations Education Scientific and Cultural Organization |
| UNICEF | United Nations Education Scientific and Cultural Organization |
| UPE | Universal Primary Education |
| URT | United Republic of Tanzania |

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Since 1948, the acquisition of basic skills such as reading and writing has been considered an absolute human right (UNESCO, 2010). Nevertheless, the persistence of illiteracy remains one of society's greatest shortcomings (UNESCO, 2010). Universal Primary Education (UPE) has been set as Millennium Development goal 2 that needs to be attained by 2015. As the 2015 global timeline for achieving the goal of Education For All (EFA) approaches, UNESCO (2013) revealed that, number of the people worldwide who can not read was 774 Million, 66 percent being women and 34 percent men. Number of United State (U.S) population who can not read was 32 Million equivalent to 14 percent. The percent of U.S. adults who read below a 5th grade level was 63, while 19 percent of high school graduates could not read.

In Africa, illiteracy is still increasing; The World Bank (2012) reported that 56 percent of women as well as 37 percent of men are still illiterate in the least developed countries. In East Africa, significant efforts to expand access to primary schooling have led to an above 90% enrolment rate. While the actual literacy and numeracy outcomes remain significantly deficient across the regions with low literacy in countries such as Burundi (33.3%), Ethiopia (70.2%), Rwanda (29.8%), Uganda (26.8%), Tanzania (27.1%) and Kenya (12.3%) (BEST, 2008).

Tanzania has experienced a 31 per cent drop in literacy rate for the past 33 years, a situation that is deeply worrying educational stakeholders in the country (Bhalalusesa 2011). In the 1980s Tanzania had a literacy rate of over 91 per cent but recent studies as

compiled by a United Nations Agency and Ministry of Education report showed that, this has plunged to 61 per cent lower than Kenya and Uganda, and low literacy performance is increasing by 2% each year (Bhalalusesa 2011). Poor literacy skills have been playing a role in most of pupils in why most of these pupils do not complete schools (Lee *et al*, 2007). The consequences of poor reading and writing skill not only threaten the well-being of individual, but the country as a whole especially in this digital era (Greene, 2000).

1.2 Statement of the Problem

Since independence the Tanzanian Government, donors and different stakeholders have been providing primary education to children. Most of the measures aimed at enabling primary school pupils to acquire the basic skills, which are reading, writing and counting (arithmetic), (3RS), attitudes, motivation and knowledge needed for effective individual actualization. The seriousness attached to primary education was clearly underscored by Nyerere (1967) that, all school – age children should be in school by 1989. This target was subsequently revised in 1974 and 2002 through Primary Education Development Plan (PEDP) and Universal Primary Education (UPE) was to be achieved in 2005 (Omary and Mosha, 1980).

From the mid 1990s, the Government of the United Republic of Tanzania, had introduced education reforms that are implemented through the Education Sector Development Programme (ESDP) and Primary Education Development Plan (2002-2006) had four strategic objectives: (i) enrolment expansion (ii) improving the quality of teaching and learning processes (iii) building capacity within the primary education system to deliver the services and (iv) strengthening the institutional arrangements that support the planning, management and delivery of educational (URT, 2001) as a sub-component of ESDP services.

In July 2006, the Government launched PEDP II (2007-2011) (URT, 2006). It focuses on; (i) enrolment expansion (ii) quality improvement and literacy mastery (iii) strengthening capacities to deliver (iv) addressing cross cutting issues (v) strengthening institutional arrangements (vi) undertaking educational research and (vii) conducting educational monitoring and evaluation. Despite of these programmes, majority of Tanzanian pupils still do not know how to read or write well enough to meet grade/ standard four education level demands where a pupil in primary formal education is expected to master all literacy skills of writing, reading and counting (MoVET, 2010). Therefore, this study was intended to assess the factors contributing to persistence of low literacy performance in primary schools in Tanzania by using Mkuranga District, of Coast region as a case study.

1.3 Justification of the Study

The study is in line with the Education Training Policy (URT 1995), the Millennium Development Goals two target three , The National Strategy for Growth and Reduction of Poverty (NSGRP II) Cluster 2 Goal one , as well as Tanzania Development Vision 2025 targets. All these emphasize on quality education, skills associated and mastering of literacy among primary pupils in Tanzania. The knowledge gap to be filled by the study findings will be useful for educational stakeholders such as policy makers, school inspectors, politicians, teachers, curriculum developers, programme planners, administrators and parents on right measures for eradicating low literacy in primary school pupils. The information would also be used to improve the teaching learning situation and hence improve and or raise the literacy performance.

1.4 Study Objectives

1.4.1 General objective

The general objective of the study was to find out factors contributing to low literacy level in primary schools in Mkuranga District, Tanzania.

1.4.2 Specific objectives

Specific objectives were:-

- i. To explore parental based factors contributing to low literacy in primary schools
- ii. To examine teachers based factors contributing to low literacy in primary schools.
- iii. To assess pupils based factors affecting literacy in primary schools.

1.5 Research Questions

1.5.1 Specific questions

- i. What are the parents based factors contributing to low literacy in primary schools?
- ii. What are the teachers based factors contributing to low literacy in primary schools?
- iii. What are the pupils based factors affecting literacy in primary schools?

1.6 Theoretical Framework

There are various educational theories related to learning such as, behaviourist theories, cognitive psychology, constructivism, social constructivism, experiential learning, multiple intelligence, situated learning theory and community of practice, this study chose to be guided by constructivism theory as suits more the teaching /learning and acquisition of literacy. Constructivism theory is based on revolution in educational psychology and the most of the current psychology of learning built on the work of Piaget, Vygotsky and Bruner in 1980's, is part of the post-structuralism psychological theory as started by Doll (1993). The theory construes learning as an interpretive, recursive, non-linear building process by active learners interacting with their surround (the physical and social world). It is a psychological theory of learning that describes how structures, language, activity, and meaning-making come about, rather than one that simply characterizes the structures and stages of thought, or one that isolates behaviours learned through reinforcement. It is a theory based on complexity models of evolution and development.

Constructivist learning is a very personal endeavour, whereby internalized concepts, rules, and general principles may consequently be applied in a practical real-world context. With this theory, the teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working to solve real life problems found in the society. Aspects of constructivism can be found in self-directed learning, transformational learning and experiential learning in nature.

1.7 Conceptual Framework

A conceptual framework can be defined as an abstract indication of how basic concepts and constructs are expected to interact on the actual settings, and the experiences that form the foundation of the research study. The study is guided by a constructivism concept by which low literacy level is a dependant variable affected by independent variables whereas pupils' factors, teachers' factors and parental factors in this study were regarded as variables which would have contribution on literacy. This is illustrated on Figure 1 below.

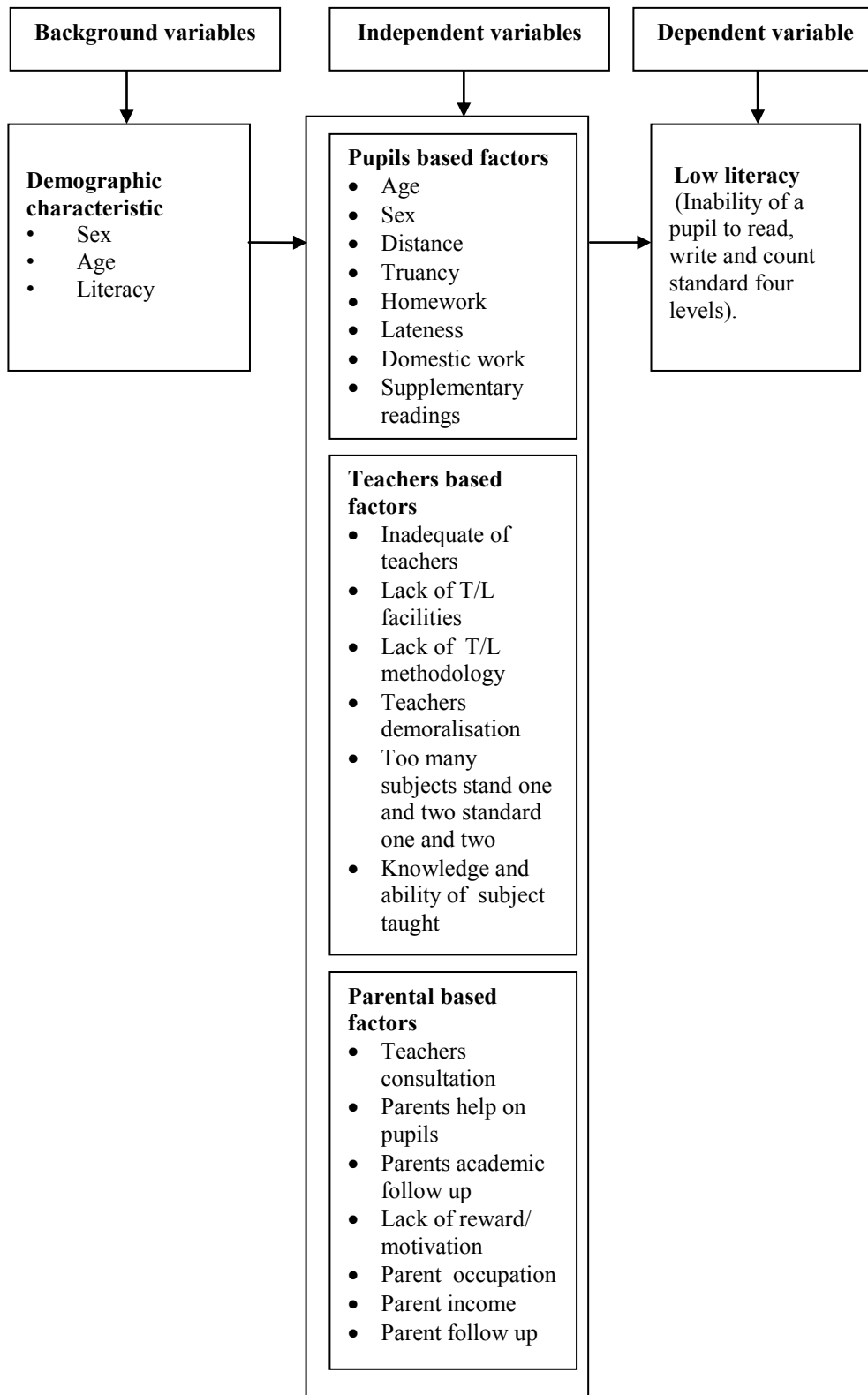


Figure 1: Conceptual framework of the study

Adapted and modified from Piaget and Vygotsky (1980's)

CHAPTER TWO

2.0 LITERATURE REVIEW

In terms of literature review “the literature” means the work the researcher consulted in order to understand and investigate the research problem. Kombo et al (2006) stated that literature review therefore is an account of what has been published on the topic by accredited researchers/ scholars.

2.1 The Concept of Literacy

Definitions of literacy have varied over time and continue to evolve each time. Literacy is a neutral and technical skill, analogous to typing or word processing. However, the techniques approach has been challenged by those who propose a broader and more explicitly political definition. This school of sociologists and educators reject the notion that literacy is a fixed, measurable achievement or competence and propose a more relativistic concept. Levine (1990) for example, argues that literacy is a multiplicity or hierarchy of literacies, and Graff (1979) makes the point that literacy requirements vary among different socioeconomic groups, regions and communities. Scribner and Cole (1981) have defined literacy as a set of socially organized practices, reproduced and disseminated by a symbols system.

Friere and Macedo (1987), developed the most explicitly political definition of literacy, as a process of “conscientization” which involves reading the world” than just reading the “word”.

UNESCO (2006), defined literacy as a basic learning need to be addressed throughout life, enabling individuals to develop the knowledge, the skills necessary to fully participate in

society. It is intertwined with concepts such as citizenship, cultural identity, socioeconomic development human rights, equity and need to create “literate environment” for its survival and development.

Literacy is a human right, a tool of personal empowerment and a means for social and human development. Educational opportunities depend on literacy. According to Levine (1990), literacy is at the heart of basic education for all, and essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy.

EFA (2000), defined literacy as a resource that is learned within formal school settings, the ability of a person to read, write and do simple arithmetic (3Rs), level equivalent to grades / standard IV, the ability to use 3Rs skills in daily life, ability to continue learning and communicate using the written words. Due to different definitions of literacy, then, the researcher decided to use EFA estimates in this paper and in the context of this study.

2.2 The Concepts low Literacy and Performance

Low literacy is the inability of a person to read, write, and do simple arithmetic of grade/ standard four levels of primary school.

2.3 Rationale of Literacy

Literacy level acquisition result to the following benefits, effective communication, life and career skills, learning and innovation skills, critical thinking and problem solving communication collaboration, Strauss *et al.* (2000).

2.4 The Status of Low Literacy in Developing Countries

There has been tremendous progress made in the spread of literacy in developing countries, especially in the last ten years UNESCO (2006). The global illiteracy rate was close to 40 percent in 1970s compared to only a quarter of the world's population in 1990s. According to Chowdhury (1995), illiteracy rates decreased in developing countries from over 50 percent in 1970s to 35 percent in 1990s.

This progress is commendable not all regions have such impressive improvement. The situation is most critical in developing countries. More than half the population in Sub-Saharan Africa and South Asia are without any literacy skills whatsoever developed countries as a whole and where Tanzania belongs, the illiteracy rate was 77.5 percent in 1990 (UNESCO 1990 , 1993). Moreover, the total number of illiterate population is still increasing in sub-Saharan Africa, the Arab States and South Asia (UNESCO, 1993). Only 9 out of the 39 sub-Saharan African countries experienced a decline in their number during the 1980s, compared to 14 out of 27 countries in Asia and 19 out of 22 countries in Latin America and the Caribbean (UNESCO, 1993).

Furthermore Chipanah (2000), in a study conducted by UNICEF/UNESCO on Monitoring Learning Achievement (MLA) in primary schools, on the quality of education in African member countries Tanzania included, where study sample involved standard /grade four learners in literacy, numeracy and life skills illustrate the range of participant countries according to their achievement in literacy shown in Table below:

Table 1: Ranked scores for literacy and life skills MLA study (1999).

| Country | Numeracy | Literacy | Life Skills |
|----------------|-----------------|-----------------|--------------------|
| Tunisia | 60.4 | 77.9 | 74.7 |
| Mauritius | 58.5 | 61.0 | 58.0 |
| Morocco | 56.4 | 67.6 | 62.3 |
| Botswana | 51.0 | 48.0 | 56.0 |
| Uganda | 49.3 | 58.7 | 66.8 |
| Madagascar | 43.7 | 54.7 | 72.1 |
| Mali | 43.6 | 51.8 | 56.9 |
| Malawi | 43.0 | 35.0 | 77.0 |
| Senegal | 39.7 | 48.9 | 45.7 |
| Niger | 37.3 | 41.1 | 44.7 |
| Zambia | 36.0 | 43.0 | 51.0 |
| South Africa | 30.2 | 48.1 | 47.1 |
| Tanzania | 00 | 00 | 00 |

Source: Chipanah *et al.* 2000

The study concluded that low literacy performance is still a challenging issue in Africa, despite numerous efforts done by different Africa government to eradicate it. One can assert that the nations are now producing graduates, from kindergarten to university level, but with very poor skills or ability in literacy level (Mosha, 2012).

On the other hand, MoVET (2012) reported 5,200 of the total graduates all over Tanzania Mainland except Kigoma, who were selected to join form one, were unable to read, write and count. This finding was revealed after a total of 9,736 resiters of standard seven exams being accused of cheating on their previous national exam. Where they were suppose to get right 20 words out of 25 words in dictation, write a short story, get right 8 out of 10 questions in simple mathematics, and lastly to read few sentences which were “Bibi ana kula chakula and Mama analima bustani”(Grandmother is eating food and mother is

farming a garden). “Shangazi, popo” (aunt, bat) and “ Babu ni mgonjwa sana” (Grandfather is very sick). It was also reported that 18,225 pupils in four regions Kilimanjaro, Pwani, Mara and Shinyanga from standard one to four were ignorant of the basic 3R’s out of them 8,704 were boys and 9,521 were girls (MoVET, 2012).

2.4 School Based Factor on Low Literacy Performance

School is a general term referring to the conclusive state where teaching and learning takes place; it includes all things and actions found within schools which enable smooth learning. School based factors are those factors found within the school. They include commencement of learning, adequacy of learning resources, school administration, frequency of checking teachers’ schemes of work, frequency of staff meetings in a term, frequency of checking the teachers’ lessons plans, adequacy of teachers’ prior preparation, observation of classes by head teachers, and teacher turn-over rate (Reche *et al.*, 2012).

According to Reche *et al.* (2012), factors of poor academic performance include late learning beginning particularly in the second week after school opens; thus a lot of time is lost before learning begins. Eshiwani (1983) noted that, most schools lose many teaching/ learning hours at the beginning of the term. This wastage leads to less work being covered and syllabi not being completed on time, hence contributing to poor literacy performance. Therefore, commencement of learning is crucial when it comes to completion of syllabus and teaching intended content as it affects to a large extent instructional time/ hours spent in the classroom. Hence not meeting objectives of the intended the lesson.

Studies by Schneider (2003) reveal that, there is a connection between adequacy of learning resources in school and low literacy performance. The adequacy and use of teaching and learning materials affects the effectiveness of a teacher’s lesson. Teaching

and learning resources enhances understanding of abstract ideas and improves performance. Inadequacy of learning resources like text books, library books, wall maps and the exercise books, makes learning of subjects like Social Studies very abstract to the pupils and could be a factor contributing to poor performance in literacy and national examinations. School facilities have a direct effect on teaching and learning. Text books enable the pupils to follow the teacher's sequence of presentation and aids in understanding of lessons (Ubogu, 2004).

Kathuri (1986) asserted that, the first aspect of administration is staff meetings as they facilitate co-ordination of various activities in the school. This implies that less monitoring and reporting of the progress of the schools progress activities to the teachers could be a factor contributing to low literacy performance. On the other hand, teachers' lesson plan is a professional document prepared by teachers for the purpose of presentation of a lesson. The teacher indicates whether the lesson has been taught and objectives achieved; if the lesson is not taught, then the teacher indicates the reason why and when he/ she intends to cover it; if the lesson objectives are not achieved, the teacher plans for remedial lesson in order to make the concept understood by the pupils. Lack of teacher's preparation before teaching may results in low literacy performance among primary school pupils.

Reche *et al.* (2012) revealed that, majority of the head teachers check teacher's lesson plans once a month, and that some check once a term. Head teachers should monitor lesson plan preparation frequently, otherwise it may lead to low literacy performance. The author further argues that, majority of the head teachers do not at all observe classes conducted by the teachers in a given term, this may also lead to low literacy level performance. With regard to class sizes, Kraft (1994) argued that class sizes have also been identified as determinants of literacy. Schools with smaller class sizes perform better academically and in literacy, than schools with larger class sizes.

2.5 Teachers Based Factors on Low Literacy Performance

These are the factors within the teachers that could hinder or promote academic performance of pupils in their schools. Teacher commitment, teachers' frequency of absenteeism, teachers' motivation and teachers' work load. Ubogu (2004) asserted that, teachers who lack enthusiasm are unable to teach effectively, making pupils not to learn well. This could be a contributing factor to low literacy level performance by the pupils in primary schools. On top of that, teachers' rate of absenteeism is among the factors leading to low literacy level. Absenteeism by teachers reduces the amount of instructional time and this result in the syllabus not being completed. This in turn results to lower output of work by the pupils. When teachers absent themselves from school frequently, pupils go unattended and do not do well in literacy Reche *et al.* (2012).

Teacher's motivation is one of the major element / components of literacy performance. The World Bank (1986) acknowledged that, teacher's satisfaction is generally related to achievement, satisfied teachers would concentrate hence enhancing academic performance of their pupil. Towse *et al.* (2002) also found that, teachers are demoralized due to not being paid enough salary by the government. Moreover, Guranywa (1995) found that the practice of tuition is a result of parents and pupils' dissatisfaction with teaching /learning atmosphere in the schools (in the same study pupils who did not attend teacher's private tuition classes were victimized in school). Pupils may value tuition more than school learning because of the held perceptions and close supervision during tuition. This may lead to underrating the importance of school learning, thus creating motivation not to learn in school. A highly motivated person puts in the maximum effort in his or her job (Lockheed *et al.*, 1991). Lack of motivation and professional commitment produces poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically). Some primary school teachers are incompetent in

teaching some subjects. The analysis done by NECTA (1996) indicated that, majority of Grade “A” certificate students obtained as a “D” mean grade. The minimum pass score was grade “D” that is 30% of total assessment. Most of teachers were certified with the grade are currently teaching in primary schools. Incompetence in teachers has adverse effect on the interests and imagination of pupils (Gwee, 1968).

Henson and Higgins (1997) study found that, teachers who are poor in the subject matter may doubt their capabilities and knowledge on literacy teaching, consequently avoid anything that accedes their knowledge. Since they are poor academically, under that situation they lack teaching and learning techniques, pupils’ motivation to learn will definitely be undermined by such teachers. They resist developing challenging activities for class and helping pupils to succeed in difficult literacy learning tasks.

Schneider (2003) states that, high teacher turn over forces schools to devote attention, time and financial resources attracting replacement of teachers, again due to low turn over rate of teacher’s leads to some periods to be unattended, this is a factor of low literacy performance.

2.6 Pupil-Based Factors on Low Literacy Performance

These are the factors within the pupils that could enhance or hinder their literacy performance. In the pupil based factors; the language use, pupils’ rate of absenteeism and pupils’ lateness to school are considered to be factors influencing low literacy performance. The prevalence of the use of local language leads to pupils’ lack in vocabularies in English and Kiswahili. Mosha (2012) assessed that, majority of pupils who interact using Kiswahili or English language tend to understand it better and do well in literacy performance and examination in general. Pupils who use mother tongue for

interaction are disadvantaged as they end performing poorly in literacy, as their understanding becomes difficult due to the process of translating language first, then to learn in the context required.

Reche *et al.* (2012) reported that, absenteeism among school pupils is one factor that may lead to low literacy performance. When pupils absent themselves from school, they tend to lose many concepts and definitely may not do well in literacy. Continued loss of classes results to loss of content and knowledge. Equally important, pupils lateness, contribute to low literacy performance as they fail to capture concept taught earlier during their absence.

2.7 Parental/Community-Based Factors on Low Literacy Performance

Community/parental based factors are factors within the community that impede or enhance pupils' literacy performance. According to Ubogu (2004), good performance is realized when parents work in consultation with the teachers in order to understand their children better. Participation puts pupils on alert and study in school as they know that their parents would inquire and check about their performance. Also, parents may not be able to provide much guidance and help their children's performance improve when they are ignorant of what happens in school.

Henderson *et al.* (1988) regard parents as co partners in literacy performance of primary schools pupils. First, parents carry out their legal duties as parents such as paying school fees and buying of uniforms. This is the most taken-for granted level which is, nevertheless, most essential for any school. Second, parents are collaborators and problem solvers. This is the level at which teachers involve parents to prevent or to solve a potential or an already disabling behaviour of a child in a school. This level is rarely

invoked and when it is often at the stage when the child pupil is about to be disciplined. That is when it is too late to have any meaningful involvement from the parent. Third, parents act as audience, this is normally exemplified by attendance at school open days when the presence of parents is merely to boost the morale of children and make teachers feel a sense of community. Fourth, is a more active role where parents give material, moral and social support to schools, children and teachers. Fifth and final role is when parents act as advisors and co-decision makers.

Parents who never participate in the general school development contribute to low literacy performance; schools where parents are actively involved in school development do well in literacy as pupils are encouraged by both the teachers and the parents.

With regard to pupil's assistance, Fan and Chen (2001) pointed out that, parental involvement in child's literacy practices positively affects to academic performance. Pupils who do not receive assistance at home on homework end up performing poorly in literacy. Parents' support on children influence performance on literacy and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education (Flouri and Buchanan, 2004).

2.8 Low Literacy and Learning Theories

Learning is defined as a process that brings together personal and environmental experiences and influences for acquiring, enriching or modifying one's knowledge, skills, values, attitudes, and behaviour and world views. Learning theories develop hypotheses that describe how this process takes place. The scientific study of learning started in earnest at the dawn of the 20th century (UNESCO, 2010). The major concepts and theories of learning include behaviourist theories, cognitive psychology, constructivism,

social constructivism, experiential learning, multiple intelligence, and situated learning theory and community of practice (UNESCO, 2010).

2.8.1 Behaviourist theory

The behaviourist perspectives of learning originated in the early 1900s, and became dominant in early 20th century. The basic idea of behaviourism is that learning consists of a change in behaviour due to the acquisition, reinforcement and application of associations between stimuli from the environment and observable responses of the individual. Behaviourists are interested in measurable changes in behaviour. Thorndike (1905) one major behaviourist theorist put forward that (1) a response to a stimulus is reinforced when followed by a positive rewarding effect, and (2) a response to a stimulus becomes stronger by exercise and repetition. This view of learning is akin to the “drill-and-practice” programmes.

Skinner (1936), another influential behaviourist, proposed his variant of behaviourism called “operant conditioning”. In his view, rewarding the right parts of the more complex behaviour reinforces it, and encourages its recurrence. Therefore, reinforcers control the occurrence of the desired partial behaviours. Learning is understood as the step-by-step or successive approximation of the intended partial behaviours through the use of reward and punishment. The best known application of Skinner’s theory is “programmed instruction” whereby the right sequence of the partial behaviours to be learned is specified by elaborated task analysis.

2.8.2 Cognitive psychology theory

Cognitive psychology was initiated in the late 1950s, and contributed to the move away from behaviourism. People are no longer viewed as collections of responses to external

stimuli, as understood by behaviourists, but information processors. Cognitive psychology paid attention to complex mental phenomena, ignored by behaviourists, and was influenced by the emergence of the computer as an information-processing device, which became analogous to the human mind. In cognitive psychology, learning is understood as the acquisition of knowledge: the learner is an information-processor who absorbs information, undertakes cognitive operations on it, and stocks it in memory. Therefore, its preferred methods of instruction are lecturing and reading textbooks; and, at its most extreme, the learner is a passive recipient of knowledge by the teacher (Burner and Ross, 1976; Rogoff, 2008).

2.8.3 Constructivism theory

Constructivism theory which is a revolution in educational psychology and the most of current psychology of learning built on the work of Piaget, Vygotsky and Bruner in 1980's, it is part of the post-structuralism psychological theory as started by Doll (1993). The theory construes learning as an interpretive, recursive, non-linear building process by active learners interacting with their surround (the physical and social world). It is a psychological theory of learning that describes how structures, language, activity, and meaning-making come about, rather than one that simply characterizes the structures and stages of thought, or one that isolates behaviours learned through reinforcement. It is a theory based on complexity models of evolution and development.

Constructivist learning is a very personal endeavour, whereby internalized concepts, rules, and general principles may consequently be applied in a practical real-world context. The practice is that, teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working to solve realistic problems. Aspects of constructivism can be found in self-directed learning, transformational learning

and experiential learning in nature. This view of learning led to the shift from the “knowledge-acquisition” to “knowledge-construction” metaphor.

2.8.4 Social learning theory

A well-known social learning theory has been developed by Bandura (1977), who works within both cognitive and behavioural frameworks that embrace attention, memory and motivation. He suggested that people learn within a social context, and that learning is facilitated through concepts such as modelling, observational learning and imitation. Bandura (1977), put forward “reciprocal determinism” that holds the view that a person’s behaviour, environment and personal qualities all reciprocally influence each others. He argues that children learn from observing others as well as from “model” behaviour, which are processes involving attention, retention, reproduction and motivation. The importance of positive role modelling on learning is well documented.

2.8.5 Socio-constructivism theory

In the late 20th century, the constructivist view of learning was further changed by the rise of the perspective of “situated cognition and learning” that emphasized the significant role of context, particularly social interaction. Criticism against the information-processing constructivist approach to cognition and learning became stronger as anthropological and ethnographic research by scholars like Rogoff and Lave (2008) came to the fore and gathered support. The essence of this criticism was that the information-processing constructivism saw cognition and learning as processes occurring within the mind in isolation from the surrounding and interaction with it. Knowledge was considered as self-sufficient and independent of the contexts in which it finds itself. In the new view, cognition and learning are understood as interactions between the individual and a situation; knowledge is considered as situational and is a product of the activity, context

and culture in which it is formed and utilized. This gave way to a new metaphor for learning as “participation” and “social negotiation”.

2.8.6 Experiential learning theories

Experiential learning theories build on social and constructivist theories of learning, but situate experience at the core of the learning process. They aim to understand the manners in which experiences – whether first or second hand – motivate learners and promote their learning. Therefore, learning is about meaningful experiences – in everyday life – that lead to a change in an individual’s knowledge and behaviours. Rogers (1982) is an influential proponent of these theories, suggesting that experiential learning is “self-initiated learning” as people have a natural inclination to learn; and that they learn when they are fully involved in the learning process. He put forward the four insight: (1) “learning can only be facilitated: we cannot teach another person directly”, (2) “learners become more rigid under threat”, (3) “significant learning occurs in an environment where threat to the learner is reduced to a minimum”, (4) “learning is most likely to occur and to last when it is self-initiated”. He supports a dynamic, continuous process of change where new learning results in and affects learning environments. This dynamic process of change is often considered in literatures on organizational learning.

2.8.7 Multiple intelligences theory

Challenging the assumption in many of the learning theories that learning is a universal human process that all individuals experience according to the same principles, Gardner (1983) elaborated theory of ‘multiple intelligences’. The theory also challenges the understanding of intelligence as dominated by a single general ability. The author argues that every person’s level of intelligence actually consists of many distinct “intelligences”. These intelligences include: (1) logical-mathematical, (2) linguistic, (3)

spatial, (4) musical, (5) bodily-kinaesthetic, (6) interpersonal, and (7) intrapersonal. This theory is speculative, but is appreciated by teachers in broadening their conceptual framework beyond the traditional confines of skilling, curriculum and testing. The recognition of multiple intelligences, for Gardner (1983), is a means to achieving educational goals rather than an educational goal in and of itself.

2.8.8 Situated learning theory

“Situated learning theory” and “community of practice” draw many of the ideas of the learning theories considered above. They are developed by Lave and Wenger (1991). Situated learning theory recognizes that there is no learning which is not situated, and emphasizes the relational and negotiated character of knowledge and learning as well as the engaged nature of learning activity for the individuals involved. According to the theory, it is within communities that learning occurs most effectively. Interactions taking place within a community of practice such as cooperation, problem solving, building trust, understanding and relations – have the potential to foster community social capital that enhances the community members’ wellbeing. Sergiovanni reinforces the idea that learning is most effective when it takes place in communities. He argues that academic and social outcomes will improve only when classrooms become learning communities, and teaching becomes learner-centered. Communities of practice are of course not confined to schools but cover other settings such as workplace and organizations. Other theory includes psycholinguistic, metacognitive, critical theories, digital theories and multimodal theories.

2.9 The study and Constructivism Theory

Constructivism is a post-structuralist psychological theory Doll (1993), one that construes learning as an interpretive, recursive, non-linear building process by active learners

interacting with their surround the physical and social world. It is a psychological theory of learning that describes how structures, language, activity, and meaning-making come about, rather than one that simply characterizes the structures and stages of thought, or one that isolates behaviours learned through reinforcement. It is a theory based on complexity models of evolution and development.

2.10 Application of Constructivism Theory on Learning

Constructivism is a theory about learning, not a description of teaching. Some general principles of learning derived from constructivism may be helpful to keep in mind, however, as we rethink and reform our educational practices.

- i. Learning is not the result of development; learning *is* development. It requires invention and self-organization on the part of the learner. Thus teachers need to allow learners to raise their own questions, generate their own hypotheses and models as possibilities, test them out for viability, and defend and discuss them in communities of discourse and practice.
- ii. Disequilibrium facilitates learning. "Errors" need to be perceived as a result of learners' conceptions, and therefore not minimized or avoided. Challenging, open-ended investigations in realistic, meaningful contexts need to be offered which allow learners to explore and generate many possibilities, both affirming and contradictory. Contradictions, in particular, need to be illuminated, explored, and discussed.
- iii. Reflective abstraction is the driving force of learning. As meaning makers, humans seek to organize and generalize across experiences in a representational form. Allowing reflection time through journal writing, representation in multi-symbolic form, and/ or discussing connections across experiences or strategies may facilitate reflective abstraction.

- iv. Dialogue within a community engenders further thinking. The classroom needs to be seen as a "community of discourse engaged in activity, reflection, and conversation" (Fosnot, 1989). The learners (rather than the teacher) are responsible for defending, proving, justifying, and communicating their ideas to the classroom community. Ideas are accepted as truth only in so far as they make sense to the community and thus they rise to the level of "taken-as-shared."
- v. Learning is the result of activity and self-organization and proceeds towards the development of structures. As learners struggle to make meaning, progressive structural shifts in perspective are constructed—in a sense "big ideas" (Schifter and Fosnot, 1993.) These "big ideas" are learner constructed, central organizing principles that can be generalized across experiences, and that often require the undoing, or re-organizing of earlier conceptions. This process continues throughout development.

2.11 Research Gap

Examining document such as books, magazines, journals and dissertations that have a bearing on literacy performance, gave the researcher insight into what has already been done in the selected field, pinpointing the strengths and weakness. For instance many scholars managed to show the contribution of school based factors, where commencement of learning, adequacy of learning resources, school administration, frequency of checking teachers lesson plans, class size, observation of classes and teachers turn over, but they say nothing about availability of food in school, the role/ validity and purpose of formative and summative evaluation in primary school, too many subjects at pre stage and standard one subjects and teachers pupils interaction.

Also pupils personality, and peer interaction towards low literacy level performance, is not discussed in the literature. Additionally, the role of parents is still questionable as the school is responsible for educating children and master the required skills; as well the

ability of other children who master literacy skills with the same family background is not discussed in the literature review. The literature and various programmes have managed to show factors of low literacy level from school and community. However despite those factors being mentioned by different scholars yet there is persistence of low literacy performance in primary schools, therefore this study intends to find detailed reasons for persistence of low literacy level performance emanating from pupils, teachers and parents in Mkuranga District, in Pwani Region.

The knowledge gap information will help on eliminating low literacy performance from teachers, parents and pupils where by the ministry of education and all educational stakeholders will take more informed measures and prioritize what problem to start dealing with on eradicating low literacy performance in primary schools pupils.

2.12 Hypotheses and Definition of Variables

Age of respondent/pupil: It was hypothesized that, young age positively affects low literacy; younger pupils are more likely to read, count and write. Therefore, as age increases, literacy probability decreases (continuous variables in years).

Sex of respondent/pupil : It was expected that, female pupils are more likely to fail in reading, writing and counting as are highly exposed to domestic work (Dummy; 0 = male, 1=Female).

Distance to school: It was hypothesized that, as a pupil takes long time to reach to school, literacy probability decreases. There is high probability of a pupil to miss the first periods. (Continuous variable in minutes).

Pupils' Truancy: It was hypothesized that, absence of at least 7 day per month in class, decreases probability of literacy as most teaching periods are not

attended. (Dummy; 0=less than 7days, 1=At least 7 days)

Homework: It was hypothesized that, regular performance of academic homework increases probability of literacy as most pupils get academically updated. (Dummy; 0=Always performs 1=Never performs)

Lateness: Lateness to school may lead to low literacy as a pupil is likely to miss the first teaching periods. In this study, it was hypothesized that, failure of pupil to get at school before 7 a.m decreases the probability of his/her literacy. (Dummy; 0= Before 7 a.m, 1=After 7 a.m)

Domestic work: It was hypothesized that, as a pupil exercises too much domestic work, he/she is likely to have no ample time to review to the exercise/homework given as the result the probability of his/her literacy decreases. (Dummy; 0=Never given, 1=Given work all the time).

Library: Inadequacy coverage of required supplementary reading materials by a pupil was expected to decrease the literacy probability. (Dummy; 0= Covers supplementary leading materials, 1= Never covers supplementary leading materials).

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Study Area

The study was carried out in Mkuranga District. The district is one of the 6 districts of Pwani Region in Mainland Tanzania. It lies between Latitude 7° 08' 52" South, longitude 39° 11' 46" East. It is bordered to the north by Dar es Salaam Region, to the east by the Indian Ocean, to the south by the Rufiji District, and to the east by the Kisarawe District. In (2012), the district had a total of 50,174 primary school pupils. It was randomly selected because of low performance in literacy for about 44% in the District Profile (2012), and that according to the URT (2000) target to raise literacy by 100% in 2010 was still low.

3.2 Research Design

A cross sectional research design was used in this study; the research design allows data to be collected at a single point in one time and is used in descriptive studies as well as studying the relationship between variables (Kothari, 2004).

3.3 Sampling Procedure

3.3.1. Sampling procedure and sample population

A multistage sampling was used in this study. Firstly it involved purposive selection of the Coastal region, in Tanzania Mainland due to poor literacy performance records that resulted to 58.6% in Standard seven (NECTA, 2011). Within the region simple random sampling was then used to select the study district. After identifying the district, three wards namely Mkamba, Kisiju and Mkuranga out of 18 were randomly selected study. Lastly, five schools in each ward and 30 randomly selected pupils in each school were

used as adequate sample for statistical investigation as recommended by Bailey (1994). Finally 150 pupils who were the respondents were obtained.

In order to obtain the parents as respondents, snowballing sampling was employed by which a pupil was directly used to obtain his/her parent or guardian. Based on the selected number of these pupils, 150 parents /guardians were also obtained. Purposive sampling was employed to select all teachers in schools since they are directly concerned with literacy matters of pupils; with this technique 42 teachers in all sampled schools were obtained and used for analysis.

3.4. Data Collection

3.4.1 Primary data

Pupils, teachers and parents all were used to obtain primary data with regard to low literacy level. A semi structure questionnaire was then administered to these respondents and thus pupils', teachers' and parents' based factors leading to low literacy (failure to read, write and counting) among pupils were collected at this stage, (Appendix 2).

3.4.2 Secondary data

Secondary data were collected from different sources including, the Pwani Region Secretariat, Mkuranga District Education Offices and Head teachers' offices of the sampled schools, and University of Dar es Salaam library, Department of Education by review of related written materials on low literacy performance in primary schools.

3.5 Data Processing and Analysis

Raw data were collected, coded and analysed quantitatively by using Statistical Package for Social Sciences (SPSS) version 16 analysis tool. Descriptive statistics like frequency

and percentages were used in response of the first and second objectives. Binary logistic model was employed in this study to assess the pupils' based factors affecting literacy. The use of dichotomous models like logit is common especially when probability of the dependent variable (literacy in this case) lies between 0 and 1 (Aldrich and Nelson, 1984). The objective of binary logit model was to estimate the probability of a pupil's ability to read, write, count or not at all.

Logit model is an extension of Linear Probability Model (LPM) and belongs to general binary model. The dependent variable is dichotomous and therefore, following Gujarati (1988), the binary logit model is specified as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \varepsilon \dots (1)$$

Where:

$Y = 1$ if a pupil is literate, $0 =$ not illiterate

α = constant term,

β = is an estimator of X . It measures the marginal impact of a unit change in the explanatory variables (X) on the probability of literacy.

X is the vector of independent variables representing a number of student variables as follows:

X_1 = Age of pupil

X_2 = Sex of pupil

X_3 = Distance a pupil walks to school

X_4 = Pupil's truancy

X_5 = Homework

X_6 = Lateness

X_7 = Domestic work exposure

X_8 = Library (Provision of supplementary reading materials)

ε = Error term

3.6 Validity and Reliability of Data

Validity and reliability of data depends on the instruments used in the research (Kothari, 2004). Validity is the extent to which an instrument measures what is intended to be measured. In this case, findings must accurately describe the phenomena being researched and must ensure that the element of the main issue to be covered in the research are fairly representative of wider issues under investigation. In order to ensure validity of the data collected and reliability of the research instruments, the questionnaires were pre tested in three primary schools among the researched schools in Mkuranga District.

The purpose of pre-testing the instruments (questionnaires) was to ensure satisfactory level of functioning, and to help eliminate ambiguities in the language (English) used in designing the questionnaire. In order to facilitate understanding between the research and the respondents, it is insisted that, the research instruments need to be prepared in language that is easily understood to respondents (Best and Kahn, 2006). For the purpose of this study, the questionnaires were translated into Swahili language which is the instructional language in primary schools as well as to the parents.

3.7 Ethical Consideration

The ethics used in this research covered a number of concerns including ensuring the welfare of those who participated in the research; maintaining integrity in conducting research and treating information given by participants with utmost secrecy and confidentiality. All of these were adhered as it is suggested by Field (2004). In the process of adhering with ethical issues, the research permit and approval to conduct the study was sought and obtained from Sokoine University of Agriculture. Other permissions were obtained from Pwani Regional and Mkuranga District administrations. Furthermore,

informed permission was obtained from participants before they participated in the study. Participants were informed about the objectives of the study and that their participation would be unpaid again as there were no any kinds of cohesion for participation. It was clearly clarified that, the information provided whether orally or in writing would be for research purposes and therefore was strictly dealt with confidentiality.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

This chapter presents results and discusses the findings of the study. The first section presents characteristics of respondents. Second, it explores factors to low literacy in primary school pupils.

4.1 Characteristics of the Respondents

Under this section, respondent characteristics such as age, sex, marital status, education level, literacy, and parent wealth were explored in terms of percentage for the purpose of obtaining their general setting.

4.1.1 Sex of parent respondents

Surveyed questionnaire respondent's sexes were balanced, that is 75 respondents, equivalent to 50% of the respondents were female and 75 respondents equivalent to 50% were male. The fact that the sample was balanced is not by design, and the sex balance indicates that both male and female equally had a chance and freedom to express their opinion on low literacy performance (Table 2).

Table 2: Sex of Parents Respondents (n=150)

| Variables | Frequency | Percent |
|--------------|------------|------------|
| Male | 75 | 50 |
| Female | 75 | 50 |
| Total | 150 | 100 |

For the case of Households heads, 108 respondents were male equivalent to 72% were male and 42 respondents equivalent to 28% were female (Table 3).

Table 3: Parents Household Head (n=150)

| Variable | Frequency | Percent |
|-----------------|------------------|----------------|
| Male | 108 | 72 |
| Female | 42 | 28 |
| Total | 150 | 100 |

4.1.2 Age of parent respondents

In this study, age was considered as an important variable since it determined various inter households and intra households' characteristics. The characteristics include ownership and control of important resources such as land, household assets and economic activities (income generating activities). Most important the cognitive ability to analyse issues, such as factors contributing to low literacy level among primary pupils.

Results in table 4 of this study show that, 68 respondents equivalent to 45% of respondents had age ranged of 31-40 years, followed by 43 respondents equivalent to 28.7% of respondents aged between 41-50, while 19 respondents equivalent to 12.7% of respondent were less than 30 years; again 13 respondents equivalent to 8.7% of survey respondents had age ranged of 51-60 years, and above 61 years were 7 respondents equivalent to 4.7% of the respondents. These results signify that most of respondents with middle aged (adults) had children or grandchildren in primary schools; therefore they had cognitive ability and experience to give reasons for low literacy level in primary schools.

Table 4: Parents Respondents Age (n = 150)

| Variable | Frequency | Percent |
|-----------------|------------------|----------------|
| 20-30 | 19 | 12.7 |
| 31-40 | 68 | 45.3 |
| 41-50 | 43 | 28.7 |
| 51-60 | 13 | 8.7 |
| >61 | 7 | 4.7 |
| Total | 150 | 100 |

4.1.3 Parents respondents level of education

Results in Table 5 indicate that 20 respondents equivalent to 13.3% of the respondents had no formal education, while 119 respondents equivalent to 79.3% respondents of the surveyed area had primary education, 6 respondents equivalent to 4.0% had secondary education and 5 respondents equivalent to 3.3% had college education. The results suggest that majority of respondent's attained primary education only. This may be due to customs and traditions in the study area that marriage is honour and a person in the area needed to have knowledge to handle a relationship as the basic skill in life and not reading, writing and counting.

Table 5: Parents Respondents Level of Education (n=150)

| Variable | Frequency | Percent |
|--------------|------------|------------|
| None | 20 | 13.3 |
| Primary | 119 | 79.3 |
| Secondary | 6 | 4.0 |
| College | 5 | 3.3 |
| Total | 150 | 100 |

4.1.4 Parents respondent literacy level (n =150)

From survey respondents, 123 respondents equivalent to 82% had the ability to read, write and count, while 27 respondents equivalent to 18% had no ability to read write and count. Which imply that low literacy level is a living problem, among members of the community, of which the reasons has to be known and eventually be eradicated.

Table 6: Respondent Literacy level of (Parents)

| Variable | Frequency | Percent |
|--------------|------------|------------|
| Yes | 123 | 82 |
| No | 27 | 18 |
| Total | 150 | 100 |

4.1.5 Marital status of parent respondents

The results (Table 7) demonstrate that 115 respondents equivalent to 76.7% of the respondents were married, 14 respondents equivalent to 9.3 %, were single, while widow and widower were 13 equivalents to 8.7% and separated were 8 respondents equivalent to 5.3%. These results suggest that married couple were the majority compared to those who are single, widowed and separated. The reason for this result is due to the better chance that married couples in the study area had more concern for children care compared to the other groups. This was revealed through the interview conducted by the researcher in the area.

Table 7: Parent Respondents Marital status (n = 150)

| Variables | Frequency | Percent |
|------------------|------------------|----------------|
| Single | 14 | 9.3 |
| Married | 115 | 76.7 |
| Widow | 13 | 8.7 |
| Separated | 8 | 5.3 |
| Total | 150 | 100 |

4.1.6 Respondent wealth

Wealth of respondents were measured by the type of houses respondents' live, findings show that majority of that respondents about 68 equivalent to 45% lived in mud houses, where as 50 respondents equivalent to 33.3% in sunburnt bricks houses, 28 respondents equivalent to 18.7%, in blocks houses, 2 respondents equivalent to 1.3% in burnt bricks houses and lastly 2 respondents equivalent to 1.3% of grasses made houses (Table 08). These results suggest that most of the villagers were poor they couldn't afford living in decent houses, of which may reflect itself in education by parents failing to buy school materials such as pens, pencils, books, and exercise books, as well to provide food at home

and school, where children went hungry in schools and homes of which they failed to concentrate on literacy skills hence resulted to low literacy level.

Table 8: Parent Respondents on Materials used for the House (n = 150)

| Variable | Frequency | Percent |
|-----------------|------------------|----------------|
| Mud | 68 | 45.3 |
| Burnt brick | 2 | 1.3 |
| Sunburnt bricks | 50 | 33.3 |
| Blocks | 28 | 18.7 |
| Grasses | 2 | 1.3 |
| Total | 150 | 100.0 |

4.1.7 Teachers age

Teacher's age is an important demographic variable in this study, as it determines experience and retention of teachers in teaching profession. Results in table 9 indicate that 11 respondents equivalent 31.9% of the respondents were still youth and young among the teachers, while 28 respondents equivalent to 41.5% and 10 respondents equivalent to 16.0% were adults in middle age and 3 respondents equivalent to 10.6% were in old age (Table 9). The results suggest that in the study experienced teachers also provide most relevant information.

Table 9: Teacher Respondents Age (n = 42)

| Variable | Frequency | Percent |
|-----------------|------------------|----------------|
| 20-30 | 11 | 31.9 |
| 31-40 | 18 | 41.5 |
| 41-50 | 10 | 16.0 |
| 51-60 | 3 | 10.6 |
| Total | 42 | 100.0 |

4.1.7 Teacher respondents sex

Respondent's sex of teachers from surveyed area indicates that 18 respondents equivalent to 46.8% of teachers were male while 24 respondents equivalent to 53.2% where female (Table 10). The results shows that in the area female teachers are more than male and as per the interview it was revealed that the reason for this is due to the geographical location of Mkuranga District which is nearby Dar es Salaam, which is a popular business city.

Table 10: Teacher Respondents Sex (n = 42)

| Variable | Frequency | Percent |
|--------------|-----------|--------------|
| Male | 18 | 46.8 |
| Female | 24 | 53.2 |
| Total | 42 | 100.0 |

4.1.8 Teacher respondents on level of education

Education is one of the important variables frequently used in studies for human. This is mainly because education may alter an individual's views or attitudes in terms of understanding, awareness and perception of phenomena (Nyerere, 1967). Table 11 indicated that 41 respondents equivalent to 97.9% of teachers respondents had grade A education which was the basic principle qualification in Tanzanian education system. Again only 2.1% of the teacher's respondent had diploma education. Therefore, this suggested that the availability of qualified teachers to teach primary schools in Mkuranga District as the study area is not a problem.

Table 11: Teachers Education Qualifications (n = 42)

| Teachers education level | Frequency | Percent |
|--------------------------|-----------|--------------|
| Grade A | 41 | 97.9 |
| Diploma | 1 | 2.1 |
| Total | 42 | 100.0 |

4.1.9 Teacher respondents on studied subjects

Results in table 12 indicate that 16 respondents equivalent to 38.1% of respondents, had studied English, Kiswahili, Geography and Mathematics during teaching course, 15 respondents equivalent 35.1% studied all the subjects during teaching course in college and 11 respondents equivalent to 26% of teachers studied science during teaching course in college.

Table 12: Respondents studied subjects (Teachers)

| Variable | Frequency | Percent |
|--|------------------|----------------|
| English, Kiswahili, Geography, and Mathematics | 16 | 38.1 |
| All | 15 | 35.1 |
| Science | 11 | 26.2 |
| Total | 42 | 100 |

Results in Table 13, results indicated that 28 respondents equivalent to 66.7% of the teachers in primary schools were teaching all the subjects in primary schools, some of which were not studied during teaching course in college. 5 respondents equivalent to 11.9 % taught Science, 4 respondents equivalent to 9.5% Kiswahili, 3 respondents equivalent to 7.1% Kiswahili and English, 1 respondent, equal to 2.4% History and Geography, and 1 respondent, equal to 2.4% Mathematics. The results suggested that in the study area they were no teachers who specialised in teaching 3R's, which is the basic requirement skill.

Table 13: Teacher respondents in teaching subjects (n = 42)

| Variable | Frequency | Percent |
|--------------------|------------------|----------------|
| All | 28 | 66.7 |
| Science | 5 | 11.9 |
| Kiswahili | 4 | 9.5 |
| English, Kiswahili | 3 | 7.1 |
| History, Geography | 1 | 2.4 |
| Mathematics | 1 | 2.4 |
| Total | 42 | 100 |

4.1.10 Pupil respondents age

The age of respondents (pupils) interviewed ranged between 8 to 18 with an average of 12 years. Table 14 shows that, within the range majority who were 120 equivalents to (80%) of pupils were within 13 years old, while 29 respondent's equivalent to 19.3% and 1 respondent equivalent to 0.7% of them had 14 – 17 and 18 years respectively. According to the URT (2010), it can be drawn from the study areas that the majority of pupils are within the official school attending age that ranges between 7-13 for primary schooling.

Table 14: Pupil Respondents Age

| Variables | Frequency | Percent |
|------------------|------------------|----------------|
| 7-13 | 120 | 80 |
| 14-17 | 29 | 19.3 |
| 18 | 1 | 0.7 |
| Total | 150 | 100 |

4.1.11 Pupil respondents sex

Survey results show that, female respondents (pupils) were 85 equivalent to (56.7%) were male pupils were 65 (43.3%) (Table 15). According to the gender parity, that is 50%:50% in primary school (URT, 2010), girls' enrolment in study area had slightly improved;

about 6.7% of girls were above the target compared to boys. In connection with the vision of UNESCO (2012); educating more girls reduces illiteracy cases as it leads to a wide range of benefits including; improved maternal health, reduced infant mortality and fertility rates to increased prevention against diseases infection.

Table 15: Pupil Respondents Sex (n = 42)

| Variables | Frequency | Percent |
|------------------|------------------|----------------|
| Male | 65 | 43.3 |
| Female | 85 | 56.7 |
| Total | 150 | 100.0 |

4.1.12 Pupil respondents literacy level

Results (Table 16) indicate that, among the pupils interviewed; about 122 respondents equivalent to 83.3% had the ability to read, write and count, while 28 respondents equivalent to 16.7% had no ability to read, write and count. The result suggest that majority of the selected sample were more literate than the reported average rate of the mainland Tanzania (70%) URT (2002).

Table 16: Pupil Respondents Literacy level (n = 42)

| Variable | Frequency | Percent |
|-----------------|------------------|----------------|
| Yes | 122 | 83.3 |
| No | 28 | 16.7 |
| Total | 150 | 100 |

4.1.13 Parental based factors to low literacy

Under this objective several factors from parents that would influence pupils' failure in reading, writing and counting were explored. Results show that, among the cases reported, 65 respondents equivalent to 28.5% were a failure of teachers' consultation by parents on

academic matters that marked low relationship between teachers and parents. Others included lack of parents' help on pupils homework 48 respondents equivalent to (21%), poor parental follow-up on pupil's academic progress (16.7%), lack of rewards / motivations on pupils' performance were 34 (14.9%), poor participation of parents in school meetings in most case that are related to pupils' academy progress and lack of punishment from parents whenever abscond or delay to school were 12, equivalent to (5.3%).

Table 17: Parental based factors

| Factors | Frequency | Percent |
|-----------------------------|------------------|----------------|
| Poor teachers' consultation | 65 | 28.5 |
| No homework help | 48 | 21 |
| Poor parental follow-up | 38 | 16.7 |
| Lack of rewards | 34 | 14.9 |
| Poor meeting participation | 31 | 13.6 |
| Fear of punishment | 12 | 5.3 |
| Total | 228 | 100 |

With regard to teacher-parent interaction as a factor for low literacy, the results are consistent with the findings of Ubugo (2004). Ubugo found that parents' interaction with teachers enables them to know what their children are encountering in school and what could be done to deal with the problems. Interaction puts pupils on alert as they would know that their parents will inquire about their performance in school (Ubugo, 2004). The findings are further supported by Harris and Goodall (2007) where they found that, parental involvement in child's literacy provides positive effects on children's academic performance and is a more powerful force for academic success than other family background variables, such as social class and level of parental education.

The above findings are in agreement with the findings of Parsons and Bynner (2007) that lack of help on pupils' homework may attribute low literacy among students. Also they found that parents with low literacy levels are less likely to help their children with reading and writing. It can therefore be said that, most pupils who did not know how to read and write had no social interaction with their parents or guardians.

On top of that, poor parental follow up was reported as the cause of low literacy performance, as it can be observed from table 17. Parents literacy follow up at school and home is very essential as it helps a parent to realize what academic problems his or her child is encountering on literacy learning, and how to help him or her out of the problem whether to enrol for extra classes, talk to teachers at school or a parent to help personally at home. The findings collate that of Flouri and Buchanan (2004), specifically parental involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills, but also on pupils' interest in reading, attitudes towards reading and attentiveness in the classroom. Parents make the greatest difference to achievement through supporting their learning in the home.

On the other hand, lack of rewards and punishment were revealed as the cause of low literacy as pupils felt their effort toward literacy achievement is not valued. This can be observed as per the respondents in table 17 where 34 respondents equivalent to 14.9% revealed lack of rewards and punishment has a contribution to low literacy performance. This finding is supported by Pavlo (1927) through his condition theory, where when a child perform better and given reward this will reinforce him/her to do even more better in the future, to get reward and recognition. Therefore parents reward is very important for literacy performance of pupils. Likewise in punishment, when a child perform poorly

denial of reward can be a punishment on him /her, this will reinforce him or her to work better in the future to avoid punishment.

Moreover poor meeting participations at school was mentioned as one of the reasons accelerating low literacy performance as evidenced from the data presented in table 17, where as parents are collaborators and problem solvers on literacy achievement of a child. Hence their participation in meetings is very necessary as it helps to know what their children are encountering at school, how to solve literacy, what the weak areas are and how to solve them as co decision makers with teachers. Henderson (1988) support this finding, as argued parents school meeting attendance is the level at which teachers involve parents to prevent or to solve a potential or an already disabling behaviour of a child in a school. This level is rarely invoked, it's often at the gauge when the child pupil is about to be disciplined. That is when it is too late to have any meaningful involvement from the parent, presence of parents is merely to boost the morale of children and make teachers feel a sense of community.

4.1.13 Teachers' based factors to low literacy

Results showed that, 30 respondents equivalent to 31.5% concur that low literacy in the study area were due to overcrowded classes (Table 18). This was evidently supported by researcher' observation that, in all school survey the average pupil-teacher ratio was high (130:1) compared to the recommended pupil-teacher ratios for primary schools in Tanzania that requires 40 pupils per teacher per class in a ration of 40:1 (MoEVT, 2009). Teacher fails to attend all the pupils in the classroom, as pupils have different needs, cognitive ability and understanding in receiving the lesson / knowledge or skills. Hence only quick (bright) learners will receive required skills properly. The same results were mentioned by Kraft (1994) and Akrofi (1978) class sizes above 40 have negative effects

on students' achievement. Since children have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity. Generally good teaching is within 40 pupils in the class.

Nevertheless, 30 respondents equivalent to 31.8% of respondents pointed that, lack of teaching /learning facilities such as chalks, manila, teaching aids and supplementary books, contributed to low literacy level, as pupils could not read without books or learn effectively without teaching and learning aids. Also in counting numbers pupils had to see the figure, read words and their morphology for them to get concept easily, and build mental picture. Teaching aids also help a teacher to explain a concept easily as when a pupil hears forgets, when sees remembers and when does / practices knows. It's becomes difficult for a pupils to construct words or even numbers from abstract. This argument is supported by Schneider (2003) and Ubogu (2004) that inadequacy of learning resources like text books, library books, wall maps and the exercise books, make learning of subjects like Social Studies very abstract to the pupils and could be a factor contributing to poor performance in literacy and national examinations. School facilities have a direct effect on teaching and learning, text books enable the pupils to follow the teacher's sequence of presentation and aids in understanding of lessons.

The next case was inadequacy of teachers, where 23 of teachers equivalent to (24.1%) had on average 29 periods per week, the teaching load was reported during the field survey which was above the recommended 24 periods per week (URT, 2010). With this case, it was difficult for teachers to have enough time for lesson preparations and also to attend all periods as allocated. Due to their inability to attend all periods as located on the school time table, as a result failure of completion of syllabus, where some syllabi and consonant may not be taught hence failure of pupils to construct words or numbers which

led to low literacy performance. The findings concur with those of Schneider (2003), as he asserts that high teachers turn over which led to inadequate teachers resulted to low literacy level and to poor academic performance in general.

Furthermore other respondents about 2 equivalents to (2.3%) revealed lack of teaching/learning methodology, as the reason for low literacy level in primary schools. Some teachers teaches the subjects they did not study at college, therefore becomes difficult for them to impart required knowledge needed as they lack content of the subjects and methodology for teaching a particular subjects. Most teachers mention 3R's, (reading, writing and arithmetic (Counting), Information and communication technology "Tehama", Vocational Training (Stadi za kazi), and Personality development and sports (Ahiba na Michezo), as the subjects that were not taught during teaching course but surprisingly enough they are teaching them at school, with no knowledge about it. One of the respondent went ahead and say *"In our school, we don't have professional teachers specifically for teaching nursery school, standard one and two so we just decide to choose the oldest teacher among us to teach those class as we believe older teachers can deal with little pupils in class"*. Another one said *"I have never touch a computer in my entire life, I just see it people holding and on TV, but am teaching Tehama in school a topic known as a computer, which becomes a tough task for me, sometimes I don't enter class as I don't know what to teach am not sure if I will finish the syllabus"*.

Also findings revealed that demoralization of teachers (1.8%) leads to low literacy, where teachers complained not to be paid enough salaries, there salary increase is not on time until they struggle for it, as well it take too long for them to be paid their different claims such as arrears, and holydays transport. Towse *et al.* (2002), both acknowledges that teacher satisfaction is generally related to achievement satisfied, teachers would

concentrate hence enhancing academic performance of their pupil, teachers are demoralized due to not being paid enough salary by the government. To supplement the meagre earnings and make ends meet quite a number are involved in teaching some school subjects to pupils after school hours, during the weekend, and school holidays for a pay commonly known as “Tuition” in Tanzania, and petty business at schools. Therefore the concentration of teachers is not in teaching both rather on how he/she can benefit from pupils.

Frequent curriculum changes as reported by 2 respondents equivalent to 2.3% respondents as a reason for low literacy level as it disturbs continuity of the lesson teaching, and content to be imparted to pupils. For example curriculum changed from 3R's to 7 subjects URT (2008). These changes did not involve teachers for they were not trained for the new curriculum. Hence make difficulties for them to adjust to the new changes, as the result leads to low literacy performance.

It's worth noting that 6 respondents equivalent to 6.5% of survey respondents attributed that too many subjects for standard One and Two contributed to low literacy performance at that level. Because pupils cognitive ability is too low for seven subjects, on interview 6.1% of respondents had the same feelings, were by one of the head teacher said “ *low literacy level is a result of too many subjects for standard One and Two, for example standard One are learning seven subjects which are Kiingereza, Kiswahili, Hisabati, Sayansi, Stadi za Kazi, Tehama and Haiba na Michezo, comparing to their ability it's hard for them to understand, after all they are not yet mastering the basic skills which are 3R's reading, writing and arithmetic. Again due to a lot of subjects' resulted into long instructional hours of over three and half hours a day contrary to their listening span, at the same time it is observed that these pupils have no long listening span to accommodate*

all the subjects in a day,. I would have recommended only 4 subjects to be taught that is reading, writing, counting and hygiene, and instructional hours should last for a short span of two hours a day.

However no literature review has discussed the study load of subjects to standard One and Two. This is not mentioned may be because other researchers and academicians in other countries observe a different education system which has an optimal number of learning.

Table 18: Teachers' based factors Percentages are due to responses

| Variables | Frequency | Percent |
|--|------------------|----------------|
| Lack of teaching /learning facilities | 30 | 31.8 |
| Overcrowded classes | 30 | 31.5 |
| Inadequacy of teachers | 23 | 24.1 |
| Too many subjects taught | 6 | 6.4 |
| Lack of teaching /learning methodology | 2 | 2.3 |
| Frequent curricula changes | 2 | 2.3 |
| Teachers' demoralisation | 2 | 1.8 |
| Total | 94 | 100 |

4.1.14 Pupils' factors affecting literacy

Under this objective a number of factors including age of pupil, sex, distance a pupil walks to school, lateness, truancy, help on homework given, extend to domestic tasks exposure and availability of supplementary reading materials given to pupils were assessed to whether can affect literacy. Results of a binary logistic regression model (Table 19) shows that, among these factors, sex of a pupil, truancy and availability of supplementary reading materials given to pupils (library) were statistically significant influential factors to literacy (p-value < 0.1). From the analysis, Exp (B) of sex is 0.175, meaning that, among the pupils surveyed, females pupils were 82.5% ($0.175 - 1$) more likely to be illiterate (not able to read, write and count) than male respondents. This would probably be

caused by too much exposure of female pupils to domestic tasks as compared to male pupils such that they had no enough time for homework. As norms in African countries particularly in Tanzania are revealed, girls are more demanded for domestic tasks than boys. The value of Exp (B) for truancy is 6.4 implying that, pupils (boys and girls) who miss classes for at least 7 days a month were 6.4 times more likely to fail in reading, writing and counting than those who attended classes throughout the month in the study area pupils were used for income generation activities such as charcoal burning, fishing and petty business instead of going to school. Moreover, Exp (B) =.141 for Library indicating that, there is about 85.9% $(0.141 - 1)$ drop in illiterate for pupils who failed to cover the required supplementary reading materials in study area compared to those who cover the readings. On the other side, as a pupil manages to cover all the reading/learning materials, he/she is likely to improve in literacy to about 85.9%. With regard to truancy Reche *et al.* (2012) supports the findings that, missing classes is among the factors that lead to low literacy performance among pupil as materials taught in absence are difficult to understand when studied by a pupil on his/her own.

Table 19: Binary logistic results for pupils' based factors

| Variable | B | S.E. | Wald | df | Sig. | Exp(B) | 90% C.I. for EXP(B) | |
|------------------|--------|---------|-------|----|--------|---------|------------------------|--------|
| | | | | | | | Lower | Upper |
| Sex(1) | 1.743 | 1.016 | 2.944 | 1 | 0.086* | 0.175 | 0.033 | 0.930 |
| Age | 0.121 | 0.263 | 0.211 | 1 | 0.646 | 1.129 | 0.732 | 1.740 |
| Distance | 0.031 | 0.038 | 0.668 | 1 | 0.414 | 1.032 | 0.969 | 1.099 |
| Lateness(1) | -0.821 | 1.244 | 0.435 | 1 | 0.509 | 0.440 | 0.057 | 3.407 |
| Truancy(1) | 1.860 | 0.967 | 3.705 | 1 | 0.054* | 6.426 | 1.311 | 31.504 |
| Homework(1) | -17.39 | 9.183E3 | 0.000 | 1 | 0.998 | 0.000 | 0.000 | - |
| Domestic(1) | -0.234 | 1.254 | 0.035 | 1 | 0.852 | 0.792 | 0.101 | 6.232 |
| Library/books(1) | -1.958 | 1.060 | 3.408 | 1 | 0.065* | 0.141 | 0.025 | 0.808 |
| Constant | 19.353 | 9.183E3 | 0.000 | 1 | 0.998 | 2.541E8 | | |

*Indicates significant at 10% level

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

The findings of this study revealed that failure of teachers' consultation by parents on academic matters, lack of parents' help on pupils' homework, poor parental follow-up on pupil's academic progress, also lack of rewards/motivations on pupils' performance, poor participation of parents in school meetings and lack of punishment to pupils whenever they absconded or delayed to school were the main parental based factors influencing low literacy.

Teachers claimed on overcrowded classes, lack of teaching/learning facilities, inadequacy of teachers, and lack of teaching methodology as well as motivation as main factors that influenced low performance among pupils in the study area. Additionally, teaching subjects of which were out of teachers' specialisation area was also reported to lower literacy among pupils since there were no learned teaching skills on such extra subjects a teacher was given to teach.

In case of pupils, gender was significantly affected by literacy; girls were less likely to perform better in reading, writing and counting than boys. Pupils (boys and girls) who were missing classes for seven or more days per month and those who never covered supplementary reading materials were at higher probabilities of low literacy.

5.3 Recommendations

Based on study findings the following recommendations were made;

- i. Extension on teacher-parent relationship is highly needed in the study area so as to increase cooperation among them and make the parents alerted on academic matter

pertaining their children.

- ii. Parents/guardians should ensure gender equity to their children as a way that will help girls to get ample time for academic matters
- iii. Parents should be educated on the importance of education to their children so that can support abolishment of truancy, along with provision of food in schools.
- iv. The Ministry of Education and Vocational Training and the Mkuranga District council, should increase teaching/learning facilities supplied in primary schools of the study area in order to improve literacy performance. Also the number teachers and classrooms should be increased so as to reduce higher pupil-teacher ratios.
- v. The Ministry of Education and Vocational Training should make sure that, the changes in teaching curricula should directly involve teachers as are ones who implement the curricula rather than being given instruction of what to do. The system of any changes should be bottom-up and not top down

5.3.1 Recommendation for further research

- i. Finally, it is recommended that further research should be done on the effect of sharing one book in a large classes and its contribution to low literacy level in Tanzania. OR
- ii. The effects of too many studies in pre primary education and its effects on low literacy.

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APPENDICES

Appendix 1: Parents questionnaire

DETERMINANTS OF LOW LITERACY LEVEL IN PRIMARY SCHOOL: A CASE STUDY OF MKURANGA DISTRICT IN COST REGION

PART 2: For parents

SECTION A: Identification variables

| Item | Name/Number |
|-------------------------|-----------------|
| 1. Name of interviewer | |
| 2. Date of interview | |
| 3. Questionnaire number | |
| 4. School name | |
| 5. Village name | |
| 6. Sub village name | |
| 7. Ward | |
| 8. Division | |
| 9. District | Mkuranga |

SECTION B: Respondent characteristics

| 1. Information about respondent | | | | | | |
|---|-----|----------------------|--|---|--|----------------------------------|
| Sex | Age | Household Head | Tribe & religion | Marital status | Number of years spent at school | Ability to read, write and count |
| 1. Male 2. Female | | 1. Male 2. Female | | 1.Single 2.Married 3.Widow 4.Seperated | 1.None (0) 2.Primary (7) 3.Secondary (12) 4.College (14) | 1.Yes 2. No |
| 1.2. What are your economic activities? | | | 1.Crop production 2.Livestock keeping 3.Petty business | | 4. Employment 5. Others | |
| 1.3 If crop production, what size of land did you cultivated last year? | | | | | | |
| 1.4 If crop production, what are main crops did you grow in last year? | | | | | | |
| 1.5 If livestock keeping, what type of livestock and their number do you keep? | | | | | 1. Cattle..... 2. Goat..... 4. Pig..... 5. Local chicken..... 6. Others..... | |
| 1.6 What is your average income per year | | | | | | |
| 1.7 Please observe the followings: Materials used to make walls and roof of household house as indicator of wealth | | | Materials used in the wall | | Material used in the roof | |
| | | | | | | |

SECTION C: Involvement of parent in children education

| | | | | |
|--|-----------------------------------|---------|--------------|---------|
| 1. How many children do you have? | | | | |
| 2. Among members of your family, how many attained primary, secondary or further education? | None | Primary | Secondary | College |
| | | | | |
| 3. What language do you usually communicate with your child at home? | | | | |
| 4. Do you know which class is your child studying now? | 1. Yes | | 2. No | |
| 5. Does Your child has the ability to read, write and count? | 1. Yes 2.No 3. I don't know | | | |
| 6. If NO, what initiatives have you taken to make sure he/she know how to read, write and count? | | | | |
| 7. How often have you witness your child reading books/newsletters etc? | 1. Never | | 2. Sometimes | |
| | 3. Often | | 4. Always | |
| 8. Do you reward your child when he/she attain a good grade in the class? | 1. Yes | | | |
| | 2. No | | | |
| 9. Do you punish your child when he/she delay or abscond school? | 1. Yes | | | |
| | 2. No | | | |
| 10. Do you give time to your child to do his/her homework at home? | | | | |
| 11. How often do you consult teachers on issues relating to academic performance of your child? | 1. Never | | 2. Sometimes | |
| | 3. Often | | 4. Always | |
| 12. How often do you inspect your child exercise books? | 1. Never | | 2. Sometimes | |
| | 3. Often | | 4. Always | |
| 13. Do you help your child with school work/homework at home? | | | | |
| 14. How often do you participate on your child's education including attending school meetings? | 1. Never | | 2. Sometimes | |
| | 3. Often | | 4. Always | |

SECTION D: Parent's opinion

1. What is your opinion about low literacy performance in Tanzania?

.....

.....

2. What do you think can be done to improve the situation?

.....

.....

Thank you for your cooperation

Appendix 2: Pupils questionnaire

DETERMINANTS OF LOW LITERACY LEVEL IN PRIMARY SCHOOL: A CASE STUDY OF MKURANGA DISTRICT IN COST REGION

PART 1: For primary school pupils

SECTION A: Identification variables

| Item | Name/Number |
|-------------------------|-----------------|
| 1. Name of interviewer | |
| 2. Date of interview | |
| 3. Questionnaire number | |
| 4. School name | |
| 5. Village Name | |
| 6. Ward | |
| 7. Division | |
| 8. District | Mkuranga |

SECTION B: Respondent characteristics

| 1. Information about respondent | | | | | |
|--|--------------------|-----|-------|--------|--|
| Respondent Characteristics | Sex | Age | Class | Stream | Ability to read, write and count |
| | 1.Male 2.Female | | | | 1.Yes 2. No |
| 2. Family history | | | | | |
| 2.1. Do you live with your parents? | | | | | 1. Yes 2. No |
| 2.2. If NO, whom do you live with? | | | | | |
| 2.3. Which language do you usually use at home? | | | | | |
| 2.4. How many children are there in your family? | | | | | Number children |
| 2.5. Among members of your family, how many attained secondary, tertiary or further education? | | | | | |
| 2.6. What is exact level of education attained by any member of your family? | | | | | 1. Secondary 2. College 3. University |

SECTION C: School attendance

| | |
|---|---------------------------------------|
| 1. During school days, at what time do wake up? | |
| 2. What is the distance from the house to school, measured in terms of time (in minutes walking)? | |
| 3. What means of transport do you use to go to school every day? | |
| 4. At what time do you usually get to school? | 1. Before 7.00 am 2. After 7.00 am |
| 5. How many days have you missed class hours | 1. Yes 2. No |
| 6. If NO, how many days in a year do you miss classes because of any reason? | |
| Why did you miss classes for the mentioned days? | |
| 7.0 Do you have access to supplementary reading materials? | 1. Yes 2. No |
| 8.0 If Yes, do you cover the required reading materials in time? | 1. Yes 2. Never |
| 9.0 Do your parents support you in academic homework provided? | |
| 10.0 Do you perform homework provided by teachers when at home? | 1. Yes 2. Never |

SECTION D: Pupil-parent interaction

| | | |
|--|--|-----------------------|
| 1. How often do you consult your parents on issues relating to academic work? | 1. Never 2. Sometimes | 3. Often 4. Always |
| 2. Does your parents assist you with school homework at home? | 1. Yes 2. No | |
| 3. Does your parent provide you with uniform and other scholastic requirements for you to learn at school? | 1. Yes 2. No | |
| 4. If YES, do you think paying school related dues, buying uniform and others in time is important in determining your performance in class? | 1. Not important at all 2. Not very important 3. Pretty important 4. Very important | |
| 5. What is the attitude of your parents towards you going to school? | 1. Not important at all 2. Not very important 3. Pretty important 4. Very important | |

| | | |
|--|---|-----------------------|
| 6. Do you receive any rewards and encouragement from your parents when you attain a good grade in class? | 1. Never 2. Sometimes | 3. Often 4. Always |
| 7. Are you given time to do your homework at home by the parents? | 1. Never 2. Sometimes 3. Often 4. Only when there is no other work | |
| 8. Does your parent show concern about your performance in class? | 1. All the time 2. Most of the time 3. Sometimes 4. Never | |
| 8. Does your parent attach high value to your homework at home? | 1. Yes | 2. No |
| 9. Having no time to do homework at home does it affect your academic performance in school? | 1. Yes | 2. No |
| 10. How often do your parents require you to perform domestic or other tasks instead of studying? | 1. All the time 2. Most of the time 3. Sometimes 4. Never | |
| 11. Does your parent influence have an effect on the way you perform in class? | 1. Yes | 2. No |
| 12. It is only parental support that influences your academic performance in class? | 1. Strongly agree 2. Agree somewhat 3. Disagree 4. Strongly disagree | |
| 13. Do you think, apart from parental support, what other factors influence your performance in class? | 1..... 2..... 3..... | |

SECTION D: Pupil-teacher interaction

| | | |
|--|----------------------------|-------------------------|
| 1. How often do you ask questions or clarification a matter in the class? | 1. Never 2. Sometimes | 3. Often 4. Always |
| 2. How often do you go to the office to see a teacher for question or clarification? | 1. Never 2. Sometimes | 3. Often 4. Always |
| 3. How often do you go to the library or teacher to borrow a book? | 1. Never 2. Sometimes | 3. Often 4. Always |
| 4. How do you rate your interaction with teachers at school? | 1. Very poor 2. Poor | 3. Good 4. Very good |
| 5. What does your teacher do to help you with reading and writing at school? | 1..... 2..... 3..... | |
| 6. How best do you think pupils with low literacy performance can be helped? | 1..... 2..... 3..... | |

SECTION F: Pupil's opinion

On your opinion what do you think are the reason for low literacy performance?

.....
.....

Thank you for your cooperation

Appendix 3: Teachers questionnaire**DETERMINANTS OF LOW LITERACY LEVEL IN PRIMARY SCHOOL: A
CASE STUDY OF MKURANGA DISTRICT IN COST REGION****PART 3: For Teachers****SECTION A: Identification variables**

| Item | Name/Number |
|-------------------------|--------------------|
| 1. Name of interviewer | |
| 2. Date of interview | |
| 3. Questionnaire number | |
| 4. School name | |
| 5. Village Name | |
| 6. Ward | |
| 7. Division | |
| 8. District | Mkuranga |

SECTION B: Respondent characteristics

| 1. Information about respondent | | | | | | |
|---|--------------------|-----|---------------------------|--|------------------------|----------------------|
| 1.1 Respondent characteristics | Sex | Age | Teaching qualification | Teaching experience | Specialized subject | Teaching subjects |
| | 1.Male 2.Female | | | | | |
| 1.2 Apart from teaching, what other income generating activities do you perform on your own time? | | | | | | |
| 1.3 Did you take any courses on reading and writing instruction during your teacher education preparation or as staff development workshop? | | | | | | |
| 1.4 If YES, when and where? | | | When | | Where | |
| | | | | | | |
| 1.5 How many teaching sessions do you have per week? | | | | | | |
| 1.6 Do you always attend your periods as required in week? | | | | | Yes=1 No=0 | |
| 1.7 If NO, why? | | | | | | |
| 1.8 Do you get enough time to get prepared of the subject before teaching? | | | | | Yes=1 No=0 | |
| 1.9 Do you have strong knowledge base in the areas in which you teach? | | | | 1. Yes, all 2. Yes, somewhat 3. Not at all | | |
| 1.10 If NO, state why? | | | | | | |
| 1.13 In your class how do you assist students who have difficulties with reading or writing? | | | | | | |

SECTION C: Lesson plans and schemes of work.

| | |
|---|--------------------------------|
| 1. How many times do teachers lesson plans is checked by respective authority? | |
| 2. Do you think frequencies of checking teachers' lesson plans are adequate? | 1. Adequate 2. Not adequate |
| 3. How many times do teachers working schemes is checked by respective authority? | |
| 4. Do you think frequencies of checking teachers' working schemes are adequate? | 1. Adequate 2. Not adequate |
| 5. Are you available at school premises in all teaching days of the year? | 1. Yes 2. No |
| 6. If NO, how many days in the last year you were not available in school premises due to any reason? | |

SECTION D: School teacher's commitment

Please measure school teacher's commitment by assessing the way he/she responding to the following questions

| Question | Response | score |
|--|---|-------|
| 1. Do you always arrive at school on time? | Yes=1 No=0 | |
| 2. At what time do you enter in the class during your session/period? | On time=3 Five minutes later=2 More than 5 minutes later=1 | |
| 3. Do you always attend classes during your periods in a week? | Yes=1 No=0 | |
| 4. Do you give reading or writing assignment after completion of teaching session? | Yes=1 No=0 | |
| 5. How long do you spend to mark pupils' exercise books after submission in your office? | Few hours (the same day)=3 One day late=2 More than a day=1 | |

| | | |
|--|-----------------|--|
| 6. Are your pupils placed in groups based on their reading level? | Yes=1 No=0 | |
| 7. Do you closely collaborate with pupils who their literacy level is low to make sure they improve? | Yes=1 No=0 | |
| 8. Do you provide reading and writing exercises for pupils with low literacy level? | Yes=1 No=0 | |
| 9. Do you motivate pupils with low literacy level? | Yes=1 No=0 | |
| 10. Do you visit pupils with low literacy level in their homes and talk with their parents? | Yes=1 No=0 | |
| Total commitment score (Note: Maximum score=14 and Minimum score=2) | | |

SECTION E: General questions and opinions

1. What are the major factors leading to low literacy performance?

.....

2. What are some specific challenges you think your school faces as it relates to improving literacy?.....

.....

3. In your opinion, do you think what can be done to improve the situation?

.....

Thank you for your cooperation

Appendix 4: Measurement of binary logistic model variables

| Model 1 | Code | Variables | Measures | Codification |
|-----------------------|-------------|------------------|--|---------------------|
| Dependent variables | LIT | Literacy | Binary variable 0 = If pupil is literate 1 = If pupil not literate | Categorical |
| Independent variables | SEX | Sex | Binary variable 0 = Male, 1= Female | Categorical |
| | AGE | Age | Continuous | Scale |
| | | Distance | Continuous | Scale |
| | ABS | Absenteeism | Binary variable 1= 7days per month, 0= all days per month | Categorical |
| | HM | Homework | Binary variable 1= Never practices, 0 = often practices | Categorical |
| | LT | Lateness | Binary variable 1= after 7 a.m, 0 = before 7 a.m | Categorical |
| | DW | Domestic work | 1 = All the time, 0 = Never given | Categorical |
| | LIB | Library | 1= Never cover supplementary leading materials, 0 = Covers supplementary reading materials | Categorical |

BINARY LOGISTIC MODEL

The above linear model was transferred into a cumulative probability function as follows, mainly to avoid the potential errors of having the predicted values of Y falling outside the (0, 1) range

$$\rho_i = F(X_i, \beta) \dots \dots \dots (2)$$

If the cumulative probability function $F(.)$ is logistic, then the logit model was in the following form:

$$\rho_i = 1 / 1 + e^{-X_i, \beta} \dots \dots \dots (3)$$

The marginal effect of a particular variable (X_i) on the probability that a particular pupil is able to read, write and count was given by:

$$\delta \rho_i / \delta X_i = f(X, \beta) \beta_k \dots \dots \dots (4)$$

Where $f(.)$ is the logistic density function given by:

$$f(X, \beta) = e^{-X_i, \beta} / (1 + e^{-X_i, \beta})^2$$

Appendix 5: Intensity of low literacy levels in Mkuranga District 2013

| Name of school | Total number of pupils | | | Number of pupils who doesn't know 3R's |
|-----------------------|-------------------------------|-------------|--------------|---|
| Name of school | Female | Male | Total | Number |
| 1.Mkuranga | 975 | 866 | 1841 | 162 |
| 2.Dondo | 116 | 115 | 231 | 00 |
| 3.Kitumbo | 154 | 159 | 311 | 56 |
| 4. Kiguza | 317 | 364 | 681 | 53 |
| 5.Dundani | 317 | 349 | 666 | 70 |
| 6.Lupondo | 339 | 356 | 695 | 196 |
| 7.Mkerezange | 773 | 419 | 354 | 152 |
| 8.kizomla | 167 | 143 | 310 | 31 |
| 9.Binga | 178 | 168 | 346 | 32 |
| 10.Kalole | 192 | 161 | 353 | 61 |
| 11.Kerekese | 229 | 123 | 252 | 21 |
| 12.Mkamba | 232 | 232 | 444 | 73 |
| 13.Kikundi | 196 | 188 | 384 | 92 |
| 14. Hoyoyo | 399 | 381 | 780 | 125 |
| 15.Sotele | 277 | 193 | 174 | 77 |
| TOTAL | 4861 | 4217 | 7822 | 1201 |

Source: Primary school head teachers Mkuranga District 2013