THE EFFECTS OF HOME LEARNING ENVIRONMENT ON ACADEMIC ACHIEVEMENT AMONG PRIMARY SCHOOL CHILDREN IN MBEYA CITY, TANZANIA

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DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

2018

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled **"The Effects of Home Learning Environment on Academic Achievements among Primary School Children in Tanzania: The Case of Mbeya City"** in partial fulfilment of the requirements for the degree of Master of Education in Administrative Planning and Policy studies of the Open University of Tanzania.

……

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(Supervisor)

……..

Date

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DECLARATION

I, Raymond Fidelis Mapigano, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other academic award.

……

Signature

……

Date

DEDICATION

I dedicate this work to my parents Fidelis Mapigano and Julieth Bairemba, my brothers Patrick Mapigano and Libent Mapigano, my young brother Victor Mapigano and my sisters Georgina Mapigano and Salome Mapigano. My aunt St.Petronila Leornad and I also dedicate this work to my uncle Novatus Bairemba. Without forgetting my late uncle Josephat Bairemba, may his soul rest in eternal peace. Amen.

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On a personal note, my deep affection and great approval goes to my father Fidelis Leornad Mapigano and my mother Julietha Joseph Bairemba for their support since my childhood until now providing the benchmark for my current success in studies.

ABSTRACT

This study was conducted to give more description about 'the effects of home learning environment on academic achievement among primary school children in Mbeya city'. The study was carried out in Mbeya city; Mkapa, Kagera, Maanga and Sinde primary schools with 100 respondents where 20 were teachers, 20 were parents and 60 pupils. The instruments used for this research were the questionnaires as the main tool for pupils while interview was used for teachers and parents. The data were analysed by using EXCEL and SPSS version 16.0. The fourth chapter was on data presentation, analysis and discussion. The fifth chapter comprises summary of the study, conclusion and recommendation. The data from the first objective was about; the influence of parent's educational level towards primary pupil's academic performance, second objective was to find out the extent to which socio-cultural factors affect pupils' academic performance, third objective was to identify relationship between parents socioeconomic status and pupils academic performance, and the forth objective was to assess the relationship between parents involvements and pupils academic performance. Key findings revealed that lower educated parents make it difficult to support their children academically either paying school fees in time, giving their children basic needs, enough stationeries and counselling sessions. Socio-cultural factors hinder pupil's achievement in such a way that, female genital mutilation causes truancy, absenteeism or school dropout. In turn, this denies girls in their right to education. The pupils' performance depends on different variables including socioeconomic factors, self-confidence and motivation from parents. The finding also shows that communication between the home and the school promotes good academic results.

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LIST OF ABBREVIATIONS

COBET	Complimentary Basic Education in Tanzania
FGM	Female Genital Mutilation
HIV	Human Immune Virus
PEDP	Primary Education Development Plan
PSLE	Primary School Leaving Examinations
SES	Socio-economic Status
URT	United Republic of Tanzania
WHO	World Health Organization

CHAPTER ONE

THE PROBLEM AND ITS CONTEXT

1.1 Introduction

This study investigated the effects of home learning environment on academic achievements among primary school children in Mbeya city. The parts in this chapter are the background to the study, statement of the problem, purpose of the study, research objectives, research questions, scope, significance of the study and conceptual framework.

1.2 Background to the Problem

Intelligence is not the only determinant for academic achievement of a pupil. The role of a parent to a child at any given time cannot be ignored. The home is very connected and crucial to the child's well-being and development in later life. Family is the primary cell of society where the child's upbringing must begin since his birth, still in cradle (Hugo, 2012). Academic achievements of a pupil are always associated with the many components of learning environment. Home environment is the most powerful informal learning situation in which the families, especially parents, act as educators. The family represents the first and probably the most influential learning context where very young children typically acquire language, knowledge, skills, and behaviour. This has the potential to shape their readiness for school, attitudes towards learning, and their later academic attainment. The home learning context has been studied extensively, especially in the area of developmental psychology, and has been linked to the child's cognitive and social development (Bradley, 1994). The environmental factors have got a big influence on the academic performance of the learner. The environment affects learners in different ways throughout the world

including Tanzania. In Tanzania, the boarding schools seem to do better than day schools. In his study, Kapinga (2014) found that, home environmental factors (such as parents' educational level, parents' occupations, parents' income, learning environment within home, parental motivation, and availability of learning facilities at home like tables, books and maps) greatly affect the academic performance of the learner.

A study by Hill, (2014) revealed that, a child's home environment has significant effect on learning and school performance since it provides foundation for learning. In Australia, student's performance is associated with housing type of the family whereby there are those living in public houses and those living in private houses. This means that house type of the student possibly intrude school performance in different ways. Zappala & Considine (2002) confirmed that, lower educational attainment has also been found to be associated with children living in public housing compared to those in private housing. This may be due to the effects of overcrowding, poor access to resources and a lack of social networks, and in this sense, housing type may also be a measure of neighbourhood influence, most of the students that studies in day schools perform poorly in their final examination. In their study, Mbelle & Katabaro (2003) have figured out the way day school students do poorly in their final examinations than boarders.

However, Mbeya region as a part of Tanzania also faces the challenge of poor performance among the students. Parents' commitment is a pillar to performance of students in everywhere but it is a vice versa in Tanzania specifically in Mbeya. Sigalla (2013) further says that, there is lack of parents' commitment in motivating

their children to respect their teachers so as to raise teachers' morale to provide them quality education.

Therefore, concerning the current research the study found out that, parents failed to give higher sensitivity on the virtues of administering their children, example; reviewing their exercise books-failure to make a follow-up. All this has an impact on the pupils academically; pupils have poor attendance, or not attending to school totally hence poor results in tests and examinations (Table 4.1.2, p. 37).

1.3 Statement of the Problem

Home environment is as important as what goes on in the school. It comprises of parents' involvement in their children's education, how much parents read to young children, the extent of time allowed for children to watch TV and pupils change at school. Achievement gap is not only about what goes on once pupils get into the classroom. It is also about what happens to them before and after school. Parents and teachers have a crucial role to play to make sure that every child becomes a high achiever (Hammer, 2003).

A number of initiatives have been implemented in Tanzania to encourage home and school links such as the Tanzania Education Act of 1978 and Education Policy of 1995 which extended the right of parents and the community to participate in school government structure. It is the role of the government to supervise education policy from nursery to tertiary level. The government takes its responsibilities by supplying school with grants which are used to purchase teaching and learning materials, and for the construction of conducive environment to students learning. The main purpose of the government is to provide education to individual that may compete

with the world social, political, and economic development. Despite the government efforts in supervision of education through enhancing good environment at school, home environment is another criterion which needs to be considered in promoting pupils' academic achievement. Pupils need to be brought with educational resources such as text books, good rooms favourable for learning, and playing resources which may enhance cognitive development. There is a number of problems that facing children at school caused by poor parenting, un-conducive environment for child learning at home and lack of good communication between teachers and parents. Such problems include inadequate provision learning aids, disciplinary cases, school dropouts, truancy, and lack of life skills education for solving school encounter problems.

Epstein (2001) suggested how to help children learn at home by providing information and ideas about how to help pupils with homework and other curriculum related activities, decisions and planning. Epstein (ibid) also found out that parents should know how to support, encourage and help pupils at each year. They should discuss about school, class work and homework, understand about instructional program in each year and of what the child is learning in each subject, appreciation of teaching skills and awareness of the child as a learner.

Sumra & Rajan (2006) found out that some parents spend the fortune preparing their daughters for marriage claiming that they don't have money for school supplies such as books, uniforms and shoes. Due to these circumstances there are various researchers such as Caro (2009) revealed that, socio-economic status (SES) of parents is an important explanatory factor that influences students overall

performance in school, as students who have low SES earn lower test scores and are more likely to drop out of school. Low SES negatively affects academic performance because it prevents access to vital resources and creates additional stress at home. Similarly, parent's level of education has a proven influence on students' academic achievement (Maicibi, 2005). Educated parents are more likely to use complex language and a wider vocabulary with their young children (Penny, 2001). Parents with lower levels of education are less likely to have high expectations for the children's academic careers.

Kamuti (2015) revealed that, home environment is viewed as consequential for child developmental outcomes such as cognitive ability, school readiness, academic achievement and emotional adjustment. Obeta (2014) revealed that, academic performance in Nigeria has been largely associated with many factors. These include; school environment, lack of learning re-sources as well as home environment factors. On school environmental factors Chaula (2014) identified that, in Tanzania, teachers at school cause work over load, this hinder special educationist teacher not to work effectively and efficiently due to many duties to do at school including teaching, and marking. Kaguo (2011) found that, the school learning environment in most of the community and government-built schools was not conducive, there were not enough classrooms and qualified teachers. All these factors appeared to negatively affect the academic performance of the students.

None of the studies conducted in Mbeya City, Tanzania focused on the effects of 'home learning' environment on academic achievement among primary school children in Mbeya City. Through this circumstance this study therefore, identified

that there is a close relationship between parental involvement and pupils' academic performance. Socio-cultural factors on the other hand hinder pupils' achievement in such way that, female genital mutilation may cause truancy, absenteeism or dropout from school or death among pupils because of excessive bleeding.

1.4 Purpose of the Study

The study investigated the effects of home learning environment on academic achievement among primary school children in Mbeya city.

1.5 Research Objectives

1.5.1 General Objectives

The aim of this study was to investigate the effects of home learning environment on academic achievements among primary school children in Mbeya city, a case of Mkapa, Kagera, Sinde and Maanga primary schools.

1.5.2 Specific Objectives

The study was conducted specifically;

i. To investigate the influence of parents educational level towards primary pupils academic performance.
ii. To find out the extent to which socio-cultural factors affect pupils' academic performance.
iii. To identify the relationship between parents socioeconomic status and pupils academic performance.
iv. To assess the relationship between parents involvement in academic activities and pupils academic performance.

1.6 Research Questions

Basing on the specific objectives, this study was guided by the following research questions.

i. What are the influences of parents' educational level towards primary school pupils' academic performance?
ii. What are the extents to which socio-cultural factors affect pupils' academic performance?
iii. What is the relationship between parents' socioeconomic status and pupils' academic performance?
iv. What is the relationship between parents' involvement in academic activities and pupils' academic performance?

1.7 Scope of the Study

The study based on the assumption that, the whole Mbeya city is under study in which a sample of four (4) primary schools such as Mkapa, Kagera, Sinde and Maanga which were selected purposively, considering the record of poor performance in their National examinations. Examples in the year 2014 for Primary School Leaving Examination by the National Examination Council, the pupils' standard performance varied from one school to another. Through this the researcher able to compare between tests scores and home environmental factors affecting pupils academic performance, also the main foundation of information made-up of parents/caregivers, teachers and pupils.

1.8 Significance of the Study

The study would enable the researcher to make recommendations to Tanzania Ministry of Education policy makers on what policies and strategies to be employed

to improve academic performance in primary schools. The findings would help the primary school boards to review their methods of enrolling pupils in order to improve academic achievement. The report would also be a source of reference for other researchers intending to study the 'effects of home learning environment on academic achievements among primary school children'.

1.9 Limitation and Delimitation of the Study

The study restricts to four government primary schools in Mbeya city but consisted only 4 schools in terms of coverage instead of all primary schools in Mbeya city which is equivalency to 75 in numbers. However, other cities of Tanzania also experience the effects of home learning environment towards pupils hence the study could be used to show the picture of the whole country. The study based on the assumption that, the whole Mbeya city is under study in which a sample of four (4) primary schools such as Mkapa, Kagera, Sinde and Maanga which were selected purposively, considering the record of poor performance in their National examinations. Examples in the year 2014 for Primary School Leaving Examination by the National Examination Council, the pupils' standard performance varied from one school to another.

1.10 Conceptual Framework

The conceptual framework based on the System's theory Input-Output model advanced by Ludwig Von Bertalanffy in 1956. The selection of the model was based on the belief that, the quality of input invariably affects the quality of output, in this case academic performance (Acato, 2006).

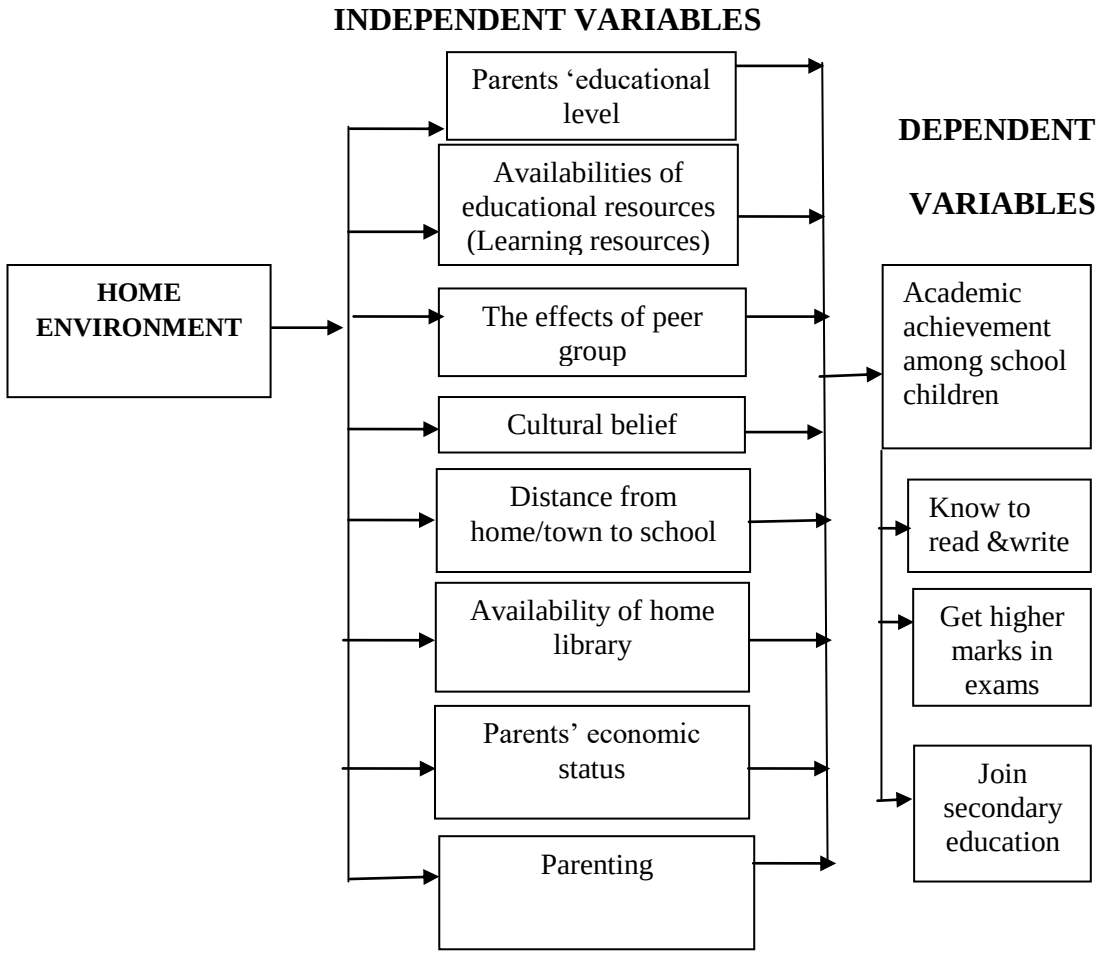

Figure 1. 1: Conceptual Framework

Source: Own Construction, 2017

A number of factors play to interrupt home learning environment towards academic achievements among primary school children in Mbeya city. They were picked from independent variables, namely parents educational levels, availability of educational resources, the effects of peer group, cultural beliefs, and distance from home/town to school, availability of home library, parents' economic status, where some of these factors are interlinked and depend on each other in making academic achievement success. These include children academic achievement, the children should know how to read and write including getting high marks in their tests and examination and join secondary education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comprises of an overview of relevant to the study including theoretical framework and its objectives. Also, the influence of parents educational level towards primary pupils academic performance, socio-cultural factors that affect pupils academic performance, the relationship between parents socioeconomic status and pupils academic performance; and the relationship between parents involvement in education activities and pupils academic performance.

2.2 Theoretical Literature

2.2.1 Human Development and Socio-Cultural Theory

Many theorists have developed the theory of home environment towards children academic achievement. Among them are Bronfenbrenner (1979) &Vygotsky (1978). Home environment as the immediate social environment of the child and thus refers to it as the ecology of child development. Bronfenbrenner (1979) defines ecology of human development as “the scientific study of the progressive mutual interaction between an active growing human being and the changing properties of the immediate settings in which the developing person lives”. The process of development is affected by relations between the settings and the larger contexts in which the settings are embedded. In this regard, Bronfenbrenner emphasizes that the developing person is not passive to the environment; rather dynamic and progressively helping to restructure the environment in which she/he lives.

The environment, on the other hand, exerts its influence on the developing and growing person through shared interactions between the person and other people, objects, and symbols found in the environment (Sontag, 1996). Referring to the home environment as a social setting puts the opinion also in the perspective of socio-cultural theory. Socio-cultural theory emphasizes that human development results from dynamic interaction between a person and the surrounding social and cultural forces. According to Vygotsky (1986), the child's learning is enclosed with social events occurring as the child interacts with people in the environment. The child participates in various social tasks through language (Vygotsky, 1978).

Three main features of the two theories, the ecological theory of human development and socio-cultural theory, are important to consider in relation to the development of the child. First, the theories set the child in her/his social setting and emphasize the role of the environment in the child's development. Second, the child's environment is considered relevant to the developmental processes. Third, the theories view the child as an active person who not only influences the environment but is also influenced by the environment. The relationship between the child and the environment is therefore reciprocal. Based on the main features emanating from the two theories, the thesis regards the home environment as a micro-system (Bronfenbrenner, 1979).

A study by Bronfenbrenner (1979) revealed that, a micro system is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics. The micro system of an individual therefore includes the culture in which that individual is

educated and lives in, and the other people with whom the individual interacts (Zastrov & Kirst-Ashman, 2013).

Therefore, home living and home literacy environments are identified and related to the development of phonological awareness, and reading and writing ability. In order to fully base the study on the ecological model, and use it in the process of assessing the influence of home environment on the development of phonological awareness and reading and writing ability, the elements process and time would have had to be included. The criteria for the ecological model include four proposed elements; process, person, context and time.

2.2.2 System Theory of In-put and Output Model

The theory adopted for this study was derived from the System's theory input-output model developed by Ludwig Von Bertalanffy in 1956. The theory, according to Koontz and Weihrich, (1988) postulates that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. They add that the inputs from the environment are received by the organization, which then transforms them into outputs. As adopted in this study, the students (Inputs) are enrolled in schools, from different home environment, and from different social economic backgrounds, when they get into the school setting system, the teachers of primary schools transforms them through the process of teaching and learning and the children output is seen through their academic achievements (tests and exams). According to the input-output model, it is assumed that the students from high social economic background and good pre-primary (Nursery) school background will perform well if the school facilities are good.

2.3 Objectives of Primary Schools in Tanzania

Far from home environment, school is an important learning environment for the child. The early years of education, especially primary education, are crucial for the development of literacy skills. Primary education in Tanzania constitutes two years of pre-primary and seven years of primary education. Pre-primary education serves children from the age of five to six years (United Republic of Tanzania, URT, 1995).

However, some parents send their children to pre-primary schools at an age earlier than five so that they will spend more than two years in pre-primary schools before they are enrolled in a primary school at the age of seven (Mtahabwa & Rao, 2010). Kiswahili is the language of instruction in public primary schools and it is also taught as a subject at all levels of education in government schools (URT, 1995).

The primary level of education is considered to be the main delivery system for the basic education of children outside the home (URT, 1995). In the first two years of primary education, great attention is directed to language and reading and writing skills. For the upper grades, language and reading and writing ability are further developed during Kiswahili lessons through story-telling, reading, comprehension, dictation, letter writing, essay writing, plays and games, and so forth (URT, 2005).

One of the major objectives of primary education in Tanzania is to enable every child to acquire and develop tools of communication, as well as to acquire the basic learning tools of literacy skills (URT, 2005). The ultimate goal of primary education is to make sure that every child acquires relevant and adequate language and literacy skills that will enable him or her to obtain information and knowledge from various

sources including printed and electronic materials. In order to realize the intended objective of primary education of enabling all children to acquire adequate literacy skills, and from the fact that learning has become more dependent on information obtained from print. The government of the United Republic of Tanzania embarked on a huge programme of educational development, the Primary Education Development Plan (PEDP) (URT, 2001).The plan covers the provision of primary education, as well as education for out-of-school children and youth (Complimentary Basic Education in Tanzania, COBET). PEDP is being implemented in phases of five years, and the first phase started from 2002 through 2006. Implementation of the second phase covered another five years from 2007 to 2011. The targets of priority investment for PEDP include: enrolment expansion, focusing on classroom construction, teacher engagement, and teacher deployment; quality improvement, encompassing in-service and pre-service teacher training, and teaching and learning materials provision; and system-wide management improvement through a range of capacity building efforts (URT, 2007).

2.4 Empirical Studies

Hugo (2012) on his documents of the impacts from home environmental factors, revealed that, the person's principles established since childhood are like letters engraved in the bark of a young tree, which grow, enlarge with it making its integral part. Therefore, right beginning makes the most important part of upbringing/educati on. Nobody ever said that children were easy to rise. They don't come with guidelines or instructions, and they certainly come with a crucial set of physical and emotional needs that must be met. Theisen (2009) on paper of the maternal

employment and breastfeeding revealed that, failure of the parents to meet these specific needs can have wide-ranging and long-lasting negative effects. Parent in the home are children first teacher. As a child moves from infant to toddler and then to a preschooler, he learns how to listen, speak, read and write which latter develop the child to achieve academically. The influence of parents on children school achievement is well documented in numerous studies. Gadsden (2003) on journal of the interaction among child care, maternal education and family literacy, revealed the greater parental involvement at early stage in children's learning, positively affects the child's school performance including higher academic achievement. Harderves (1998) reviews that, family whose children are doing well in school exhibit the following characters: establish a daily family routine by providing time and a quite place to study with the children and assigning responsibility for house hold chores, monitor out-of-school activities, for example setting limits on television watching, reduce time of playing, monitor the groups of friends the pupils walk with and encourage children's development and progress in school; that is maintaining a warm and supportive home, showing interest in children's progress at school, helping him or her with homework, discussing the value of a good education and future career with children.

Burns & Homel (1985) on journal of environmental quality and wellbeing of children, support the assertion that stimulating environment of the home has an influence on the intellectual development of the children. There is a relationship between home environment and pupils' academic achievement. This relationship attributes to numerous variables. These measurable variables include inter alia, parental structure, parent-occupational status, parental involvement and parental

managed learning programmes. There is clear connection between students' home environment and their academic performance, though the relationship can be positive or negative but together they play a big role in adult's academic performance. According to California Department of Education (2000) school aged learners spend 70% of their working hours including holidays and weekends outside the school environment. This means that school cannot provide a complete and overall care and education that learners need there must be care and education that is given outside school compound of the learners. Parents at home are also getting involved in learner's performance; 86% of general public believes that support from parents is the most important way to improve schools. Students spend much more of their time connected with their parents than what they spend with their teachers (California department of education 2002). In this circumstance parents play a great role to learning than school environment since they provide all necessities to their children so as to learn.

Kamuti (2015) in research of the influence of home environment on academic performance of students in public secondary schools done in Kitui-Kenya, came up with kind of relationships between students in public schools academic performance and their home environment. Parent's economic status influences students' academic performance. This is because the parents will be able to pay school fees in good time and provide other learning materials such as books. This is likely to help the student to perform well in their academics. For the case of parent or family involvement influence students' academic performance in public secondary schools; this can be done by attending the school education days, checking on the student's performance and motivating the student. This is likely to go a long way in improving the student's

performance. Parenting style affects pupils' academic performance in public secondary schools to a great extent. Thus authoritative parenting was positively associated with academic performance; and authoritarian and permissive parenting is negatively associated with good performance. Egunsola (2014) in work of the influence of home environment on academic performance of secondary school students came up with the following relationship between parents educational qualification, economic status, occupation and home location. In fact, he observed that there is a correlation with and have significant influences on students' academic performance in Agricultural Science in Adamawa State secondary schools. These results are vital information for all stakeholders in educational administration, practice and evaluation to note, especially parents of students who are at the home front should support their ward's educational achievement by providing the right and most favourable home environment to enhance better school performance by the students.

American white families Researchers found that the adopted black American children scored as highly on IQ tests as did white children. They attributed this finding to the added home stimulation provided by the white homes. They speculated that if all black American children have environments such as those provided by the adoptive families; IQ scores would be higher than the scores under poor living situations (Burns & Homel, 1985). One of the most stable and consistently observed phenomena in the field of education is the impact of students' home background on achievement. Sirin (2005) on journal of the socio-economic status and academic achievement revealed that, students whose parents have a higher level of education, a

more prestigious occupation, or greater income tend to have higher achievement than students whose parents have a lower standing on such socio-economic status indicators.

Halle *et al*., (1997) on journal of the family influences on school achievement in low-income, found that, mothers with higher education had higher expectations for their children's academic achievement and that these expectations were related to their children's subsequent achievement in Mathematics and Reading. They also found out that these more positive beliefs and expectations predicted higher amounts of achievement-related behaviour by mothers in the home as well as more positive perceptions of achievement by the children. Smith (1997) on study of consequences of living in poverty for young children's cognitive and verbal ability and early school achievement found that, parent education is important in predicting children's achievement. Yeung (2002) on journal of how money matters for young children's development found that mechanisms for understanding this influence, however, have not been well studied. In general, family process models (Ibid) have examined how parenting behaviours, such as the structure of the home environment influences children's achievement outcomes.

Alexander *et al*. (1994) on journal of the when expectation work, race and socio-economic differences in schools performance, found that parents of moderate to high income and educational background held beliefs and expectations that were closer than those of low-income families to the actual academic performance of their children. Low-income families instead had high expectations and performance beliefs that did not correlate well with their children's actual school performance.

Otieno & Yara (2010) on journal of the teaching, learning resources and academic performance in mathematics in secondary schools asserted that, learners from low socio-economic status families tend to value domestic activities more than schooling. Such children are subjected to child labour and have little time for studies. They indicated that in most developing countries, there are many families whose members despite their full days hard labour do not find it possible to make two ends meet. Children of tender age in such families have to work for their living. These coupled with little government financing of education sector makes many families unable to meet the requirements of their children's education thus contributing greatly to their poor academic performance. According to Smith (2004), family background influences student performance, it is indentified that students' cultural backgrounds differ and can affect students' influences to study. Furthermore, students from different cultural backgrounds are influenced differently based upon parental experiences, interests in study and cultural views and attitudes of education. Additionally, Smith's research indicates that students who are studying higher-level are influenced differently as compared to students who are studying lower level performance or chose not to study at all.

Consequently, impact of parental involvement arises from parental values and educational aspirations and that these are exhibited continuously through parental enthusiasm and positive parenting style. These in turn are perceived by the student and, at best, internalized by them. This has its impact on the student's self perception as a learner and on their motivation, self esteem and educational aspirations. By this route parental involvement frames how students perceive education and school work and bolsters their motivation to succeed. For younger children, this motivational and

values mechanism is supplemented by parental promotion of skills acquisition (example in respect of early literacy). Parental behaviours which manifest parental involvement change across the age range. With younger children, direct help with school relevant skills is appropriate and foundational. With older students, activities which promote independence and autonomy more generally become more relevant.

Kurdek & Sinclair (1988) on journal of adjustment of young adolescents in two-parents nuclear, stepfather and mother –custody families, asserted that, the single-parent and other type of family affect school performance more negatively than does two-parent family.

Several researchers Bloom (1984), Rosman (1973) & Zajonc (2001) found there is relationships between home-environment, parental occupation, father's educational qualifications, family size and school performance. Du-Plooy (1988) argues that it is the mother who is the most influential on the child's intellectual development. It is the mother who interacts mostly and all the time with the child. The child learns his or her first language from the mother. Jubber (1990) assumed that this fact is popularly recognized by calling this language, mother-tongue. Her attitudes, abilities and her own knowledge play a major role in the home. Shaw (1964) maintains that children born to mothers who have received high education and having positive attitudes enjoy a distinct advantage over children not so fortunate. One measure of the quality of a mother is the level and amount of formal education which she gives to her child. The knowledge and experience she possesses of formal learning and schooling is of value to the child. Kellaghan (1977) on journal of the rrelationships between home-environment and scholastic behavior of a disadvantaged population

asserts that, if the mother was herself successful at school and achieved a high level of formal education, the transmission of knowledge can be possible. Jubber (1990) anticipated that, the children of formally better educated mothers are more likely to be good academic achievers, compared to the children of poorly educated mothers.

Gordon (1986) maintains that, lifestyle of urban and rural black dwellers include the inadequate provision of basic requirements such as health, educational facilities, and accommodation and job opportunities. Individuals, mutually interact with their environment. The influence of the home is not a simple one characterized by the child's relationship with other householders. It is complicated by a wide range of outside influences such as the tasks of the adults. The types of people considered successful in the society, what competencies people try to inculcate in their children and what kind of adults parents want their children to be. Ogbu (1981) analysed the school-work performance of blacks in America. His findings indicate that their lower performance is an adaptation maintained by two processes. The first is that blacks occupy social and occupational positions that do not require high educational qualifications. Secondly, that job shortages and other hindrances generate doubts about the value of education. Empirical support for Ogbu's model is found in the work of Gordon (1986) who examined child upbringing based on the occupational level of the father. Gordon (1986) discovered that social-class relates to values and child-upbringing. The higher a person's social-class position, the greater is the likelihood that he will value good direction for his children and himself. Moreover, parents' occupation gives some quality of information the parents have at their disposal. Increased parental-involvement at school is one of the central plans of government policies.

Hobson (1990) asserts that whilst parental-establish during the initial stages of the school's setting, it is more difficult over a long term. There is also potential for difficulties to arise, both between groups of parents and between parents and staff, over the range of issues which parents wish to influence. Parents wish to participate in the running of the school in many different ways. This leads to the development of the idea of levels of involvement. Hobson (1990) maintains that such a concept of level could be seen as indicative of a particular relationship which a parent has with the school. Traditionally, parent-school relations have to operate at a low-level involvement. Such involvement is usually of a formal nature. Hobson (1990) states that, parents visit schools, where invited for parent-teacher evenings, open-days and occasionally to discuss problems, often of a disciplinary nature. Some parents extend their relationship beyond that of a lower-level of involvement. They take an active part in the activities of parent-councils act as teacher-helpers in the classroom, assist with transport on outings and raise funds for the school. In these ways, the focus, of their relationship with the school widens from that of the parent concerned with his or her child to a more concern with the school as a whole. Communication between the home and the school promotes good academic results. Alwin & Thornton (1984) discovered that, supervision on homework at home appears to be good to enhance academic performance. Poor supervision on homework at home can culminate in poor academic performance on the part of a child. On the other hand Brown (1990) postulates the fact that children who are classed as good performers spend forty minutes on their homework as a rule. Cassidy (1991) stress the importance of parental supervision and assistance of the child's reading. In their findings, reading and supervision correlated positively with academic achievement.

Various researchers (Kahl, 1983; Grolnick & Ryan, 1989) maintain that the structuring of modern societies is the grading of children in terms of intellectual abilities and potential. Those judged on the basis of examination results, to have superior intellectual abilities and potential come gradually to be educated differently to their less intelligent peers. An inescapable result of this system is that pupils, parents and teachers are aware of the fact that marks count. They know that those who do better in tests and examinations have greater freedom as regards future educational and career choices.

2.5 Knowledge Gap

The studies above have discussed the influence of home learning environment on pupils' academic achievement mostly without suggesting some solutions that would make these homes conducive to child learning. This study suggested some ways that might help in solving these effects of home environment towards primary school children performance. The next chapter presents the research procedures and methodology used in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

2.6 Introduction

The chapter deals with the description of the methods that were applied in carrying out the research. It describes the research design, research approaches, area of the study, sampling unit, sample size, sampling methods, sources of data, research instruments, types of data, reliability, validity, processing and analysis and ethical considerations.

2.7 Research Approach

Research approach is the general strategy or plan of work to be followed in collecting data (Enon, 1998). In this study, the researcher used both qualitative and quantitative approaches. Most of the work was in quantitative approach. The quantitative approach was applied in data interpretation where numerical data required number of participants, in tables and in any other statistical data which was presented. This helped in presenting the information in summary according to tools used and researcher's interpretation. In qualitative approach analysis and interpretations of information collected was in words (descriptive). The tools used gave a holistic picture of the research according to respondents' participation like how they saw what was measured, and their experience.

2.8 Research Design

Research design refers to the plan or procedure for gathering information, portraying when, from whom and in what situation the information obtained (Kothari, 2004).The function of research design is to provide for the collection of relevant

evidence with minimum expenditure of effort, time and money (Kassimoto, 1987). The study designed in such a way that the researcher collected primary data using questionnaires and interviews. The researcher used survey research design. A Survey attempted in data collected from members of a population determined the current status of the population in respect to one or more variables (Orodho, 2009). Therefore survey was an appropriate design for this study as it is typically report relations among variables, and enabled the researchers in obtaining that describes the current situation of home learning environment on academic achievements among primary school children, asked the respondents questions.

2.9 Area of the Study

The study covered preferred schools of Mkapa, Kagera, Sinde and Maanga primary schools in Mbeya city, considering the record of poor performance in their National examinations. Examples in the year 2014 for Primary School Leaving Examination by the National Examination Council, the pupils' standard performance varied from one school to another. Mkapa performed well in English Language subject with the mean score of 75% ─ grade "B" and the mean score of 54% ─ grade "C" in Kiswahili subject. Maanga performed poorly with mean score of 20% in English Language subject ─ graded "E" and the mean score of 26% ─ grade "E" in Kiswahili subject. Through this the researcher was able to compare between tests scores and home environmental factors affecting pupils academic performance.

2.10 Target Population

A population is a group of individuals, objects or items from which samples are taken for measurement (Kombo & Tromp, 2006). The target population for this study

was 135 parents, 135 academic staff and 400 pupils from the selected schools. The researcher took this sample population to generate information from the selected schools.

2.11 Sample Size

Sample size is a number of representative participants or population as selected from the entire or accessible population (Enon, 1998). The sample sizes for this study were 20 parents, 20 academic staff and 60 pupils from the study area. Kothari (2004) suggested that, a representative sample size must range from 10% - 15% of the total population. In order to get the best representative sample size, the formula sampling size for the mean was used. $n = (z2 * \sigma 2) / ME2$ or $(n/100x100) = (15/100x667) = 100$.

2.12 Sampling Methods

The researcher employed simple random sampling because it allows all members of the population an equal chance of being selected. The researcher wrote the names of learners on small pieces of paper and put them in a small box and then randomly, they were picked to reach 60. Teachers were purposely picked. These were class teachers from selected schools. Moreover, the parents were selected too by using purposely sampling respectively because they were used as key informants to capture important information.

2.13 Data Collection Method

The data collection methods which were used in this study were questionnaires, tests, interview schedules and group discussion guides around the study area. The researcher used questionnaires because the participants were large in number and also the time for collecting data was limited. The researcher developed closed-ended

questions because they are easy to fill in, time saving and keep the respondents focused on the topic. The questionnaire was divided into sections describing personal information, questions for independent variables and dependant variables. Questionnaires were used because they are the main method of data collection (Sarantakos, 1997).

Also questionnaires were considered the best for this study because they were easily administered to the respondents and suitable in collecting information within a short span of time. They were also helpful in producing more truthful answers than it was possible for an interview. Moreover, questionnaire is suitable as a survey data collection technique because each respondent is asked to act in response to the same situate of questions and thus provide an well-organized way to accumulate responses from a huge sample. The researcher prepared one questionnaire for pupils. In this research questionnaire was used to find out the effects of home learning environment while test was used to measure academic performance among pupils by comparing those selected schools in relation to home environment.

Focus Group Discussion guides was also considered as being the best for the study because it made an important contribution in education. Likewise, various interview guides were concerned in the study prepared. The researcher used Focus Group discussion guides with the learners. The participants should be organized into groups and should be asked the pre-set discussion questions. According to Dawson (2002), respondents were requested in asked questions concerning the effects of home environment towards pupils' achievement. The discussion chaired by the researcher, and there was no members in the discussion dominated the discussion so that each of

the participants made a contribution. The focus group guiding questions which founded in the appendices of the dissertation, the study adopted discussions with key informants.

Hogan (2009) said qualitative approach is a complex approach that investigates mores, society and behavior through an analysis and synthesis of people's words and action. In this study the researcher employed qualitative approach for the parents, and teachers from the study area. This technique was considered being important in the study because the researcher studied deeper the effects of home learning environment on academic achievements among primary school children.

2.14 Types of Data/Sources of Data

The study used both primary and secondary data as the way of data collection. The study used these due to the nature of the current study in avoiding weakness which in turn made the validity of the findings doubtful. Primary data is the information which is collected afresh and for the first time and thus happens to be original in a research (Kothari, 2004). They are not published yet and are more reliable. Primary data were collected from the pupils, parents and class teachers in the field through interview and questionnaires.

The questionnaire was selected because of its ability to collect a lot of information from a large number of subjects within a relatively short time. The questionnaire consisted of a mixture of open-ended and close-ended questions. Open-ended questions offered more freedom to the respondents to answer the questions while closed-ended question itself limited the participants to specify the responses for purpose of quantification and approximation of extent. In this study, questionnaires

were administered to the pupils in Mbeya city primary schools to find out the effects of home environment on academic achievement among primary school children.

Interview is a method of collecting data which involves a presentation of oral-verbal stimulus and replies in terms of oral-verbal responses (Kothari, 2004). Structured interviews were administered to the teachers and parents and were conducted face by face, online or over the telephone, sometimes with the aid of lap-top computers. The researchers employed structured and unstructured interview towards teachers and parents from the selected areas. The technique was important in the study because the researchers studied deeper the effects of home learning environment on academic achievement among primary school children.

Secondary data are those data that had already been collected by someone else and which have passed through statistical process from different books, articles, websites and library (Kothari, 2004). The researcher used secondary data in this study because they were helpful in knowing what the gaps were, shortage and additional information collected as well as making the primary data collected more specific. Moreover, secondary data provided the basis for comparison of data collected by the researcher. The information collected through secondary source was used to supplement the information provided by primary data.

2.15 Reliability

Reliability of the instruments obtained was tested by using the test-retest reliability. Fraenkel & Wallen (1996) & Best (1981) define reliability as the quality of consistency that an instrument demonstrates over time. Using of questionnaire was reliable as it brought with it uniformity of questions to respondents both in their

number and language construction. Orodho (2009) documents that a questionnaire is in most cases a reliable tool in data collected since there is uniformity in the questions. A split-half method was applied to test for reliability. This was where the items in the instrument were divided into two subgroups of even and odd numbered items. These were given to a few respondents and the results correlated. In this case, Pearson's correlation coefficient was applied. The split half is a better method of testing reliability because test-retest brings with it errors due to intervening factors and time. Also split-half enabled the researcher in administering the questionnaire once reducing costs and time spent.

The quantitative data were analyzed by using the Excel and SPSS computer programmes to generate the statistics relevant to this study. Most of educational research, stability of scores over a period of two months will be usually viewed as sufficient evidence of test-retest reliability. Therefore, the researcher pre-tested and retested the instruments on a small number of pupils. The researcher computed the reliability for multi-items opinion questions using Excel computer software and SPSS.

2.16 Validity

A pre-test where 5 cases of respondents which were used in testing, understanding difficulties of the questions and willingness in responding which were done to increase validity of this tool. According to Orodho (2012) pre-testing made terms or language clear and tested the accuracy and sustainability of the instrument. This therefore generated adequate data which were reviewed. It also gets rid of irrelevant and sensitive items in tool.

In the pre-test survey were randomly selected from the target population. To avoid problems brought about by test and retest, these respondents were not used in the final survey. To ensure content validity, the questionnaires were given to both a researcher and an education expert to check whether the entire major effects of home learning environment to students' academic achievement were captured. Their corrections together with those from the pre-test were incorporated in the final questionnaires. Validity of the questionnaire was obtained by presenting it to at least two professional people, including the researcher's supervisor because according to Amin (2005) content and construct validity is determined by expert judgments.

Questionnaire and tests were distributed to the targeted sampled of 60 pupils from selected primary schools. The researcher personally distributed the questionnaires to the respondents and collected the filled-in questionnaires and tests after agreed period of time. All filled in questionnaires were handed to the researcher for further processing. Interview was done physically face by face to the purposeful parents and teachers. The data from questionnaires were compiled, sorted, edited, classified and coded into a coding sheet and analyzed using a computerizing data analysis package known as Statistical Package for Social Science 16.0 and Excel computer program.

2.17 Data Processing and Analysis

Data from questionnaires were compiled, sorted, edited, classified and coded into a coding sheet and analyzed using a computerizing data analysis package known as Statistical Package for Social Science 16.0 and Excel. These programmes have the capability to offer extensive data handling and numerous statistical analysis routines that analyzes small to very large data statistics. Qualitative data were analyzed by using descriptive statistics tools such as frequency distribution tables. Through

experimental design as a blueprint of the procedure the researcher was able to test his hypothesis by reaching valid conclusions about relationships between independent and dependent variables. It refers to the conceptual framework within which the experiment is conducted. Experimentation employed 60 pupils who were given a test to do. The tests were on English Language and Kiswahili examinations for the level of standard five to standard seven curriculums. This aimed at getting the effects of home learning environment on academic achievement among primary schools. This helped the researcher in identifying and defining the problems by formulating hypotheses, and deduces their consequences by giving the pupils sample questions from different subjects on doing pilot study and control the validation of the study. The researcher's proficiency in identifying the problem of home learning environment was not only through formulating hypotheses of research questions, but also by giving the students a test to do, and the results showed the problems through the sample of the test and subjects given.

2.18 Ethical Considerations

Students' admission points and academic performance are the properties of the University. The researcher therefore sought permission from the Deputy Vice Chancellor to conduct the research. The researcher also assured respondents that the study is strictly academic and that utmost confidentiality observed. The data used in this study were anonymously coded and could not therefore be traced back to individual pupils.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents data and its analysis on the 'effects of home learning environment on academic achievements among primary school children' in Mbeya city. The results obtained were guided by four objectives. It was a work of different respondents who responded well to provide different information required to give. Data were analyzed and interpreted in percentages by using Excel and Statistical Package of Social Science (SPSS) computer programmes.

4.2 The Influence of Parents Educational Level towards Primary Pupils Academic Performance

(a) Pupils Responses on the Influence of Parents Educational Level towards Primary Pupils Academic Performance

The first objective sought to examine the influence of parents educational level towards primary pupils academic performance. The researcher questioned 60 pupils from selected schools in Mbeya city, basing on parents direct engagement in pupils education and the needs given which help pupils in schools.

Table 4. 1: Pupils Responses on the Influence of Parents Educational Level towards Primary Pupils Academic Performance

Aspects	**Frequency**	**Percentage %**
Direct parents engagement		
Yes	58	97
No	2	3
Needs given		
Paying school fees in time	22	37
Basic needs	14	23
Enough stationeries	12	20
Counselling session	12	20

Source: Field Data, 2017

This study found out that, 97% of respondents from the study areas strongly agreed with that, parents are influenced direct on their children academic performance, while only 3% of respondents disagreed that. Moreover, their direct involvement based on their needs given as school fees mentioned by 37% of respondents, giving basic needs such as shelter, food and clothes by 23%, parents are not giving their children enough stationeries by 20% of respondents and the last respondents of about 20% said, parents never conducted counselling session to their children.

4.2.1 Direct Parents Engagement in Pupils' Education

This study found out that, 58% of respondents said, parents fail to review their children exercise books. This makes impossible for the children to recognize their concern on their academic achievement or see the merits of education. The study measure it through their test scores were given to the targeted respondents of standard seven from selected schools, whereby a large number of pupils who performed poorly compared to those who performed well with a mean score of 20%.

The major reasons of their failure are parents failure to influence on their children academic performance by checking and helping their children on their homework, accompanied with other factors as social economic status of their parents, inadequacy of teaching and learning resources, distance from school, disciplinary cases, early marriages, peer groups, provision of food, overcrowded classes, motivation, truancy, poor relationships between teachers and pupils and psychological inferiority complex.

A study by Alwin & Thornton (1984) had similarities on this study through this; supervision of homework at home appears to be good to enhance academic performance. Poor supervision of homework at home can culminate in poor academic performance on the part of the child. On the other hand Brown (1990) postulates the fact that children who are classed as good performers spend forty minutes on their homework as a rule.

4.2.2 Basic Needs and Resources

Also the study found out that, 23% of respondents said, parents failed to give out the needs which help pupils in schools such as paying school fees in time as a results of poor achievement. Even a study by Halle (1997) revealed that, mothers with higher education had higher expectations for their children's academic achievement and that these expectations were related to their children's subsequent achievement in Mathematics and Reading. These positive beliefs and expectations predicted higher amounts of achievement-related behaviour by parents in the home as well as more positive perceptions of achievement by the children. Parent education level is important in predicting children's achievement.

(b) Teachers and Parents Responses on the Influence of Parents Education Level on Pupils Academic Performance

The responses from interviews held with teachers and parents elaborated more about the influence of parents education level on pupils academic performance. The study interviewed 40 participants whereby 20 were teachers and 20 were parents concerning the current objective. Teachers responses are as follows;-

Table 4. 2: Teachers and Parents Responses on the Influence of Parents Education Level on Pupils Academic Performance (N=40)

Aspects	Frequency	Percentage %
Parents do not use their extra time to review their children's exercise books and make follow-up procedure	20	50
Pupils poor attendance	6	15
Parents decision making toward children academic matters	5	13
Educated parents tend to teach their pupils the lessons that do not match with their level and age	4	10
Guidance and Counselling	5	13
Total	**40**	**100**

Source: Field Data, 2017

The findings from interview revealed that, 50% of respondents said, low parents education level do not use their extra time to review their children's exercise books and do not make follow up procedures towards their children academic matters. Through this lead to pupils poor attendance supported by 15% of respondents, followed by 13% of respondents said, high level education family are able to make good decision for their children academic matters, followed by other 13% of respondents who said educated parents are able to guide and counsel well their child, followed by 10% of respondents who said, sometimes when a parent is well educated, tend to teach their pupils the lessons that do not match with their level and age.

4.2.3 Parents Review their Children Exercise Books and Make Follow-up

The findings from interview revealed that, 50% of respondents argued that, there is a relationship between parental-involvement and pupils' academic achievement. Better educated parents are likely to consider the quality of the local schools when selecting

a neighbourhood in which to live, once their children enter a school. Educated parents are also more likely to pay attention to the quality of their teachers and attempt to ensure their children are adequately served by participating in parental-teachers conferences and volunteering at school. They also encourage staff to attend to their children's individual needs. Children, whose parents show high level of involvement, perform better in their academic tasks than those whose parents are not involved in school matters.

Also a study by Kapinga (2014) had similarities on that, home environmental factors such as parents' educational level, parents' occupations, parents' income, learning environment within home, parental motivation, and availability of learning facilities at home like tables, books and maps greatly affect the academic performance of the learner.

4.2.4 Poor Pupils Attendance

The findings from interview revealed that, 15% of respondents said, poor attendance is the results of parents lower education level, because parents never make follow-up procedure for their children academically. Other parents do not review their children's exercise books or help them in their homework and de-motivate their children in their studies. This makes difficult for them to know the character of their children academically. Parents are not committed to their children education which leads to bad behaviours like poor attendance. Absenteeism which starts earlier can lead to dropout and is associated with poor academic achievement both in short term and in later years.

Through Focus Group Discussions (FGDs) in the study, teachers explored about the influence of parents educational level towards primary pupils academic performance, they argued hat, educated parents is better than uneducated parents because, educated parents tend to buy reference books, and they can make the right decision on which school is better for their children to join. The parents can be effective in guidance and counselling on education and productivity if they are well educated. They become the children's role models in both discipline and moral development.

Yahya (2010) supported that, truancy is detrimental to student's achievement, promotion, graduation, self-esteem and employment potential. Clearly, students who miss school fall behind their peers in the classroom. This, in turn leads to low self-esteem and increase the possibility that students will drop out of school.

4.2.5 Parents Decision Making toward Children Academic

The study findings from interview also found out that, 13% of respondents argued that, parents education level affect pupils academic performance in such a way that, children of highly educated parents are capable of more complex speech and have more extensive vocabularies before they even start school. And their parents easily make a follow-up towards their children academically. Moreover, when a parent is well educated he or she can be able to help their children with their homework and exercises. Moreover, educated parents tend to buy reference books, and they can make the right decision on which school is better for their children to join.

4.2.6 Guidance and Counselling

The study findings from interview found out that, 13% of respondents said, parents can be effective in guidance and counselling on education and productivity if they

are well educated. They become the children's role models in both discipline and moral development. What is more, if the parent's education level is lower than that of the pupils the parents will fail to support the pupils. Further views were given as follows, *"...when the parent's education level is too high compared to that of the child the parent tends to ignore his or her responsibilities concerning his or her child's academic progress. On the contrary he or she will keep on blaming the child for poor performance resulting to the child's worse performance academically..."*

The results coincide with the findings obtained by Egalite (2016) supported that, educated parents enhance their children development and their human capital by growing on their own advanced language skills in communicating with their children. They are more likely to pose questions instead of directives and employ a broader and more complex vocabulary.

4.2.7 Parents Education Level

This study findings from interview revealed that, 10% of respondents said, parents fail to give higher sensitivity on the merits of administering their children. This has an impact to pupils academically; a number of parents tend to teach their children the lessons that do not match with their level and age, for example a nursery school child can be taught the lessons of standard three level which do not match their age and their education level.

The results concur with the findings obtained by Maicibi (2005) revealed that, parent's level of education has a proven influence on students' academic achievement. Sometimes, educated parents are more likely to use complex language and a wider vocabulary with their young children (Penny, 2001).

4.3 Presence of Socio-Cultural Factors on Pupils Academic Performance

The second objective sought to examine the presence of socio-cultural factors that affect pupils' academic performance. The researcher interviewed 20 teachers and 20 parents from selected schools in Mbeya city. The respondents answered as follows;-

Table 4. 3: Teachers and Parents Responses on the Presence of Socio-Cultural Factors on Pupils Academic Performance

Aspects	**Frequency**	**Percentage %**
Female genital mutilation	20	50
Early marriage	5	13
Traditional ceremonies	6	15
Religious issues	3	8
Other Issues as stereotypes and gender imbalance	6	15
Total	**40**	**100**

Source: Field Data, 2017

The findings from the interview revealed that, 50% of respondents said, among of the social cultural factors which challenge pupils academically are female genital mutilation, followed by 15% of respondents said, traditional ceremonies are among of the obstacle on pupils academic performance, other different factors as stereotype and gender imbalance by 15%, early marriage also mentioned by 13% and religious issues by 8% are among of the obstacle on pupils academic performance.

4.3.1 Female Genital Mutilation

The findings from teachers and parents interview, it was revealed that, 50% of respondents said, there is a connection between rejection of the practice, education

level and living standard of many societies especially to ethnic groups such as Mang'ati, Maasai and Sukuma even if they live far away from their land. Mbeya is among the regions in Tanzania which is affected by socio-cultural factors including FGM that hinder pupils achievement. In such a way that female genital mutilation cause truancy, absenteeism or dropping out from school or death among pupils because of higher bleeding (see Table 4.3 above).

The results coincide with the findings obtained by WHO (2005) also supported that, Female Genital Mutilation (FGM) in Tanzania concerning the practices involving partial or complete removal of or injury to the external sexual organ of women and girls for non-medical reasons. There are major regional variations pertaining to prevalence of female genital mutilation as well as marked urban-rural gap. In rural areas 18% of women have been subjected to FGM while in urban areas is only 7%. FGM is mostly widespread in Manyara 81%, Dodoma 68%, Arusha 55%, Singida 43%, Mara 38%. In other parts of Tanzania the prevalence is lower than 0.5%, as in Mtwara, Kagera, Zanzibar and Pemba. The regional differences may be accounted for by the occurrences of high prevalence rate where traditions of the ethnic groups living there include FGM.

4.3.2 Traditional Ceremonies

Interview held with teachers and parents revealed that, 15% of respondents said, among socio-cultural factors which affect academic achievement of pupils are traditional ceremonies such as *Mdundiko, Kioda and Vigodoro;* these traditional initiation ceremonies and traditional dances interfere with normal students routine at school as some of these practices cause truancy among students. Moreover, societies

like Maasai bring traditional ceremonies by applying circumcision for boys and girls. They undergo circumcision shortly after puberty. Also *Emanyata is applied in Massai society*; is a warrior camp (Kraal) for boys of almost 30 – 40 houses, these houses are randomly selected by warriors. The camp enables the warriors to learn about "oratory skills, animal husbandly, brotherhood and security for their land, cattle and people.

The results concur with the findings obtained by Torso (2006) supported that, cultural factors have an impact on students' academic, whereby cultural practices in some societies require the boys staying out of school temporarily or permanently and interfere with his education. For instance, in pastoralist societies boys' education is interfered by boys' responsibility of getting livestock to pasture areas.

4.3.3 Stereotype and Other Socio-cultural Factors

Interview heard with teachers and parents, the study was revealed that, 15% of respondents from the study area said, stereotype based on the negative attitude among parents towards girls; African parents discriminate girls in such a way that, if you educate them is like you reimbursement other family, because she cannot carry the family name, and mothers, also had a major reasons that made them favour boy's education in that they were dependent on adults sons for 'old age insurance. Nevertheless, patriarchy humiliates many African family members in such a way that male holds all decisions from the family to the community and nation at large. Even in the Bible-the book of God, men assume the higher position than women. Men are considered the leaders and heirs of family properties while women assume a peripheral role.

The results concur with the findings obtained by Bible on Ephesian (5:22-23) revealed that, wives, submit to your own husband, as to the Lord. For the husband is the head of the wife as Christ is the head of the church, his body, and is himself its saviour. [1]Timothy (2:11-12) added that, let women learn in silence with all submissiveness is permit no women to teach or have authority over a man; rather, she is to remain silent.

4.3.4 Early Marriage

The findings from teachers and parents interview also found out that, 13% of respondents said, cultural practices far from having negative attitudes and beliefs continue to hinder the education of children, especially girls. Among these is early or forced marriage. Societies like Maasai and Sukuma encourage the girls to get married as soon as their customs stipulate. This was supported by 25% of respondents. Also the findings show more that, girls are viewed and treated as inferior to boys. Parents, and in particular mothers, also had reasons that made them favour boy's education in that they were dependent on adults sons for "old age insurance.

The results concur with the findings obtained by Sumra & Rajan (2006) supported that some parents spend the fortune preparing their daughters for marriage claiming that they don't have money for school supplies such as books, uniforms and shoes.

4.3.5 Religious Factors

The findings from interview also revealed that, 8% of respondents said, the presence of religions in Mbeya city has both impacts negative and positive. Religions, cultural, norms and doctrines affect educational attainment by determining which subjects are

taught in schools, how much emphasize is placed on religious knowledge, versus secular education, and if there is gender uniformity in educational attainment. Protestant teach girls to have quality education the same as boys but Islamic or Muslim societies often hinder women's education. Parents should remain as role models to the family in order for the child to be a model to the future society.

The results concur with the findings obtained by Eric (2016) revealed that, the impact of parental involvement on pupils education arises from parental values and educational aspirations and that these are show signs of continuously through parental enthusiasm and positive parenting style. These in turn are perceived by the student and, at best, internalized by them. This has its impact on the student's self perception as a learner and on their motivation, self esteem and educational aspirations. By this route parental involvement frames how students perceive education and school work and bolsters their motivation to succeed. For younger children, this motivational and values mechanism is supplemented by parental promotion of skills acquisition (e.g. in respect of early literacy). Parental behaviours which manifest parental involvement change across the age range.

4.4 The Relationship between Socioeconomic Status of the Parents and Pupils Academic Performance

(a) Pupils Responses on the Relationship between Socioeconomic Status of the Parents and Pupils Academic Performance

The third objective sought to examine the relationship between socioeconomic status of parents and pupils achievement. Data collected by using questionnaires from 60 pupils from selected schools. Table 4.4 indicates the results obtained.

Table 4. 4: Pupils Responses on the Parents Socioeconomic Factors that Affect Pupils Academic Achievement

Aspects	Percentage %				
	SA	**A**	**UD**	**D**	**SD**
Increasing family income is the increase in pupil's achievement.	35	33	3	15	13
Pupils who come from well socio economic family have a better achievement in education	37	47	13	3	-
Better financial resource among the parents enhances the motivational support to their children, thereby encouraging the aspirations for academic achievements.	28	27	22	12	8
Students from well up families have sufficient learning materials	47	35	3	10	5

SA – Strong Agree, A=Agreed, UD = Undecided, D=– Disagree SD= Strongly Disagree

Source: Field Work, May 2017

Table 4.4shows that, 47% of respondents agreed that, pupils who come from well socio economic family have a better achievement in education, followed by 37% of respondents also strongly agreed on that, only 13% of respondents have decision to make while 3% of them disagree on those matters. Also respondents of 47% strong supported that, pupils from well up families have sufficient learning materials supported by respondents of 35% who agreed while 10% disagree and 5% strong disagree while only 3% remain undecided. Moreover, increasing family income is

the increase in pupil's achievement takes a big number of respondents of agree, 37% of respondents strongly agree, about 13% of respondents undecided and only 3% disagree on that. Also, respondents of about 28% strongly agreed that, better financial resource among the parents enhances the motivational support to their children, thereby encouraging the aspirations for academic achievements, supported by 27% who are agreed on that, 22% undecided, 12% disagree and 8% strong disagreed that.

4.4.1 Socio-economic Factor

This study found out that, 47% of respondents argued that, there is a close relationship between family factor and academic performance. The studied schools had good relationship with parents, who contributed much to the development of schools but also, support their children financially. The students from well-off families have sufficient learning materials. Moreover, pupils who come from well-off families have a great achievement in education because their families are able to pay school fees in time and send their children to good schools. Moreover, if the family struggle to increase family income in any ways, this can enhance pupil's performance. Better financial resources among the parents enhance the motivational support to their children, thereby encouraging the aspirations for academic achievements.

Moreover, if parental involvement to children's education has such influence to their academic performance, lack of parents' involvement can contribute to failure with risk behaviors and negative outcomes such as; substance abuse, delinquency, and emotional and behavioral problems.

Moreover, the study confirmed that through pupils scores (from the test which was conducted by researcher) and questionnaires filled by pupils, most of the pupils from Mkapa are well-off which is measured through questions number (6) which asked that "what are the major economic activities of your parents?" Most of them answered that, their parents had been employed and the confirmation question was on number (7), which asked that, "How do you rate the economic status of your parents? Most of them answered "Good". This is the only reason for these pupils from Mkapa primary school to perform better compared the others selected schools.

The results coincide with the findings obtained by Linver *et al., (*2002) supported that, family process models have examined how parenting behaviours, such as the structure of the home environment influences children's achievement outcomes.

(b) Teachers and Parents Responses on the Relationship between Socioeconomic Status of the Parents and Pupils Academic Performance

Through interview, the teachers and parents participants supported the pupils responses. See Table 4.5 below for confirmation.

Table 4. 5: Teachers and Parents Responses on the Relationship between Socioeconomic Status of Parents and Pupils Academic Performance

Aspects	**Frequency**	**Percentage%**
Merits of rich families towards their children education	15	35
Psychological constrains	8	20
Child labour	6	15
Negative impacts of rich families toward children education	11	30
Total	**40**	**100**

Source: Field Data, 2017

Table 4.5 shows that, 35% of respondents said, there is a strong merit of families toward their children academic performance because they could able to buy different kinds of learn resources, although there also negative impacts of rich families toward children education, because of their busy schedule they could forget their responsibilities on their children education by 30% of respondents. Followed by respondents of 20% said, children from poor families faced a lot of challenges in life as raped, and acquired psychological constrains, oe engaged on child labour by 15% of respondents.

4.4.2 Merits of Rich Families towards Children Academic Performance

The study from interview revealed that, 35% of respondents said, parents in good financial position are able to send their children in good schools and give their children enough learning resources while parents with lower economic status fail to send their children in good schools or buying those exercise books. One parents had this to tell: *"socioeconomic status affects my child performance; in such a way that, is the one which gives parents ability to provide their child needs such as books, exercise books, school uniforms and other contribution including school fees"* (A female parent from Mbeya city, May 20, 2017).

The results concur with the findings obtained by Harderves (1998) reviews that, family whose children are doing well in school exhibit the following characters: establish a daily family routine by providing time and a quite place to study with the children and assigning responsibility for house hold chores, monitor out-of-school activities; that is maintaining a warm and supportive home, showing interest in

children's progress at school, helping him or her with homework, discussing the value of a good education and future career with children.

4.4.3 Negative Impacts of Rich Families towards Children Education

The study findings from interview revealed that, 30% of respondents said, there is a strong merit of families toward their children academic performance because they could able to buy different kinds of learn resources, although there also negative impacts of rich families toward children education, because of their busy schedule they could forget their responsibilities on their children education. Moreover, children from higher socioeconomic status, sometimes never concentrate on studies due to their family richness believing that they have a capital in their future life. One teacher had this to tell

"…*Parents socioeconomic status affects pupils academic performance if the parents is too busy with business and forget his or her responsibilities, to make a follow-up to the pupils, hence to make a pupil self dependent, pupils can perform better or worse…"*

The results concur with the findings obtained by Duke (2000) found that, there are parents whose work does not give time for their children as such the pupils are affected negatively. Ifeyinwa (2017) also said, most of pupils are influenced by the occupation of their parents or stipulated by what they find their parents doing, parental of family set standards may greatly affect performance of their children either positively or negatively even in the occupational choice of the children later in their lives, and so motivate them to be achievement oriented.

4.4.4 Psychological Constrains

The study findings from interview revealed that, 20% of respondents said, children from poor families faced a lot of challenges in life as raped, and acquired psychological constrains and lack of self confidence. This happens when other kids criticize the kids from lower socioeconomic status who's parents fail to pay tuition fees, lack of exercise books, failed to buy him or her lunch or failed to pay for the food in school, this child fall into worries and hence become absentee or dropout from school completely. The results concur with the findings obtained by Victorino (2011) supported that, there are many problems besetting education in the world, among the school-related factors and non-school factors include poverty, low educational attainment and illiteracy among parents, and poor health and nutrition.

4.4.5 Child Labour

The study findings from interview found out that, 15% of respondents said, a poor kid have a lot of time for domestic works such as cooking, irrigation or selling small stuff like groundnuts or tomatoes which hinder them to do homework or reviews their exercise books as a results of their failure in examinations. Otherwise some families from lower socioeconomic status influence their child to engage directly in production rather than academic matters example, nomads fishers may lead to inferiority complex towards academic achievement. One among the parents commented "*poverty, as a small peasant is difficult to accumulate the school fees in time or the children will never acquire required materials such as books because of little amount their parents earn from the farm*" (Male parents from Mbeya city, 20, 2017).

The results concur with the findings obtained by Eric (2002), which supported that, some of the causes for child labour are low parental income in which case either the children are forced to work by their parents or they willingly engage in work to lend a helping hand to effortlessness their family's poor conditions. Children may also engage in child labour to be able to afford an education. The results also concur with the findings obtained by Otieno & Yara (2010) who asserted that, learners from low economic status families tend to value domestic activities more than schooling. Such children are subjected to child labour and have little time for studies.

4.5 The Relationship between Parents Involvement and Pupils Academic Performance

(a) Pupils Responses on the Relationship between Parents Involvement and Pupils Academic performance

The forth objective sought to examine the relationship between parents involvement and pupils academic performance. Data collected by using questionnaires from 60 pupils from selected schools. Table 4.6 indicates the results obtained.

Table 4. 6: Pupils Responses on the Relationship between Parents Involvement and Pupils Academic performance

Aspects	Frequency	Percentage
Parents attend school meeting		
Good	17	28
Very good	43	72
Visited for Academic purpose		
Yes	47	78
No	13	22
Have you ever involved in any disciplinary case		
Yes	8	13
No	52	87
How Parents and teachers communicate		
Through phones	40	67
Through letters	2	3
Via you	12	20
None	6	10

Source: Field Data, 2017

The study was interested in finding out about the relationship between parents involvement and pupils academic performance. Participants answered as follows;-

Table 4.6 shows that, 72% of respondents said, there is a strong relationship between parents involvement and pupils academic performance, because the parents attending school meeting as soon as they were called, supported by 28% of respondents by said their participation was good. Followed by 78% of respondents said, parents visited schools for academic issues while 22% of respondents said parents visited schools for discipline cases. Although many pupils of about 87% oppose that their parents never showed on their schools for disciplinary cases and few of them said its true parents came to school for the reason of disciplinary issues. Also sometimes teachers and parents communicate each other through phones by 67%, through themselves by 20%, through letters by 3%, but 10% of respondents said their parents never communicate with their teachers in any ways.

4.5.1 School Meeting

This study found out that, 72% o**f** respondents said, large group of parents are well educated and know the imperative of being occupied in their children in academic matters. Usually parents attend school meeting at least twice a year after Midterm or Annual examinations.

4.5.2 Means of Communication

This study also found out that, 78% of respondent's bolded that, other parents prefer making follow-up on their children academic issues, and disciplinary issues. When other parents never attend school meetings or make follow-up on academic issues,

they simply use phones to acquire the information they need about their children achievement and any academic matters.

A study by Hobson (1990) has similarities with this study by arguing that, parents visit schools, when invited for parent-teacher evenings, open-days and occasionally to discuss problems, often of a disciplinary nature. Some parents extend their relationship beyond that of a lower-level of involvement. They take an active part in the activities of parent-councils act as teacher-helpers in the classroom, assist with transport on outings and raise funds for the school. In these ways the focus of their relationship with the school widens from that of the parent concerned with his or her child to a more concern with the school as a whole. Communication between the home and the school promotes good academic results.

(b) Teachers and Parents Responses on the Relationship between Parents Involvement and Pupils Academic Performance

The responses from interviews held with teachers and parents elaborated more about the relationship between parents involvement and pupils academic performance. The study interviewed 20 teachers and 20 parents concerning the fourth objective. Table 4.7 indicates the results obtained.

Table 4. 7: Teachers and Parents Responses on the Relationship between Parents Involvement and Pupils Academic Performance

Aspects	**Frequency**	**Percentage %**
Promote good performance	30	75
Guidance and counselling concerning career choices	4	10
Decrease the delinquency character of the pupil	6	15
Total	**40**	**100**

Source: Field Data, 2017

Table 4.7 shows that, 75% of respondents said, parents involvement on pupils academic performance can promote good performance, followed by 15% of respondents added that, their involvement can promote counselling and guidance concerning their moral and career choices and last respondents of 10% said, through counselling can decrease the possibility of the child engaging in delinquency characters such as drug abuse and early pregnancy.

4.5.3 Promote Good Pupils Academic Achievement

This study found out that, 75% of respondents argued that, there is a close relationship between parent's involvement and pupil's academic achievement; children whose parents are more involved in education have higher level of academic performance than those children whose parents are involved to a lesser degree. When a parent is engaged directly on children's academically by attending school meeting, supervising, checking exercise books, communicating with teachers and making sure they receive all their requirements, then the parents will easily notify their academic progress and hence good results academically.

Jeynes (2007) revealed that, parents have the potential to model positive attitudes and behaviours towards school. Parental involvement contributes to pupils academic success. In fact, children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework, and are willing to hold their children accountable for completion of school assignments. Pupils who are not working hard at school begin to perceive school as valuable when parents actively demonstrate that they value school through involvement.

4.5.4 Reduce Delinquency Characters among Pupils

This study found out that, 15% of respondents said, parent's involvement in direct education such as school meetings, good communication and others academic issues are important for the academic development of the child. This good communication between parents and teacher will enable to notify the character of the pupils before engaging in delinquency characters. A study by Simon (2001) asserted that, parental un-involvement was found to be related to fewer behavior problems in school poor attendance and class preparation, worse course completion and higher dropout rates.

4.5.5 Counselling and Guidance among Pupils

This study also found out that, 10% of respondents revealed that, guidance and counselling from teachers and parents is important to the children especially in career counselling. When parents make follow up to their children academically, it becomes easy for the parents to notify the simple and difficult subjects to their kid. Through this they can be able to guide and counsel through their difficulties.

Through Focus Group Discussions (FGDs) in the study, same teachers explored about the relationship between parents involvement and pupils academic performance Lack of counselling in moral development results to dropout; pregnancy and lack of motivation for teachers were the main reasons for poor results (Table 4.5.2 above for confirmation).

Smith (1997) revealed that, counselling and guidance in personal competency was vital for pupils in providing understanding of the internal issues and problems. This included providing inspiration and encouragement to overcome the difficulties and

pursued activities according to personal interest; moral development goal was becoming harder for parents to achieve traditionally. Parents and their children were embedded in a network of family and community that contributed to the moral upbringing of children. What's more, parent’s education level may also have an effect on students’ moral development and academic achievement.

CHAPTER FIVE

SUMMARY, CONCLUSSION AND RECOMMENDATIONS

5.1 Introduction

The chapter gives a summary on the information from the findings which based on research problem. The conclusion in this context summarized what have been found basing on the specific objectives. The recommendations on the other hand based on explaining the different strategies to be done in order to overcome the problem.

5.2 Summary of Findings

The study based on the three specific objectives which were;

i) The Influence of Parent's Educational Level towards Primary Pupil's Academic Performance

The results revealed that, parent's education level affects pupil's achievement in many ways in such a way that, the parent fails to give higher sensitivity on the virtues of administering his or her child, including; failure to review his or her child exercise books; the supervision of homework, and failure to make a follow-up academically, moreover, if the parent's education level is lower than that of the child, the parent not be able to support the child due to the fact that, the parent's ability is lower.

Contrary, if the parent's education level is too high, the parent tends to ignore his or her responsibilities to his or her child academic performance, instead, he or she keeps on blaming his or her child for poor performance as a result the child's performance drops. This has an impact on the child academically; the child may have less attendance, or become truant hence he or she fails in some of his or her examinations or tests.

ii) Socio-Cultural Factors and their effects on Pupils Academic Performance

The findings showed that, socio-cultural factors hinder pupils achievement in such a way that, for instance, female genital mutilation may cause truancy, absenteeism, school dropout or deaths among pupils caused by excessive bleeding. Nevertheless, early marriage is another issue; some societies such as Maasai and Sukuma encourage the girls to get marriage sooner as per customs. They promotes gender stereotype, imbalance and patriarchy which is common in African societies and even in the Bible where men are considered superior and heirs of family and women undermined assuming a peripheral position (Ephesians 5:22-24). These criticize and never give priority to girls, believing that women are weak and cannot do anything on their own, education in particular.

iii) The Relationship between Parents' Socioeconomic Status and Pupils Academic Performance

The findings indicated that, pupils performances in primary schools depended on different variables including socioeconomic factors, self confidence and motivation from parents. Pupils from well-off families have sufficient learning materials, through this parents who are well-off are able to buy stationeries and text books which simplify the studying capability. Moreover, better financial resource among the parents enhances the motivational support to their children, thereby encouraging the aspirations for academic achievements. Moreover, if parental involvement to children's education has such influence to their academic performance, lack of parents' involvement can contribute to failure with risk behaviors and negative outcomes such as; substance abuse, delinquency, and emotional and behavioral problems.

iv)The Relationship between Parents Involvement and Pupils Academic Performance

The findings indicated that, large group of parents are well-educated and they know the imperatives of being occupied in their children academic matters. Usually parents attend school meetings at least twice a year and whenever the parents fail to attend at school meetings, they use phones to acquire the information they need about children's achievement and any academic matters. Consequently, communication between home and the school promotes good academic results.

5.3 Conclusion

Although a number of initiatives have been implemented in Tanzania to encourage home and school links such as the Tanzania Education ACT of 1978 and Education Policy of 1995, which comprehensive the right of parents and the community to participate in school government structure, but still there are effects of home learning environment on academic achievements among primary school children. The study exemplifies that, parents failed to review their children exercise books; the supervision on homework at home appears to be good to enhance academic performance. Moreover, students from well-off families have sufficient learning materials, through this parents who are well-off are able to buy stationeries and text books which simplify the studying capability, and communication between the home and the school promotes good academic results. Therefore, if parental involvement to children's education has such influence to their academic performance, lack of parents' involvement can contribute to failure with risk behaviours and negative outcomes such as; drug abuse, delinquency, and emotional and behavioral problems.

However, the parents in these selected schools are willing to improve their ways of parenting and involvement in their children's academic performance by assisting their children in home work, giving their children basic needs including paying school fees in time for better academic development. Nevertheless, pupil's academic performance may not occur from pupils' individuality, but these must be linked with the involvement from the family as a home environment and the school environment. If pupils are not supported by their families their academic development will never be successful.

5.4 Recommendations

The research was carried out in four (4) primary schools; Mkapa, Kagera, Sinde and Maanga in Mbeya city. The recommendations were from the findings of the study which if put into practice consequently can remove the effects of home learning environment on academic achievements among primary school children in primary schools. The following recommendations were given for the government, societies, adult educators, administrators and policy makers. The recommendations were expected to help in solving the effects of home learning environment on academic achievements among primary school children in primary schools.

1. The government should implement the free education which is direct without any contribution, including supplying enough teaching and learning materials, teacher-pupils ratio should be proportional too.
2. The government should implement suitable policy on the parental involvement towards pupils' academic achievement.
3. Teachers should be motivated with good working condition and enough salary

with reasonable number of periods; through this they could remove the delinquent character of pupils.

4. Parents should work hard and have good utilization of their resources for better living and their child needs.
5. The government should provide loans with lower rates of interest to enable the borrowers to pay back their loans in time and this can lead to enough income to support their families.
6. There should be financial support from the government, to the families with lower income so as to help their pupils to get suitable education.

5.4.1 Areas for Further Research

This research used a small coverage in data collection, means used only four schools from urban only; therefore, for further research one should use large coverage, may be the whole Nation from more schools to validate the findings on;

- The impacts of high socioeconomic status toward pupils academic performance.
- Impacts of free education policy towards primary pupils academic performance.
- Impact of socio-cultural factors towards pupils education.
- The poor relationship between socioeconomic factors and free education policy .

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APENDICES

Appendix 1: Questionnaire for Primary School Children Introduction

I am a student at the Open University of Tanzania pursuing a Masters Degree in Education Administration Planning and Policy Studies. Currently, I am conducting a research entitled “Effects of home learning environment on academic achievement among primary school children in Mbeya city.” I would therefore like to get information from you on this subject by assisting me to complete the short questionnaire individually. The questions will take almost 15-20 minutes. The questionnaire is supposed to be answered according to the nature of the questions asked. You may have also to put a tick against the most appropriate response on responses. Some of the answers will need short explanation.. Please, do not write your name on the paper. Your name shall remain confidential on providing this information.

Part 1: General information

(Instruction: Tick where appropriate)

1. Gender

Boy ☐ Girl ☐

2. Age

Below 10 ☐ 10-14 ☐ 15-17 ☐

3. In which class are you?

Standard 4 ☐ Standard 5 ☐ Standard 6 ☐ Standard 7

4. What was your position in the previous examinations? _____

5. Have you ever repeated standard four?

Yes ☐ No ☐

PART II: Questions about Parental Socio-Economic Factors

6. What are the major economic activities for your parents?

Employed ☐ Subsistence farmers ☐ Not employed ☐

7. How do you rate the economic status of your parents?

( ) Good ( ) Bad ( ) Worse

8. Is there any student who has dropped out of school because he/she lacks learning resources from their parents?

Yes ☐ No ☐

9. If Yes, how many students dropped out of school because he/she lacks learning resources from their parents?

1-5 ☐ 6-10 ☐ 11 and above ☐

10. Statements below relate to how do the parental socio-economic factors affect pupils' academic achievement. Supplied also are five options corresponding to these statements. Strongly Agree (SA) =5 Agree (A) = 4, Undecided (U) = 3 Disagree (D) = 02 and Strongly Disagree (SD) =1. Please circle the option that best suits your opinion from the given statements

Aspects	**5**	**4**	**3**	**2**	**1**
a) Increasing family income is the increase in pupils achievement.					
b) PPupils who achievement performance in education					
c) BBetter financial resource among the parents enhances the motivational support to their children, thereby encouraging the aspirations for academic achievements.					
d) SStudents from well up families have sufficient learning materials					

PART III: Relationship between parents involvement and pupils academic performance

11. How is your parents' attendance in school meetings?

Good ☐ Very good ☐ Poor ☐

12. Have your parents ever visited the school to enquire about your academic achievements?

YES ☐ NO ☐

13. Have you ever involved in any indiscipline case which made your teacher(s) to communicate to your parents

YES ☐ NO ☐

14. How did your teacher communicate with to your parents?

Through phones ☐ Through letter ☐ Via you ☐ None ☐

PART IV Questionnaires Parent level of school and pupils performance

15. Do your parents review your exercise books on what you learn at school?

YES ☐ NO ☐

16. If the answer is 'YES', does that tendency encourage you to work hard in your studies?

YES ☐ NO ☐

17. Do your parents buy you some textbooks to read at home?

YES ☐ NO ☐

18. Mention five things your parent did for you that you still remember and they help you at school.

i._____

ii. _____

iii. _____

iv. _____

v. _____

19. Is there any bad event held in your society that discouraged you from learning?

If 'Yes', explain……

……

……

……

20. What should be done to improve your academic performance?

……

……

……..

Thank you for your co-operation

Appendix 2: Interview Guide to the Parents

1. How does your education level affect the academic performance of your child?
2. How does your socio-economic status affect the academic performance of your child?
3. What are other factors affecting the academic performance of your child?
4. How do your traditional practices affect your child's academic performance?
5. What are the kinds of traditional practices that affect your child academic performance?
6. What is the relationship between parental involvement and academic performance?
7. How does your degree in school involvement affect academic performance of your child?
8. What should be done to reduce socio-economic problems that hinder the academic performance of your child?

Appendix 3: Interview Guide for Teachers

1. How do you think the parents' education level affect pupils academic performance?
2. What are other factors affecting pupils academic performance?
3. What do you think could be the traditional practices that affect pupils academic performance?
4. How does parents' socio-economic status affect pupil's academic performance?
5. How does the parent's degree in school involvement affect the pupil's academic performance?
6. What is the relationship between the parents involvement and pupils academic performance?
7. What should be done to reduce the socio-economic problems that hinder the pupils' academic performance?

Appendix 4: Focus Group Discussion

1) What are the influences of parents' educational level towards primary school pupils' academic performance?

_____

_____

_____

_____

2) What are the extents to which socio-cultural factors affect pupils' academic performance?

_____

_____

_____

_____

3) What is the relationship between parents' socioeconomic status and pupils' academic performance?

_____

_____

_____

_____

4) What is the relationship between parents' involvement in academic activities and pupils' academic performance?

_____

_____

Appendix 5: English National Examination 2014 Section A

Choose the words that complete the sentences by shading the letters of the correct answer in the answer sheet provided.

1. we_____ arrive in Kenya at10.00pm.
    a) would
    b) has
    c) will
    d) have
    e) had
2. Maria was cooking bananas when her brother_____.
    a) arrived
    b) arriving
    c) comes
    d) is coming
    e) arrive
3. The girls _____their books to the library already
    a) has taken
    b) will take
    c) shall take
    d) take
    e) have taken
4. Every year, Tanzania_____ a lot of visitors from different countries all over the world.
    a) receive
    b) receives
    c) received
    d) receiver

5. _____Halima clean her teeth everyday?
    a) do
    b) is
    c) does
    d) has
    e) have
6. The lazy pupils_____ their homework.
    a) have not did
    b) has not done
    c) have not do
    d) have not done
    e) have did

7. Ghati _____ her clothes since morning.
    a) have been washing
    b) has been washing
    c) will be washing
    d) shall be washing
    e) is been washing
8. The teachers_____teaching mathematics at the moment.
    a) is
    b) were
    c) have
    d) are
    e) shall

9. If he _____early he would have caught the train.
    a) had came
    b) would come
    c) has come
    d) will come
    e) had come

10. Maria will _____ to the guest of honour tomorrow.
    a) be talking
    b) are talking
    c) talked
    d) talks
    e) be talked

11. I will either have a tea _____ coffee.
    a) and
    b) with
    c) or
    d) for
    e) nor

12. He will not pass his examination _____he works hard.
    a) but
    b) because
    c) even
    d) unless
    e) and

13. David and Wily were preparing_____ to go school.
    a) themselves
    b) their selves
    c) yourselves
    d) ourselves

14. That noise is preventing me_____ working.
    a) in
    b) from
    c) with
    d) to
    e) of

15. _____ I study hard, I will be a doctor.
    a) unless
    b) although
    c) If
    d) whether

16. Yesterday _____ 6 o'clock I was watching my favorite film.
    a) in
    b) on
    c) by
    d) at
    e) to

17. My brother's daughter is my _____
    a) niece
    b) nephew
    c) daughter
    d) cousin
    e) aunt

18. My sister has bought _____ new dress.
    a) it
    b) you
    c) she
    d) he
    e) her

19. He peels the mangoes _____ he eats.
    a) but
    b) so
    c) before
    d) after
    e) during

20. We travelled _____train from Kigoma to Dar es Salaam.
    a) at
    b) with
    c) by
    d) on
    e) in

21. The bus moved slowly _____the bus stand
    a) towards
    b) under
    c) over
    d) onward
    e) with

22. The farmers can _____ plant beans nor maize this year.
    a) either
    b) both
    c) not
    d) neither
    e) also

23. An elephant is the _____ animal in Ngorongoro National Park.
    a) bigger
    b) most big
    c) biggest
    d) more biggest
    e) big

24. There were _____ people in the room.
    a) not
    b) no
    c) no any
    d) none
    e) no body

25. That is_____ shirt
    a) James’
    b) James
    c) Jame’s
    d) James
    e) James is

26. My uncle has been a teacher _____ a year now.
    a) At
    b) In
    c) On
    d) Since
    e) for

27. The problem depends on who you are dealing _____.
    a) at
    b) to
    c) without
    d) with
    e) in

28. She managed to build a new house _____ her weakness.
    a) despite
    b) in spite
    c) although
    d) because of
    e) despite

29. It is known that the cow died _____hunger.
    a) by
    b) of
    c) for
    d) at
    e) on

30. The policeman chase the thieves away _____he could not arrest them.
    a) even
    b) but
    c) because
    d) when
    e) also

SECTION B: VOCABULARY

For each of the following questions choose the correct answer and shed the letter in the answer sheet provided.

31. A Person who can draw well is _____
    a) drawer
    b) an art
    c) teacher
    d) an artist
    e) a painter

32. The plural form of the word sheep is _____
    a) sheeps
    b) ships
    c) sheep
    d) ship
    e) sheepy

33. Not everything that_____ is gold
    a) dims
    b) darkens
    c) shone
    d) light
    e) glitters

34. Genuine products are those that are _____

a) shiny
b) original
c) nice
d) perishable
e) finey

35. A child whose parents have died is _____

a) bachelor
b) single
c) fatherless
d) a spinster
e) an orphan

36. 36. Pupils were_____ for winning their match against their opponents .

a) congratulated
b) celebrate
c) praise
d) confirmed
e) concurred

SECTION C: COMPOSITION

This section has four mixed sentences arrange the sentences so as to make good composition by giving them letter A-D shade the letter of the correct answer in your answer sheet.

37. She was smacked by crocodile and died immediately

38. She jumped into the pool without reading the caution sign written “crocodile inside”

39. It was hot sunny day and what Marry wanted was some cool to cool her body.

40. She then saw pool water across the road.

SECTION D: COMPREHENSION

Read the following passage carefully and then answer the questions that follow by shading the letter of the correct answer in your answer sheet.

Lilato had a dream. He dreamt that someone gave him an egg. He was very happy and started wondering what to do with it. He thought of either eating it or keeping it in his pocket so that it would be warm and finally hatch and become a chick.

He thought of how this chick would grow into hen and lay more eggs which will also hatch more chickens. He pulls then sell some of these chickens and become a rich man after getting a lot of money. Lilato thought of building an iron roofed house with glass window it would be a very beautiful; and big house.

While dreaming Lilato walked excited. He jumped and the egg fell from his pocket and broke. He cried, saying that he will never be a rich man. Suddenly he woke up and thanked God that it was only a dream.

41. Lilato decided to _____ the egg .
    a) keep
    b) sell
    c) hide
    d) eat
    e) grow

42. People usually dream when they are_____
    a) walking
    b) sleeping
    c) sitting
    d) eating
    e) wondering

43. Lilato was happy because he was given _____

a) a big house
b) iron sheet
c) a chicken
d) an egg
e) chick

44. Lilato thought he could get a lot of money by _____

a) selling eggs and chicken
b) building a big house
c) selling a big house
d) keeping a big house
e) keeping eggs

45. Lilato thought that the chick would grow and _____

a) become an egg
b) become a hen
c) be killed
d) build big house
e) be sold

46. To hatch as used in the passage is to _____

a) become rich by keeping chickens
b) build a big house with iron sheet
c) put the egg into his pocket
d) become big chicken
e) break and open for chick to come out

47. Lilato cried that he would_____

a) be a rich man
b) get a lots of money
c) never be rich
d) get a lots of eggs
e) have many chickens

48. What happen to the egg that Lilato was given?
    a) It got broken
    b) It became chicken
    c) It became chick
    d) It was eaten
    e) It was sold

49. After waking up Lilato_____
    a) Has become rich person
    b) Was sad for the egg
    c) Had many chickens
    d) Had built big house
    e) Was happy that it was a dream

50. What is the best title for the passage?
    a) Eggs and chickens
    b) Lilato’s chickens
    c) Lilato’s dream
    d) Lilato’s hen
    e) Lilato’s house

Appendix 6: Mtihani wa Taifa wa Kiswahili

SEHEMU A: SARUFI

Katika maswali 1-20 chagua jibu lililo sahihi zaidi kwa kuandika herufi yake katika kisanduku cha kujibia:

1. “Yeye amefaulu mitihani yake vizuri” katika sentensi hii neno lipi limetumika kama kielezi?
   a. Amefaulu
   b. Yeye
   c. Vizuri
   d. Mtihani
   e. yeke
2. “Dada ameandika barua kwa baba” sentensi hii ipo katika kauli gani?
   a. Kutendea
   b. Kutenda
   c. Kutendwa
   d. Kutendeana
   e. kutendeka
3. Katika sentensi zifuatazo ipi ni sahihi?
   a. Nimekuja hapa tangia asubui
   b. Nimekuja hapa tangiapo asubuhi
   c. Nimekuja hapa tanguapo asubuhi
   d. Nimekuja hapa tangu asubuhi
   e. Nimekuja tangiepo asubuhi
4. Neno lipi ni tofauti na maneno mengine kati ya maneno yafuatayo
   a. Viwakilishi
   b. Vivumishi
   c. Vielezi
   d. Vitenzi
   e. visaidizi

5. “Tunu angalisoma _____ mtihani wake” Neno lipi linakamilisha sentensi hiyo.
   a. Angefaulu
   b. Angalifaulu
   c. Asingefeli
   d. Angelifaulu
   e. Asingalifaulu
6. Mnyama mkali amekamatwa leo. Katika sentensi hii neno “mkali” limetumika kama ipi ya neno?
   a. Kielezi
   b. Kiwakilishi
   c. Kitenzi
   d. Kivumishi
   e. shurutia
7. “Juma amefika na hatacheza mpira” kitenzi hatacheza kipo katika kauli gani?
   a. Ukanushi
   b. Timilifu
   c. Mazoea
   d. Ujao
   e. shurutia
8. ‘Alisema hanywi dawa tena” kauli halisi ya sentensi
   a. Hanywi dawa
   b. Hatakunywa dawa
   c. Sinywi dawa
   d. Sitakunywa tena dawa
   e. Sinywi tena
9. Walikotoka kuna mvua”. Sentensi hii ipo katika wakati gani?
   a. Mazoea
   b. Shurutia
   c. Uliopo
   d. Uliopita
   e. ujao

10. “Hamisa na Hanifa ni mapacha walioungana”. Katika sentensi hii neno “na” limetumika kama aina gani ya neno?
    a. Kihisishi
    b. Kiunganishi
    c. Kimilikishi
    d. Kivumishi
    e. kiwakilishi
11. Panya huyu anakula ungawangu. Wingi wa sentensi hii ni upi?
    a. Panya hawa wanakula unga wangu
    b. Mapanya hawa wanakula unga wetu
    c. Panya hizi zinakula unga wangu
    d. Panya hizi zinakula unga wetu
    e. Panya hawa wanakulla unga wetu
12. Siku ile ya maandamano kulikuwa na _____ pikipiki. Neno lipi linakamilisha sentesi hiyo?
    a. Msururu
    b. Msuluru
    c. Msurulu
    d. Msululu
    e. musululu
13. “Mpira huu umechanika vibaya” Sentensi hii ipo katika kauli gani?
    a. Kutenda
    b. Kutendeka
    c. Kutendeana
    d. Kutendwa
    e. Kutendewa
14. Neno mchwa lina silabi ngapi?
    a. Mbili
    b. Tano
    c. Moja
    d. Nne
    e. Tatu

15. “Hapa _____ alipoishi chifu Mirambo

    a. Ndiko
    b. Ndimo
    c. Ndiyo
    d. Ndipo
    e. Ndio

16. Anapomnonyoa Yule bata _____ kwenye moto. Kitenzi kipi kinakamilisha tungo hiyo?

    a. Atambanika
    b. Anambanika
    c. Humbanika
    d. Amembanika
    e. Alimbanika

17. “Kitabu changu ni cheusi, chako ni cheupe” Neno “chako “ ni aina gani ya neno

    a. Kivumishi
    b. Kiwakilishi
    c. Kielezi
    d. Kihisishi
    e. Kiunganishi

18. Yeye ni kijana mdogo.Neno “yeye” lipo katika nafsi gani?

    a. Ya kwanza umoja
    b. Ya tatu umoja
    c. Ya pili umoja
    d. Ya tatu wingi
    e. Ya pili wingi

19. Kinyume cha kitenzi “paa” ni kipi?

    a. Toweka
    b. Potea
    c. Elea
    d. Shuka
    e. Tua

20. Mwalimu J.K Nyerere ni mwasisi wa chama cha TANU.Neno ni limetumika kama aina ipi ya kitenzi?

    a. Kitenzi kikuu
    b. Kitenzi kisaidizi
    c. Kitenzi kishirikishi
    d. Kitenzi kikamilifu
    e. Kitenzi kitegemezi

SEHEMU B : LUGHA YA KIFASIHI

Katika maswali 21-30 chagua jibu lililo sahihi zaidi kwa kuandika herufi yake katika u

21. Ulichokitupa pwanio_____ kifungu kipi cha cha maneno hukamilisha methali hiyo?

    a. Kakingojee ufukweni
    b. Kisubiri bandarini
    c. Utakipata bara
    d. Hutokomea kivukoni
    e. Hutokomea baharini

22. ”Mkiweza _____katika kazi hiyo, hatimaye mtafanikiwa. Nahau ipi inakamilisha tungo hiyo?

    a. Kuuma na kupuliza
    b. Kujikaza kisabuni
    c. Kuwa chuma
    d. Kuwa sauti
    e. Kuwa nafasi

23. Methali isemayo “ngoma ikilia sana hupasuka” hulingana kimaana na methali ipi kati ya hizi zifuatazo?
    a. Mgema akisifiwa tembo hutilia maji
    b. Debe tupu haliachi kutika
    c. Tama mbele mauti nyuma
    d. Mpanda ovyuo ndiye mla ovyo
    e. Mshindo mkuu huvuma mbali
24. ”Ukukuu wa kamba si upya wa ukambaa”. Methali hii ina maana sawa na methali ipi?
    a. Heri nusu shari kuliko shari kamili
    b. Ukipata chungu kipya usitupe cha zamani
    c. Tamaa mbele mauti nyuma
    d. Nazi mbovu harabu ya uzima
    e. Badiliko kwa mjukuu uanze na babu
25. ”Hamadi kibindoni”. Kati ya tafsiri zifuatazo ni ipi inayotoa maana sahihi ya msemo huo?
    a. Akiba ni ile iliyo nyingi
    b. Weka akiba yako vizuri
    c. Kizuri hakina budi kuhifadhiwa
    d. Kikufaacho ni kile ulichonacho
    e. Akiba iliyohifadhiwa hunusurika
26. ”Samaki mkunje angali mbichi” Methali ipi kati ya zifuatazo ina maana sawa na hiyo?
    a. Samaki uanza kuoza kichwani
    b. Ukitaka riba sikio ziba
    c. Jina la pembe si dawa ya pengo
    d. Sikio la kufa halisikii dawa
    e. Ngozi ivute ili maji

27. Methali isemayo “chanda chema huvikwa pete” inatoa funzo gani?

    a. Dhahabu hupewa aliyeshinda
    b. Jambo zuri huzawadiwa
    c. Inapobidi jamii hupewa zawadi
    d. Mtu mzuri husifiwa
    e. Mshindi hupokea baraka

28. Ukitaka kuruka agana na nyonga. Methali hii inaasa kuhusu jambo gani?

    a. Tekeleza jambo kwa kufuata maelekezo
    b. Tafakari kwa kina kabla ya kutenda
    c. Fikiria kwa haraka ndipo utende
    d. Kuuliza ni mihimu kabla ya kutenda
    e. Tenda jambo kwa kufanya maamuzi

29. Methali isemayo “Mpofuka ukongweni _____” hukamilishwa na kifungu kipi cha maneno kati ya hivi vifuatavyo?

    a. Huzuni yake ni kubwa
    b. Hakumbuki zamani
    c. Hupokea njia
    d. Hukumbuka ujanani
    e. Hapotewi na njia

30. Nikikutana na adui yangu nanyong’onyea.Jibu la kitendawili hiki ni lipi?

    a. Askari
    b. Ugonjwa
    c. Mbwa
    d. Ujinga
    e. umaskini

SEHEMU C:UFAHAMU

Soma kwa umakini kifungu cha habari kifuatacho kisha jibu maswali 31-40 kwa kuandika herufi ya jibu lililo sahihi katika kisanduku

Mabadiliko ya hali ya hewa yamekuwa kwa kiasi cha kutisha. Zamani bababu zetu walitabiri mvua wao wenyewe pasi ya kuwa na vyombo vya kisasa. Suala linalozungumziwa sana siku hizi ni mabadiliko ya hali ya hewa na athari zake kwa jamii nzima. Kila mtu ana wasiwasi kuhusu mvua ambazo huchukua muda mrefu bila kunyesha.

Ukosefu wa mvua ambao mwishoe huleta ukame na njaa umechangiwa kwa kiasi kikubwa na shughuli za binadamu ambazo zinaongezeka kwa haraka siku hadi siku. Shughuli hizo mbalimbali ambazo kwa upande mmoja zinaonekana kama za kimaendeleo ni kuongezeka kwa matumizi ya maliasili. Mifano mbalimbali ambayo inaonyesha matumizi hayo ni pamoja na ujenzi wa nyumba nyingi zaidi, kupata nishati ya kutosha kwa ajili ya kupikia na matumizi ya mbao na magogo kwa wingi kwa matumizi ya ndani na hata nje ya nchi.Hata hivyo, ili maendeleo hayo yawe na mwelekeo chanya kwa jamii inalazimika kuandaa miti kwa wingi ili kukidhi mahitaji hayo. Aidha ni vyema kuzingatia kuwa ukataji wa miti ni chanzo kikubwa Cha mito na vijitoto kuwa na maji haba au kukauka kabisa.

31. kichwa cha habari kinachofaa kwa habari hii ni kipi?
    a. Mabadiliko ya hali ya hewa
    b. Kuongezeka kwa joto
    c. Ukosefu wa chakula
    d. Kuongezeka kwa ukame
    e. Mabadiliko na athari zake
32. Tatizo kubwa zaidi ambalo husababishwa na ukosefu wa mvua kwa muda mrefu ni lipi kati ya haya yafuatayo?
    a. Kukatika kwa umeme
    b. Ujenzi kupungua
    c. Kukosekana kwa nishati

d. Kukosekana kwa miti
e. Kuwepo kwa baa la njaa

33. Mwandishi anaelezea mabadiliko ya hali ya hewa kuwa yalikuwa

a. Hayakadiriki
b. Ya hali ya juu
c. Ya kutisha
d. Ya kukadirika
e. hayatabiriki

34. Neno “haba” kama lilivyotumika katika kifungu cha maneno lina maana gani?

a. Kidogo
b. Kiasi
c. Wastani
d. Kadri
e. rasharasha

35. Dalili mojawapo kubwa ya maendeleo ni ipi kama ilivyoelezwa katika kifungu cha habari?

a. Kupata nishati ya kupikia
b. Ongezeko la miti ya kujengea
c. Ongezeko la utumiaji wa maliasili
d. Upatikanaji wa mbao na magogo
e. Ongezeko la ujenzi wa nyumba

36. Mabadiliko ya hali ya hewa yana maana sawa na ipi kati ya hizi zifuatazo?

a. Uoto
b. Jotoridi
c. Mazingira ya nchi
d. Sura ya nchi
e. Tabia ya nchi

37. Kisawe cha neno “mwishowe” kama kilivyotumika katika habari hii ni kipi?

a. Tamati
b. Hatima
c. Baadaye
d. Hatimaye
e. hitimisho

38. Watu wa zamani waliweza kutabiri mvua kwa kutumia

    a. vyombo vya kisasa
    b. kipaji chao wenyewe
    c. vyombo vya zamani
    d. kipima mvua cha kienyeji
    e. ubunifu wa waliorithi

39. Mito na vijito huwa na maji haba au kukauka kutokana na nini?

    a. Kukata miti kwa wingi
    b. Kuchoma majani karibu na mito
    c. Kukata majani kwa wingi
    d. Kuchoma miti iliyozunguka miti
    e. Kukata miti iliyozunguka vijito

40. Nishati ni neno lenye maana sawa na lipi?

    a. Kawa
    b. Kivo
    c. Kiwi
    d. Kivi
    e. Kawi

SEHEMU D: USHAIRI

Soma kwa makini shairi lifuatalo kasha jibu maswali 41-46 kwa kuchagua herufi ya jibu lililo sahihi zaidi na andika herufi yake katika kisanduku.

Msituni nikakuta, nyuki wamo mzingani,

kwa juhudi wanakita, mara nje mara ndani,

Husuda wameikata, hata hawasengenyani,

nyuki ni wadudu duni, wanashinda kwa umoja

Mchwa nao nikaona, wamejenga maskani,

wafanya bidii sana, uvuvi hawatamani,

Wao husaidiana, tena hawadanganyani,

Mchwa wadudu duni, wanaishi kwa umoja

Nalo chungu wachukuzi, nyamarima wa njiani,

Maskini wapagazi, mizigo yao kichwani,

Ingawa si wachokozi, wakali ukiwahini,

Katu hawafarakani, wadumu kwa umoja

41. Mwandishi wa shairi hili anasisitiza kuhusu nini?
    a. Uzalishaji
    b. Maarifa
    c. Ushirikiano
    d. Urafiki
    e. undugu
42. Shairi hili lina mizani mingapi katika kila mstari?
    a. Sita
    b. Kumi na sita
    c. Tano
    d. saba
43. Neno “husuda” kama lilivyotumika katika shairi hili lina maana gani?
    a. Uhasama
    b. Hisani
    c. Hiana
    d. Wivu
    e. huzuni

44. Kisawe cha neno “tadi” ni kipi?

    a. Uchokozi
    b. Tishio
    c. Kemea
    d. Ukombozi
    e. umbua

45. Kina cha kati katika katika ubeti wa pili?

    a. Wa
    b. Na
    c. Ja
    d. U
    e. ni

46. Kichwa cha habari kinachofaa kwa shairi hili ni kipi?

    a. Upekee wa wadudu
    b. Umuhimu wa wadudu
    c. Uhatari wa wadudu
    d. Uchunnguzi wa wadudu
    e. Umoja wa wadudu

SEHEMU E: UTUNGAJI

47. Kwa njia hii, vizazi vilivyofuata viliweza kujua uvumbuzi uliofanywa kabla yao.
48. Jambo muhimu lililofanywa na mababu zetu ni kuhifadhi kumbukumbu za uvumbuzi wao kwa kuchora kila kifaa walichokivumbua.
49. Kwa kutumia vizazi vilivyotangulia, nasi pia tunaweza kuvumbua vitu vipya ambavyo vitaweza kutuletea maendeleo zaidi.
50. Hivyo maisha ya binadamu yakaendelea kuwa bora na yenye manufaa kila siku.

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

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21/4/2017

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr. Raymond Fidelis Mapigano HD/E/385/T.11** who is a Master student at the Open University of Tanzania. By this letter, **Mr. Mapigano** has been granted clearance to conduct research in the country. The title of his research is **"Effects Of Home Learning Environment On Academic Achievements Among Primary School Children In Mbeya City, Tanzania".** The research will be conducted in Kigoma Municipality. The period which this permission has been granted is from **27/4/2017** to **26/06/2017**.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE,
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT AUTHORITY,
MBEYA CITY COUNCIL

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On reply please quote:

Ref . No.MCC/R.50/1/Vol. XXXXIV/149 Date: 27/04/2017

City Primary Education Officer,
MBEYA CITY COUNCIL

RE: RESEARCH PERMIT

Please refer to the above captioned subject.

May I introduce to you Mr. Raymond Fidelis Mapigano from The Open University of Tanzania who at the moment Intending to conduct a Research at our organization which is based on "**Effects of Home Learning Environment on Academic Achievements Among Primary School Children in Mbeya City**"

Case study of his Research is in Mbeya City. The research will commence from 27th April 2017 to 26th June 2017.

Kindly assist him.

Riddah I. Mwakyoma
For: CITY DIRECTOR
MBEYA CITY COUNCIL

For: CITY DIRECTOR
MBEYA CITY COUNCIL
MBEYA

C.C. Vice Chancellor,
The Open University of Tanzania,
P.O.Box 23409,
DAR ES SALAAM.

Mr. Raymond Fidelis Mapigano

UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGION ADMINISTRATION & LOCAL GOVERNMENT

MBEYA CITY COUNCIL

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Ref. N0. MCC/E/U.21/16/111

Date: 03/05/2017

The Headteachers,
Mkapa, Kagera. Maanga and Sinde Primary Schools,
P.O. Box 149,
MBEYA.

RE: RESEARCH PERMIT

Please reference is made to the above subject.

May I introduce to you **Mr. Raymond F. Mapigano** who is the student of **Open University of Tanzania .**

At the moment he is conducting research on **"Effects of Home Learning Environment on Academic Achievements Among Primary School Children in Mbeya City"**

A case study of Mbeya City Council from 27th April, 2017 to 30th June,2017.

Please assist him accordingly.

Deusdedit A. Bimbalirwa
For: CITY DIRECTOR
MBEYA

C.C. Vice Chancellor,
Open University of Tanzania,
P.0.Box 23409,
DAR ES SALAAM.

Mr. Raymond F. Mapigano