

**AN INVESTIGATION ON HOME BACKGROUND FACTORS
INFLUENCING MATHEMATICS LEARNING IN PRIMARY SCHOOLS IN
KISARAWA DISTRICT, COAST REGION**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance, by the Open University of Tanzania a dissertation entitled “*An investigation on home background factors influencing mathematics learning in primary schools in Kisarawe District, Coast Region*” in partial fulfillment of the requirements for the Masters Degree of Educational Administration, Planning and Policy Studies - M.Ed. (APPS) of the Open University of Tanzania.

.....

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Date

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DECLARATION

I, *Thobias Kihengu Chacha*, declare that this dissertation is my own original work and that it has not been submitted for a similar degree Master of Education in Administration, Planning and Policy Studies, in any other degree in any other university.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my beloved brother Richard Kihengu Chacha who financially supported my post graduate studies. It is also dedicated to my parents, farther Joseph Kihengu Chacha and my beloved mother Winifrida Ghati Maghubo who invested in my education especially for primary and secondary education levels, their continued love towards my academic achievement to the present.

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ABSTRACT

This study investigated home background factors influencing mathematics learning in primary schools in Kisarawe District, Coast region. A sample of 208 purposively randomly selected respondents were involved including 8 mathematics teachers, 100 parents and 100 class six children. Data were collected using questionnaire and document reviews. Data were analyzed using simple SPSS 22.0 version for descriptive statistics and content analysis for qualitative data. Findings indicated that there were strong evidence on the relationship between parents' profession and primary school pupils' mathematics achievements. Like other studies there were no relationship associated with students' attitudes, beliefs and expectation of parents and the life styles and the social classes. Only a few pupils had textbooks at home and also at school there were shortages of mathematics books. For improving school management to bring impact in pupils learning, there is a need to create a culture of awareness raising to parents to buy books for their children. Similarly there is a need to increase mathematics teachers who will later improve academic achievements in mathematics subject in primary schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

CAG	Chief Auditing General
COSTECH	Commission of Science and Technology
DAS	District Administrative Secretary
DEO	District Education Officer
ETP	Education and Training Policy
Ho	Null Hypothesis
NECTA	National Examination Council of Tanzania
PSLE	Primary school leaving examinations
RAS	Regional Administrative Secretary
SPSS	Statistical Package for Social Scientists
TBC	Tanzania Broadcasting Cooperation

CHAPTER ONE

1.0 Introduction

This chapter presents the historical background information, statement of the problem, objectives of the study, research hypotheses and significance of the study. The study also involves limitation, scope of the study and organization of the study. School management for a long time is in crisis on how to improve academic performance, more so in mathematics teaching and learning process (Chua & Mosha, 2015; Kapolesya, 2010). The question might be what could be the role of the home background factors in supporting children especially academic performance in mathematics. This study is purposefully intended to examine how pupils' home background factors influencing mathematics learning in primary schools.

1.1 Background to the Problem

Studies have shown that success at school is associated with social background factors as these factors can greatly affect young children's cognitive skills (Giddens, 1997). Disadvantaged children (children with poor social background) start schooling with significantly lower cognitive skills than their more advantaged peers. Home environments vary in many aspects such as the parents' level of education, economic status, occupational status, religious background, values, interests, parents' expectation for their children, and family size among others. Students coming from different home environments are affected differently by such variations (Ogoye, 2007). The home environment also affects the academic performance of pupils in many ways. Thus the parents need to create positive home environment for improvement in students' quality of their academic work.

This suggests that the low background status perpetuates educational deprivation. For example, wealthier and better educated parents utilize basic education and deploy resources in a manner that creates preschool conditions which are conducive to a successful school performance (Ayoo, 2002). Families set the lifestyle and influences life chances for the child. The same lifestyle which is attached to school, determines the motivation with which its children pursue basic education. The evidence from Mwoma (2010) indicates that education usually entails expenses such as buying reading materials, stationery among others. Thus, family economic status into question may influence children's school achievement.

Students' mathematics achievement is often associated with the future economic power and competitiveness of a country. Therefore, the desire to understand and identify factors that may have meaningful and consistent relationships with mathematics achievement has been shared among national policy makers and educators around the world (Wagemaker, 2010).

In Tanzania education system provides mathematics at all levels of education. Particularly, Mathematics and science subjects are compulsory subjects in primary schools. Mathematics and science subjects play a foundation to both social and science subjects through derivation of concepts mathematics is not only widely applicable in business, economics, engineering and agriculture but also is used in logical thinking and organizing things and proofs logically. Therefore, skills and knowledge from mathematics and science subjects at all the time remains an important tool. Students are taught with the basic of mathematics in primary schools

while the teaching of mathematics emphasizes the understanding of concept and problem solving in secondary schools.

Students' mathematics achievements have often been the focus of many education systems around the world. Failure in mathematics is seen as a critical global issue in many countries. Studies have shown that lack of education leads to high fertility rates, low life expectancy and high illiteracy rates which in all affects national development (Wasanga, 1997). Performance in mathematics in many countries has been low.

At policy level, the Education and Training Policy (1995) which has been amended in the year 2014 indicates the significant role that the home environment can provide is support of educational attitudes and achievement of our children. The policy emphasis on decentralization of education and partnership in the provision of education was meant to improve the role of parents and other stakeholders in the improvement and achievement of our educational goals (URT, 1995). The Big Result Now has been in implementation since 2013 and some areas of improvement have been noticed. However, pass rates in the PSLE for the recent two years shows decreasing trends with performance in science and mathematics being worse than previously. **Table 1.1** below displays the pass rates in Coast Region, one of the regions which performed poorly in Tanzania.

Table 1.1 Pupils pass rates in Coast Region for the years 2014 and 2015

Year	District	Pass Rate (%)
2014	Kisarawe	74.12
	Mkuranga	89.69
	Kibaha Urban	83.24
	Kibaha rural	66.67
	Bagamoyo	76.84
	Mafia	75.0
	Rufiji	66.0
2015	Kisarawe	59.37
	Mkuranga	52.34
	Kibaha urban	72.61
	Kibaha rural	61.85
	Bagamoyo	69.08
	Mafia	64.21
	Rufiji	54.13

Source: National examinations council of Tanzania (NECTA, 2016)

However, the decreasing trends in the pupils performance does not explain any association with the home environment which provides most powerful informal learning situations in which the family especially parents act as educators because at home is where child behavior is developed and mould (Mdanda, 1997). It is what parents do in the home that counts for learning development of children. According to Burns et al (1985) availability of stimulating environment at home has an influence on the intellectual development of the children.

Tanzania education system faces major challenges with respect to poor performance of student in examinations and especially in Mathematics and science subjects (CAG Audit report 2009). This poor performance in mathematics and science subjects has

raised a concern due to the fact that the country aims at achieving high technological advancement in the 21st century. According to report by Professor Charles, the National Examination council of Tanzania (NECTA) showing that in the 2007 national examinations, only 17.4% of candidates passed mathematics. He attributes this partly to the insufficient number of competent mathematics teachers, and parental attitudes towards them. Little was said about whether parental attitudes and home environment in general could influence children attitudes towards learning mathematics in primary schools.

1.2 Statement of the Problem

One of the most stable and consistently observed phenomena in the field of education is the impact of students' home background on academic achievement. Many theories have been proposed to account for this phenomenon, but there is little consensus about which explanation is the most powerful. Students' mathematics achievement is often associated with the future economic power and competitiveness of a country. Therefore, the desire to understand and identify factors that may have meaningful and consistent relationships with mathematics achievement has been shared among national policy makers and educators around the world (Wagemaker, 2003). However, the academic challenges facing pupils in Tanzania's both private and public schools cannot be solved by educators alone, in isolation from the parents or families alone? More collaboration between the school and home will need to be focused on dealing with these problems. However, since home background factors are a complex and multidimensional concept which need clarification based on relevant contexts. This study attempts to respond to the call for the problem based on Tanzanian context.

1.3 Objectives of the Study

1.3.1 Main Objective of the Study

The main objective of this study was to investigate how home background factors influence mathematics learning in primary schools in Kisarawe district in Coast region.

1.3.2 Specific Objectives of the Study

- i) To determine the influence of parents' professions on primary school pupils' attitudes in mathematics subject.
- ii) To identify the influence of parenting life styles and social class on pupils attitudes in mathematics subject; and.
- iii) To explore the influence of parental beliefs and expectations of their children on children attitudes towards learning in mathematics subject.
- iv) To examine association between parental professions on primary school pupils academic achievements in mathematics subject

1.3.3 Research Questions

- i) What are the influences of parents' professions on primary school pupils' attitudes in mathematics subject?
- ii) What are the influences of parenting life styles and social class on pupils' attitudes in mathematics subject?
- iii) What are the influence of parental beliefs and expectations of their children on children attitudes towards learning in mathematics subject?

- iv) What is the association between parental professions on primary school pupils' academic achievements in mathematics subject?

1.3.4 Research Hypotheses

- i) There is no association between parental professions on pupils' attitudes towards learning of mathematics subject
- ii) There is no association between parenting life styles and social class on their children attitudes towards learning mathematics subject;
- iii) There is no relationship between parental beliefs and expectations on pupils' attitudes towards learning mathematics subject.
- iv) There is no association between parental professions on primary school pupils academic achievements in mathematics final examinations results

1.6 Significance of the study

Home background factors are considered an important factors influencing students academic achievement in many countries. However, how can home background be used to design programs and strategies that will benefit primary school pupils to do better in science and mathematics subjects. This study will help to shed light on constraints from home background factors in order to improve planning, management and promoting academic achievement in science and mathematics subjects. This as a result, can help to creative and divergent solutions to meet the challenges. This study is therefore significant because current information on the extent of which home background factors will be effectively used to improve children achievement in science and mathematics. Additionally, the findings of this

study will be used to recommend relevant approaches which when implemented may help families to improve academic achievement of their children in schools in Tanzania.

This study was expected to contribute significantly to the knowledge base on the relationship between family background characteristics and academic performance of the primary school pupils in Coast region. It is therefore a response to the public outcry on the persistence of poor academic performance in Primary School Leaving Examination in Tanzania generally and in Coast region in particular. In addition, the findings may provide opportunity and challenges to educational policy makers, planners and communities to work together in the improvement of the quality of education in the region. It may help the schools and communities to analyze the home environment and determine best strategy for the school and the parents to improve pupils' attitudes towards mathematics and their academic performance.

1.7 Scope of the study

The study is narrowed in its scope to cover a small a sampled area, involving few schools from only one district out of seven districts in the Coast region. Secondly, the study focused only on the relationship between family background characteristic and academic performance among primary school pupils in Coast region assuming other factors such as pupils' personal factors, school factors at constant. Thus, school factors and individual pupils' personal factors were not included in the study. Geographically, the study covered the population from one district in Coast region making findings difficult for generalization in other geographical areas.

1.8 Conceptual framework

Conceptual framework for this study is grounded on the assumption that students' academic achievement in science and mathematics subjects is a combination of many factors including home background factors. Thus, the conceptual framework is developed to guide the collection, analysis and interpretation of data by showing the relationship between independent variables, facilitating variables and their possible outcome. The independent variables include parents' income level, parents' education level, parenthood and life style, parents' occupations while the dependent variable was pupils' academic achievement in science and mathematics subjects.

The independent variables are assumed to influence pupils' academic performance with or without necessarily working with the facilitating variables. The study assumes that the parental education level, family' income level, parenthood and life style and parental occupational status are related with the ability to provide academic support to their children at homes, ability to ensure close follow up on school progress for their children, providing learning materials and division of labor at homes for female and males children while at home. Therefore, children from well favored home background have higher possibility to get support for their school facilities such as exercise books, text books, balanced diet which enhances high thinking capacity, and ability to withstand academic competitions at school especially in science and mathematics subjects.

The facilitating variables in the conceptual framework suggest that their presence may or may not affect children academic achievements. The independent variables can ensure academic support of the children while at homes, ability to make close

follow up on school progress, providing learning materials and influence family division of labor at homes. For this matter gendered division of labor can affect pupils' concentration which is needed especially when dealing with science subjects. In this case girls can be negatively affected in most African societies where patriarchy systems or life styles dominate. Thus, a pupil who is raised by his/her both parents can academically perform better at school than those from single parent family. The point is that, it is easy for him to get full support materially and psychologically.

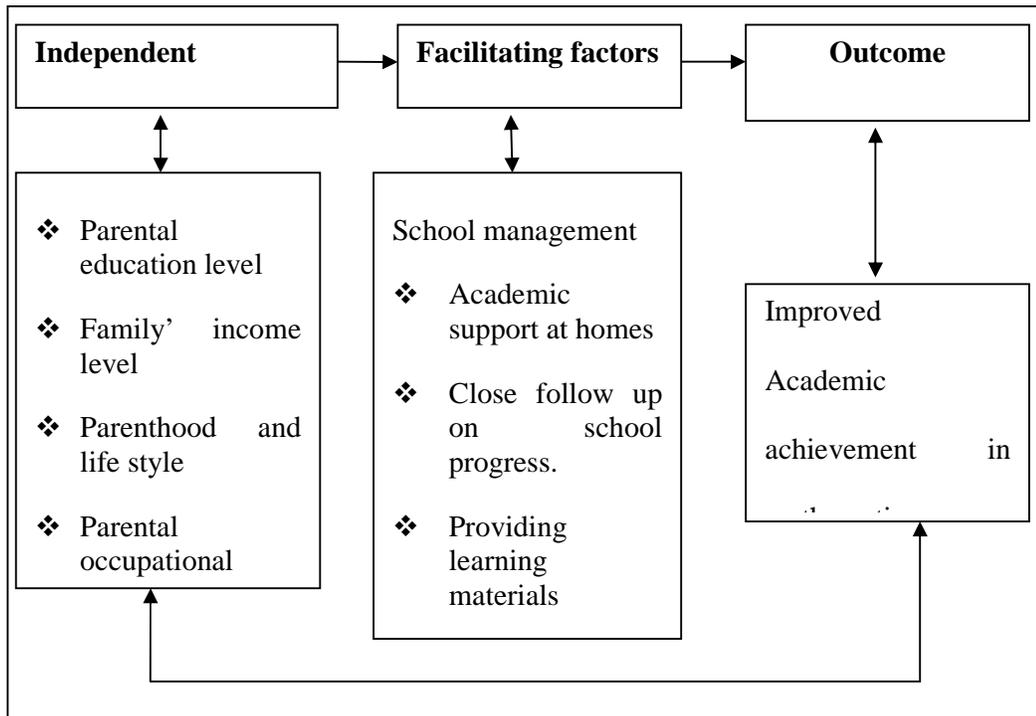


Figure 1.1: A conceptual framework on the influence of home background factors on primary school pupils in Coast Region, Tanzania

Source; Modified from Stufflebeam Context, Inputs, Process, Product Model (1971)

Moreover, parent's occupation status is related with income of the parents and ability to influence their children towards science and mathematics subjects. These parents can provide school facilities to their children hence creating good learning environment which can facilitate good academic performance for their children. The parents' religion was also related with children academic performance. This can be associated with the tendency of valuing formal education among Christians and Muslims. From the historical background of the colonial period churches encouraged establishment of formal education while Islamic societies encouraged Koran schools with emphasis on religious education. The Moslem parents resisted to send their children to school fearing that they would be converted to Christianity. The summary of the main features in the conceptual framework is summarized in Figure 1.1.

1.9 Limitations of the Study

A number of limitations were anticipated during the study. One of the aspects to determine home environment factors parental some of which are confidential that some family members could not mentioned. Some parents hesitated to provide useful information for the study due to embarrassment of exposing their poverty level. The researcher overcame this by assuring the respondents that the findings of this study would be used for academic purposes only. Also some parents were not willing to provide their family details for fear of exposing their private life.

1.10 Operational definition of Terms

- (i) **Academic achievement** is a systematic and purposeful quantification of learning outcomes. It involves the determination of the degree of attainment on individuals in tasks, courses or programmes of which the individuals

were sufficiently exposed (Nwagu 1992; Eze 2009). Academic performance refers to the grades both per subject and overall that the pupil obtained through examinations or tests.

- (ii) **Home background environments** refer to the area where pupils live and interact with other family members such as siblings, relatives, guardians and parents around the family.

- (iii) **Mathematics subject** refers to the science of numbers, quantity and spaces of which for example arithmetic, algebra, trigonometry and geometry are branches. Mathematics mainly uses numerical and figures to explain the phenomenon. (Fisher, 1990; Bishop, 1985). View mathematics as an indispensable medium by which and within which scientists express, formulate and communicate scientific phenomenon.

1.11 Organization of the Study

This study is organized into five chapters. Chapter one presents the background information to the problem; statement of the problem; purpose and objectives of the study; research hypothesis, significance of the study; conceptual framework and limitations and delimitations of the study. The chapter two covers review of related literature. Chapter three introduces research methodology, while chapter four presents study findings and discussion. Chapter five provides a summary of the findings, conclusion and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter presents the review of literature related to the significance of home background factors on pupils' academic achievement in both primary and secondary school levels. It explores the historical Overview, theoretical stances, and empirical findings on the role of home background factors on school achievement globally and specifically in Tanzania.

2.1 Theoretical Perspectives

2.1.1 Bourdieu Cultural Capital Theory

One theoretical framework which is often used to explain the effect of parental education on achievement is Bourdieu's Cultural Capital Theory (Bourdieu & Passeron, 1977). This theory basically argues that social classes preserve a strong cultural identity, and that social origins have a strong influence on students' cultural resources. Skills, attitudes, and use of language, to take a few examples, thus are differentiated according to class origins. Furthermore, pedagogical practices and assessment procedures are to a large extent related to the culture of the upper class, which contributes to making cultural capital the main determinant of school and occupational success.

The theory functions in such a way as to legitimate class inequalities. Thus, success in the education system is facilitated by the possession of cultural capital. Lower-class pupils do not in general possess these traits, so the failure of the majority of these pupils is inevitable. This explains class inequalities in educational attainment. Therefore, for Bourdieu, educational credentials help to reproduce and legitimate

social inequalities, as higher-class individuals are seen to deserve their place in the social structure.

According to Bourdieu, cultural capital consists of familiarity with the dominant culture in a society. Thus, the possession of cultural capital varies with social class, yet the education system assumes the possession of cultural capital. This makes it very difficult for lower-class pupils to succeed in the education system. But despite the fact that lower-class pupils are seriously disadvantaged in the competition for educational credentials, the results of this competition are seen as meritocratic and therefore as legitimate. In addition, Bourdieu claims that social inequalities are legitimated by the educational credentials held by those in dominant positions. This means that the education system has a key role in maintaining the status quo.

Bourdieu's view is that cultural capital is inculcated in the higher-class home, and enables higher-class students to gain higher educational credentials than lower-class students. This enables higher-class individuals to maintain their class position, and legitimates the dominant position which higher-class individuals typically go on to hold. Of course, some lower-class individuals will succeed in the education system, but, rather than challenging the system, this will strengthen it by contributing to the appearance of meritocracy.

Thus, cultural capital can be acquired, to a varying extent, depending on the period, the society, and the social class. The volume of the social capital possessed by a given agent thus depends on the size of the network of connections he can effectively mobilize and on the volume of the capital (economic, cultural or symbolic). The

profits which accrue from membership in a group are the basis of the solidarity which makes them possible.

However, Bourdieu theory has been criticized for not being precise enough about exactly which of the resources associated with the higher-class home constitute cultural capital, and how these resources are converted into educational credentials. However, Bourdieu's emphasis on the non-material resources possessed by the higher-class household is to be welcomed. We have evidence that the dramatic fall in the material costs to families of education due to educational reforms, such as the universal provision of free and compulsory secondary education, have not diminished the degree of association between class origins and educational attainment (Shavit and Blossfeld, 1993; Halsey et al., 1980). This suggests that the educational advantage which higher-class parents pass on to their children may not be entirely caused by economic factors and that the notion of cultural capital is therefore worthy of serious attention.

2.2 The Concept and Aims of Primary Education in Tanzania

Primary education is a seven years education cycle and compulsory in enrolment and attendance for children aged 7 to 14. At the end of the cycle, pupils sit for Primary School Leaving Examination. Pupils are admitted to secondary education or vocational training centres on the basis of their results (ETP, 1995:13). The Education and Training Policy (1995) highlighted the following objectives of primary education in Tanzania;

- (i) To enable every child to understand and appreciate his or her human person, to acquire values, respect and enrich our common cultural background and

moral values, social customs and traditions as well as national unity, identity, ethic and pride.

- (ii) To provide opportunity and enable every child to acquire, appreciate and effectively use Kiswahili and to respect the language as a symbol of national unity, identity and pride.
- (iii) To enable every child to understand the fundamentals of the national constitution as well as the enshrined human and civic rights, obligations and responsibility to every citizens.
- (iv) To enable every child to acquire basic learning tools of literacy, communication, numeracy and problem solving as well as basic learning content of integrated relevant knowledge, skills and attitudes needed for survival and development to full capacity.
- (v) To provide the child with the foundations of self-initiative, self-advancement and self- confidence.
- (vi) To prepare the child for second level education (i.e. secondary, vocational, technical and continuing education).
- (vii) To prepare the child to enter the world of work

2.3 Home Environment Characteristics and Pupils Attitudes and Educational Achievement

2.3.1 Family Backgrounds Characteristics

The family background characteristic is one of the most important components which can influence pupils' academic performance. The family can foster children's school achievement; home also occupies the first and the most significance place for the development of children. It does not only provide the hereditary transmission of

basic potentials for the development, but also provide environment conditions, personal relationships and cultural pattern, favorable or unfavorable, positive and negative as reflected from its structure, socioeconomic and cultural status and patterns of mutual relationship and emotional state among the members (Sunitha and Khadi, 2009).

The role of family in enhancing children academic performance has been explained further by Dave (1963) who suggests six variables which are: Parents' expectation and aspirations of their children, language model in the home, academic guidance and support provided in the home, stimulation provided in the home to explore various aspects of the larger environment, the intellectual interests and activity in the home and the work habits emphasized in the home.

Coleman also did a large scale study on the factors that influence academic performance. His findings showed a stronger correlation between academic achievement and family background (Colman, et al., 1966). Generally, the relationship between family background and academic performance of pupils can be explored on various unit levels from that of nations, states, regions, districts, schools and on to classes and individual students.

2.3.2 Parents involvement and motivation on children academic performance

Studies indicates that school students' performance as influenced by family structure, functions, values and other psychological dimensions such as parent beliefs. For example, the role of the significant others (parents and home environment) in students' academic performance as a main factor which shapes the initial constellation of students' attitudes they develop toward learning (Lumsden, 1994). It

has been stressed that when children are raised in a home that nurtures a sense of self-worth, competence, autonomy, and self-efficacy, they will be more apt to accept the risks inherent in learning. Thus, parental motivational practices are causal influences on children's academic intrinsic motivation and school achievement (Fleming and Gottfried, 1994). For that reason, there is a need to instruct parents on motivational practices such as encouragement of persistence, effort, mastery of subject area, curiosity and exploration that are likely to impact on the academic performance of the student. So, there is a clear link between parent involvement and children's success in school. Even if parents are unable to assist their children with a specific subject area or skill, they can still play a vital role by encouraging students' feelings of competence and control and positive attitudes towards academics, according to (. a review of the research literature on families and school motivation (Grolnick, Friendly, and Bellas 2009).

A study by Ferguson (2007) in the United States of America on research-based tips for high-achievement parenting suggest that parents promote reading at home, discuss reading materials with their children in ways that encourage children to enjoy learning, and seek opportunities at home to discuss and apply what children are learning in school, among other activities. Ferguson further recommends that parents set clear and firm rules about homework, television watching, and other daily activities, and that they actively seek out-of-school opportunities and extracurricular activities that reinforce school lessons, encourage exploration and creativity, and develop children's special talents.

2.3.3 Family socio-economic factors as motivation towards children academic achievement

A study by Duncan and Magnuson (2005) has concluded that various dimensions of socioeconomic status including household income and cumulative wealth, parents' educational attainment and parenting skills, family structure, the quality of the neighborhood, and associated social position and privileges—account for some portion of these achievement gaps. This paper, however, focuses on a much narrower group of studies that address differences between students of different backgrounds that might affect their *motivation*, which in turn is likely to exacerbate achievement gaps. Thus, family factors can influence children from as early as when they are in the womb. By the time they enter school; children from socioeconomically disadvantaged families possess lower levels of cognitive and non-cognitive skills and lag far behind their more advantaged peers. Even worse, these gaps have been shown to persist as children age (Heckman 2008).

2.3.4 Parental educational levels and children motivation and academic achievement

Family background can also result in contextual differences that may affect achievement and motivation. In the United States of America, the middle class families are more likely to raise their children to participate in structured activities that develop talents and, unlike working class and poor children, these children become much better at interacting with and negotiating societal institutions (Williams Shanks & Destin, 2009, p. 29). Particularly, parents' own educational and skill levels seem to be a factor in children's development; studies have documented a link between parental education and cognitive development in children as young as

three months old (Duncan & Magnuson, 2005). The findings however, do not mean that children from disadvantaged backgrounds are doomed to skill gaps and low academic motivation.

2.3.5 Cultural Dimensions and children motivation and academic achievement

Cultural factors can be related to motivation, leaving aside the much broader literature on racial/ethnic achievement gaps and theories from psychology or sociology about racial/ethnic identity in general. The available research does suggest that how students see themselves—as well as any particular group to which they belong—in the context of their school and community can influence students' identity formation, values, feelings of competence and relatedness, and goal-setting (Murdock, 2009). Research also suggests that cultural differences in parents' values and behaviors may have an impact on motivation.

A study by Graham and Hudley (2005) identified several historical and cultural forces—including cultural stereotypes and discrimination, the perceptions of others, and a desire to protect their group identity—that have motivational significance for people of color. For example, some researchers assert that experiences with or perceptions of discrimination can damage the confidence of students of color and contribute to academic disengagement. Additionally, students who experience prejudice may adopt a mindset that attributes failure to external reasons beyond their control, as a means of protecting their self-esteem and group identity. This is significant because an external-attribution mindset can undermine the feelings of control and autonomy that are necessary for strong motivation.

Other scholars maintain that social context can lead some children to perceive that certain types of behavior, such as spending time on homework, are pointless and “not for people like me” if they form their identity in a context that provides no example of how academic achievement might be relevant to their personal goals (Oyserman & Destin, 2010, p. 1002). As Tamera Murdock explains, categories of racial, ethnic, gender or others, help students define who they are and construct a vision of who they might become. Contexts in which students are able to view academic achievement as a realistic aspect of their group identity and develop positive images of that identity can foster motivation (Murdock, 2009, p. 451).

2.3.6 The parent’s choice of profession and children attitudes

Other influential factors involve a parent's choice of profession. It is common for children of mathematicians and scientists to also pursue careers in math or science because their parents chose to concentrate in those areas. Having them as positive role models provides guidance, and hence the children are more likely to take the plunge in the same direction if they are so inclined because they have seen their parents do it. Similarly, we can imagine that for many children whose parents are involved in computer related fields, there is a substantially greater chance that the child will not be hesitant about pursuing the field if he/she chooses simply because the parents can serve as positive examples to their children. But for those children who cannot directly look up to a positive role model, the path can be more arduous. It goes without saying that the percentages of children in lower-class families who have scientists and mathematician mentors available is significantly less than their counterparts from middle-class and upper-class sectors. Perhaps the single most influential predictor of achievement and participation in science and mathematics is

the level of education parents attain. Those most likely to go on to college or to graduate school are those whose parents attended college or graduate school themselves. For these children, the parents often serve as role models and mentors, encouraging their children to have high educational aspirations in United States of America

2.4 Empirical Studies from Africa

Studies including: Nsamenang (1993), Killinouwsk and Sloane (1981), Mbilinyi (1976), Puja (1981) and Omari (1979) show that family income has impact on pupils' academic performance. Across all families, parents face major challenges when it comes to provide optimal care and education for their children. Families, which are economically and socially well, support pupils' learning by making conducive home environments that provide learning variety, and they send their children to quality schools. Parents from socially disadvantaged household levels face difficulties in providing their children with extra classes and educational materials due to their low income and low attitude towards education coupled with inadequate skills related to their children's school activities. Therefore, pupils from economically poor households show less academic performance due to lack of encouragement and academic support from their caretakers (Nsamenang, 1993).

It was further argued that, parents who obtained low education were economically poor; thus, they used to encourage their children to do some family activities such as selling small items around and sell their labour cheaply to support their home economy. Studies from developing countries showed combination findings on the effect of family SES on school academic achievement. In Nigeria, Nsamenang

(1993) parents with low level of education have low regards for and negative attitude towards their children's schooling because they viewed education as an obstacle to home economy as some family activities contributed to family income. However, some studies showed weak relationship between parents' education and academic achievement, as they reported that parents' level of education was not necessarily determinant of pupil's level of academic achievement (Killinowsk and Sloane 1981).

2.5 Empirical Studies from Tanzania

In Tanzania educational attainment is one of the most indicators of lifetime economic opportunities. Higher educational attainment is associated with higher employment possibilities and higher wages, higher family income and improved health for adults and their children. Children from poor families whose parents have lower educational level often start life with disadvantages. The family financial and educational resources supports are important because education begins at home and the family members are the most important teachers for preschool children. Puja (1981) in her study on the effects of socio-economic factors on pupils' performance at primary school level in Tanzania found that, pupils' performance in both English and Mathematics was different depending on the basis of educational levels of parents/guardians. Children from non educated parents scored poor grades in both subjects compared to those whose parents were educated.

Additionally, Mbilinyi (1976) argued that poor families from some households gave low priority to school activities whose children were kept busy herding, gathering and performing domestic chores after the school session. On the same line, Omari

(1979) observed that, pastoral societies orient their children towards pastoral activities such as looking after animals and identifying sick animals. Moreover, studies from Guranywa (1995) and Malekela (1994) conducted in Dar es Salaam showed that communities from high socio-economic background do support their children's by providing them extra classes. The inequalities observed in primary schools extend to higher education levels and intensifies inequality in wealth and educational achievement between children from advantaged and the disadvantaged families.

2.6 The Knowledge Gap

The literature review has presented a number of studies from global context as related to conceptual and practical issues on home background characteristics as a cause of Pupils' attitudes and academic performance in schools of different levels. The literature indicates that there is an awareness of the influence of family background characteristics on pupils' academic performance. However, little has been done on the factors contributing to poor academic performance in primary schools in Tanzania, the factors has not been exhaustively examined in the coast region in particular. However, these studies have not attempted to investigate and test the relationship between home background characteristics and pupils' attitudes and academic achievement particularly in mathematics subject in Tanzania generally but in Coast region in particular where students pass rates are comparatively low.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter describes research methodology that was employed in generating and collecting information relevant for the research objectives. The chapter particularly focuses on the research design, geographical study area, and the target population, sample and sampling techniques, data collection instruments, data processing and analysis, validation of instruments and ethical considerations.

3.1 Research approach

Selection of an approach to be employed in any research normally rests on the nature of the question under consideration and objectives of the research itself (Best & Khan, 2003). This study utilized a descriptive research design which was suitable for quantitative data collection and analysis, and for testing chi-square. The quantitative approach is the numerical method of quantifying and describing observation of materials or characteristics (Creswell, 2009). The quantitative research approach was adopted because some numerical data were obtained through questionnaire which provided an immediate picture of the phenomenon studied.

3.2 Research design

Creswell and Garrett (2008) define research design as a program that guides a researcher in collecting, analyzing and interpreting observed facts. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data. Given the nature of the objectives and hypotheses, this study was dominated by quantitative approach.

Questionnaires were used to collect quantitative information from pupils about family background characteristics.

3.3 Geographical Study Area

This study was conducted in Kisarawe district in the Coast region. According to the statistics from NECTA, Coast region is one among the regions which did poorly in the national PSLE for the years both 2015 and 2014. Kisarawe district had recorded the worst academic achievement of all the seven districts in the region (See Table 1.1). In addition, the coast region was chosen because it was noted that it had recorded the lowest level of parental involvement and support for the schooling of their children.

Using simple random sampling technique, the last five regions in terms of pupils academic performance based on 2013 up to 2015 academic years were listed in a piece of paper and a colleague was requested to randomly pick one paper. The five regions comprised of Lindi, Shinyanga, Singida, Mara and Coast (NECTA, 2015). It turned out that this paper contained the word coast, thus, coast region was selected as a study site. The procedure for the selection of Kisarawe district was selected as study site.

3.4 The Target Population

Population is the entire cohort of subjects that a researcher is interested in. It is in this population, that the researcher chooses the representative for the whole population. For the purpose of this study, the target population of the study consisted of 8 primary schools, 100 pupils, 100 parents, and 8 primary school mathematics teachers

who used to teach mathematics in class 6 from surveyed schools in Kisarawe District.

3.5 Sample and Sampling Techniques

3.5.1 Sample and sample size

Best and Khan (2003) define a sample as a segment of population which the researcher is interested in gaining information and drawing conclusion. This study involved a sample size of 208 respondents that included 100 parents and 100 standard six pupils and 8 mathematics teachers from 8 sampled primary schools. The class six pupils were included in the sample simply because they were expected to provide valuable information based on their ability to express themselves verbally and in writings given that their ages were comparatively higher compared to pupils from lower classes. The involvement of 8 mathematics teachers was based on the assumption that classroom mathematics teachers were expected to explain their practical classroom experience on how children performed in mathematics based on academic records keeping of their children and comment on supportive characteristics of pupils home background factors. The mathematics teachers interacted with pupils in varying degrees of family background factors such as in parent-teachers meetings, socio-cultural gatherings and forums. The information obtained from teachers complimented similar information obtained from pupils. The parents and guardians were included in the sample study because they were the major determinants and supporters of their children in academic development and became role models to possibly encourage or discourage the children attitudes towards learning mathematics. So, the parents or guardians were considered the primary instructors to their children and models of children behaviors.

3.5.2 Sampling Procedures

Participants were selected using simple random technique and purposive sampling technique as explained below.

3.5.2.1 Selection of primary schools

Simple random sampling technique was used to get coast region as a research site and 8 sampled schools (See section 3.3 above). The sample schools included 8 schools with four (4) schools with higher academic performance and another four (4) schools with lowest performance from Kisarawe district based on the pupils academic performance in 2015 (PSLE) national examinations. A list of schools was obtained from the DEOs office for the purpose of sampling.

3.5.2.2 Selection of primary school Teachers

Purposive sampling technique was used to get 8 mathematics teachers. The researcher requested the head teachers from the sampled schools to give one name of mathematics teacher who taught in standard six to constitute sample members. These teachers were involved in the study because they are responsible for not only teaching mathematics in the class but also providing home work assignment and recording their pupils' classroom performance in mathematics subject.

3.5.2.3 Selection of the parents

The parents or guardians were purposefully selected by the virtue of their parenthood for the study. The researcher used the names of pupils to sample their parents or guardians. These respondents were expected to provide useful information on how do they manipulate home environment to influence children attitudes towards learning mathematics.

3.5.2.4 Selection of primary school pupils

Pupils are the ones most directly affected by the home background characteristics in influencing their attitudes towards learning of mathematics subjects. The pupils were obtained from class six because of their long experience of staying and learning in primary school and therefore are regarded as mature enough to share their experience on the issue. From class six, pupils were stratified into boys and girls, and then simple random sampling was applied to obtain equal number of boys and girls. Therefore a total of 100 pupils were sampled for the study. In selecting pupils from each school the researcher used pupils' attendance register to be collected from academic office. So, the first six pupils with highest performance and the last six with poor performance were purposefully selected for the sample.

3.6 Methods of Data Collection and Data collection tools

The data were collected through questionnaires and documentary analysis methods

3.6.1 Questionnaire as Data Collection Instrument

A questionnaire is a data-gathering instrument through which a participant responds to questions or statements that generally require factual information (Best and Kahn, 2003). The study used the questionnaire for collecting data from both pupils and parents because the tool is cost effective and efficient, cover a large number of participants sometimes that are widely spread out geographically. The questionnaire also tends to be free of the researcher's bias. Class six pupils are considered literate enough to respond to the questionnaire, and hence to respond effectively to closed ended questions.

Orodho and Kombo (2002) point out that in closed-ended questions, the respondent is asked to select an answer from among a list provided by the researcher. Closed-ended questions are very popular because they provide greater uniformity of responses and are more easily processed (Likert scale items). The method is economical, respondents in distant locations can be reached, and the questions are standardized, anonymity can be assured and questions can be written for specific purpose. Also the questionnaires enable the respondents to answer the questions easily without wasting much time. Another advantage of questionnaire techniques is that it enables easily analysis of quantitative data through the use of Statistical Package for Social Scientists (SPSS) (Opie, 2007). The questionnaire was the main instrument which was used in data collection.

3.6.2 Documentary Review

According to Best and Kahn (2003), documentary review is a data collection method which involves deriving information by studying written documents. In this study various primary documents containing information on students' enrolment and academic performance in both terminal tests and final examination results as provided by NECTA. It also included primary official documents which provided statistics on students' attendance registers, pupils academic records found at school. However, secondary documents including books, journals, magazines, newspapers and website pages also were used to enrich the theoretical stances and empirical studies. They were useful for the analysis and discussion of the research findings.

3.7 Data Analysis procedures

Data analysis is an important step towards finding out solution of a problem under study. It is a systematic process involving working with data, organizing them and dividing them into small manageable parts. With regard to this study, quantitative data analysis was done using Statistical Package for Social Scientists (SPSS) whereby chi-square test was conducted to measure the association between pupils' home background characteristics on pupils attitudes towards learning mathematics in Primary Schools through four generated null hypothesis. In case of qualitative data, thematic analysis was conducted in analyzing data obtained documentary reviews.

The data gathered were coded and entered into the computer using SPSS Version 12. Then the process of data analysis followed after that of data cleaning. In analyzing the data, the researcher performed item analysis to see whether the attitude scale is measuring one unitary construct. The scoring of the responses was done with negative represented by a scale of 1, and the positive end as 4. In this case, a response that implies an extremely unfavorable attitude to learning mathematics scored as 1, while a response that implies an extremely favorable attitude to learning mathematics was scored as 4. All the negatively worded items in the scale had been reversed accordingly following the procedure outlined in Pallant (2005). Having scored all the responses, the total scores for each respondent were calculated. Thus, a maximum positive score 100 that represented total positivity and a maximum negative score included 25 that represented total negativity.

3.8 Validity and Reliability of Research Instruments

Reliability implies stability or dependability of an instruments or procedure in order to obtain information. Validity refers to the quality that a procedure or instruments used in research is accurate, correct, true, and meaningful and right. In order to measure the validity and reliability of the questions, the researcher gave them to his colleagues who read them and there after he tried out the questionnaires in Mikoroshini primary school in Temeke District in Dar es Salaam Region, the school which had similar characteristic with respect to pupils' academic performance in mathematics. After the pilot study, corrections of the questionnaire were made and finally it was sent to the supervisor who read them and finally agreed with the researcher.

3.9 Ethical Consideration

In accordance with a government circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980 that gives power to the Vice Chancellor to issue research clearance to students. The researcher sought clearance from the Directorate of Research at the open university of Tanzania, which grants research permit on behalf of the Commission of Science and Technology (COSTECH). Permission was also sought from Regional Administrative Secretary (RAS) and District Administrative Secretary (DAS), District Education Officer (DEO) and from the Head teachers of the participating schools. Moreover, the researcher will explain clearly to the respondents the objectives of the study before they could take part. Respondents were informed that their participation was voluntary and that the information they give would be treated confidentially and used for the intended purpose only. The researcher made sure that the information collected was kept in a safe manner so it could not be accessed by

unauthorized persons. Furthermore the researcher also ensured that the respondents' names are not mentioned anywhere in the study. Names of schools were substituted by alphabetical letters A-H in no order that could ordinarily relate the letters and real names of the school.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter presents the results and discussion of the findings of the study based on research objectives and hypothesis that guided this investigation. The purpose of the study was to examine the relationship between home background characteristics and primary school pupils' attitudes towards learning mathematics subject in Coast region. The findings are presented in several subsections, including respondents' background characteristics, assessment of family background characteristics, and the effects of family background on pupil's attitudes towards learning mathematics subject and towards their academic performance on mathematics.

4.1 Respondents Characteristics

The sub-section was intended to describe the background characteristics of the respondents. The respondents in this study comprised of standards six pupils who were categorized into three background characteristics including the gender, professions and parental educational levels. The findings were collected and presented in Table 4.1 as follows

Table 4.1 Respondents' Characteristics

Variable	N	Percent
Standard six pupils		
Female	57	57
Male	43	43
Parents' levels of education		
No-formal education	48	48
Primary education	31	31
Secondary education	12	12
Post secondary education	09	09
Parents' professions		
Farmers	67	67
Self-employed	21	21
Formal employment	12	12
Total	200	100.00

Sources: Field data, 2016

Data summarized in Table 4.1 indicate the number of parents and primary six pupils who constituted 200 (96.2%) of all the respondents. It was noted that of all 100 primary school pupils, more than half (57%) were the females compared to (43%) the males. The parent levels of education were grouped into four categories namely non-formal education, primary education, post-primary education and post secondary education. . a little bit more than half of the respondents (53.0%) were peasants, compared to 25% who were self- employed while 22% were employed in formal sectors including civil servants such as teachers, security personnel and medical personnel. Generally, nearly three quarters of the respondents (34.0%) belonged to families with medium socio-economic background compared to 66.0% who

belonged to the low socio-economic backgrounds. This suggests that the sampled study was dominated by the parents from low socio-economic status.

4.1.1 Parents' Professions

Parents' occupation was assessed based on whether the parents were employed, self employed or peasants. The data on parents' occupation was collected on assumption that it has impact on children attitudes towards learning mathematics. The data was collected from 100 parents or guardians who were included in the Table 4.2.

Table 4.2 Distribution of Parents Occupation

Category	N	Percent
Formal employment	22	22
Self employment	25	25
Peasants	53	53

Source: Field data, 2016

Data presented in Table 4.2 indicates that more than half (53 percent) of the parents or guardians in Kisarawe district were the peasants, compared with self-employed parents (25 percent). Only small segment of the parents (22 percent) were employed in the formal or public sector. It was found that the peasants engaged in the subsistence economy. The dominant crops grown include the maize, ground nuts and millet. The peasants in addition, grow cashew nuts as a cash crop in small scale, from which the peasants earned certain amount of money annually.

The self -employed parents engaged in carpentry, masonry and petty trading activities especially along the main roads. These parents participated in farming

activities to supplement their income. Some parents were employed in the formal sectors such as public sector and in private sectors for example the teachers, medical personnel and in local government offices. On the basis of their employment status, the parents in those three categories had different income levels and abilities to constitute to their different socio-economic status.

4.1.2 Parents' levels of Education

Parents' levels of education were categorized as low level of education, average level of education and high level of education. Parents who had post secondary education were categorized as high level of education, those with secondary education were categorized as average level of education and parents with primary and no formal education were categorized as low level of education as are summarized in Table 4.3.

Table 4.3 Distribution of Parents Level of Education

Variables	N	Percent
No formal education	48	48
Primary education	31	31
Secondary education	12	12
Post secondary education	09	09
Total	100	100

Source: Field data, 2016

Data summarized on Table 4.3 shows that a majority of parents (79%) had either primary education or no formal education. This group of parents was categorized as low level of education. 12 percent of parents had secondary education while only 9 percent of parents had post secondary education. This implies that the majority of

parents in rural areas were categorized as low level educated parents. The parents with low level education could only employ themselves in small scale farming or in small scale entrepreneurship such as carpentry, masonry and petty business. Such group of parents was categorized into low income levels and abilities to constitute to their different socio-economic status.

4.1.3 Parents' Socio-Economic Status

To measure parents socio-economic status (SES), the researcher used a combination of parents' actual income in monetary terms and possession of properties such as types of houses, existence of assets such as farm, house, and livestock as well as the availability of consumer goods such as televisions and radios, although they did not have an immediate monetary translation. According to Buchmann and Dalton (2002) scales based on the existence of consumer goods at the pupils' house provide good indirect measure of family income in educational research, even if they do not have any immediate monetary translations.

High family income and assets ownership was categorized into high socio-economic status while un-possession of assets ownership included the farm, house, livestock, television and radio was rated low status. House ownership was assessed with regard to quality of walls and roofing materials; the one with wall made of cement brick and roofed by iron sheets was regarded as high quality house and represented high income level. The researcher computed average of asset ownership and the average was used to describe parents' income level as were summarized in **Table 4.4**.

Table 4.4 Categorization of Parents' Socio-Economic Status

Socio-economic Status	N	Percentage
High SES	0	0
Medium SES	34	34
Low SES	66	66

Source: Field data, 2016

Data in Table 4.4 shows that more than half (66 percent) of the parents belonged to low life styles implying that most of the parents did not own high quality houses, television set or radio and other lucrative consumer goods. About 34 percent of the parents belonged to medium income category. The findings imply that parents in rural areas are categorized as low income earners who survived as small scale farmers basing on subsistence farming including cassava, groundnuts, rice, millet and the cashew nuts dominated as the cash crop. From little amount of money the families earned from these crops, majority of the parents could hardly afford higher life styles or expanses. The categorization of parents into social classes was based on their possession and property ownership and their economic sources.

4.1.4 Pupils' attitudes towards learning mathematics

Students' attitudes towards learning mathematics were assessed on the basis of the standard six pupils' responses to questions which demanded to measure their attitudes. The responses to attitudes was rated high if the response was "Yes" and low if the response was "No". These questions were asked to both parents and school children. It was decided to use the YES responses to imply positive attitudes of pupils towards learning mathematics and to use the NO responses to imply negative

attitudes of pupils towards learning mathematics. The findings revealed that 93% of the pupils responded to YES questions to imply positive attitudes towards learning mathematics while 7% of the pupils' responded to NO questions which implied to negative attitudes towards learning mathematics. Data was finally summarized and presented in **Table 4.5** as follows;

Table 4.5 Categorization of Pupils attitudes towards learning mathematics

Students Attitudes	N	Percentage
Positive Attitudes	93	93
Negative Attitudes	7	7

Source: Field data, 2016

The findings summarized in Table 4.5 indicate that majority of students (93%) had positive attitudes towards learning mathematics compared to 7% who had negative attitudes towards mathematics. Generally, the data shows that pupils' attitudes about mathematics subject were positive.

4.1.5 Pupils' with or without mathematics textbooks from their homes

The researcher was interested to assess the number of pupils who possessed mathematics textbooks from their homes. This was used as one of the factors to assess the levels of home background academic support to their children and encouragement to pupils' attitudes towards learning mathematics in primary schools. The teachers, parents and grade 6 pupils were asked to mention the mathematics textbooks provided by families and how they were helpful to encourage pupils. The data were collected and summarized in Table 4.6.

Table 4.6 Number of pupils with or without mathematics textbooks from their homes

School	Number of pupils with mathematics book from homes	Percentage	Number of pupils without mathematics book from home	Percentage
A	12	12	01	1
B	06	6	07	7
C	07	7	06	6
D	0	0	12	12
E	0	0	12	12
F	0	0	12	12
G	0	0	12	12
H	01	1	12	12
Total	26	26	74	74

Source: Field Data, 2016

The Table 4.6 indicates the number of grade 6 pupils in the sampled schools who possessed personal mathematics textbooks from their homes. The statistics indicated that the students without mathematics text books from homes outnumbered those who possessed the mathematics text books from their homes. Of all the 100 grade 6 pupils in the sample schools only 26% were supported with mathematics textbooks from their homes. The statistics implied that the home environment characteristics in Kisarawe discouraged pupils from developing appropriate attitudes towards learning mathematics (Home environment was unfavorable for the learning mathematics). The researcher revealed that many parents said that the economic difficulties facing their families were the reason for not providing mathematics textbooks to their children. Some parents said that it was the responsibility of the government to provide textbooks under the free education policy for basic education. Moreover, the awareness among the parents differed based on parents from urban schools. For example, **schools A to C** had comparatively higher levels of parents' commitments

towards providing mathematics textbooks to their children from homes. Such schools were located close to urban centers. The significance of study materials in promoting students self-study have been recommended by some scholars (Bhalalusesa 1998; Komba *et al* 2013). The scholars recommended that study materials were useful even in the absence of instructors or when pupils needed to be interactive while at home.

4.1.6 Pupils' Academic Performance on mathematics subject

Students' academic performance was assessed on the basis of the standard six pupils' terminal examination results. The school academic masters were asked to fill in the documentary review based on students academic pass rates on mathematics subjects. The researcher asked the school administration to provide academic data of the candidates to indicate their average academic performance. Based on the researchers' chi-square analysis of data, the pupils' academic scores were categorized into the following categories. Category one was called excellent because the candidates scored 60 and above. The candidates with such grades were considered to have excellent performances because they *scored A and B grades* which guaranteed the candidates for selection into secondary education based on ministry of education standards and criteria. The other group of candidates was categorized as *C grade*. The grade was labeled average pass rates and the candidates were considered passed based on ministry of education criteria. Although the C grade was a pass criterion, it could not guarantee candidates chance for selection into secondary education due to high competition in the selection and limited opportunity available for secondary education into public schools.

Average *D grade* was labeled as unsatisfactory or fail. The candidates who scored below 41 grades were categorized as unsatisfactory. The candidates were unqualified to gain access to secondary education based on ministry of education standards. For the purpose of this study, thus pupils academic performance were categorized into three groups as follows: Excellent performance range from (100-61): average pass rates range from (60- 41): unsatisfactory or (40-0). The data on pupils' academic performance was finally summarized and presented in **Figure 4.1** as follows;

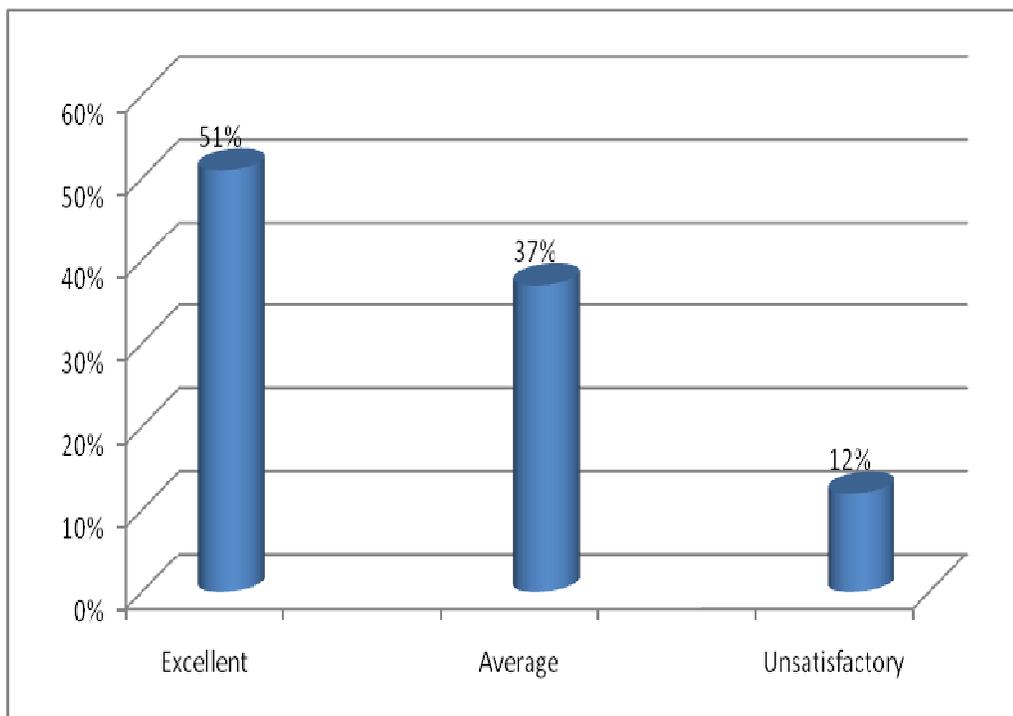


Figure 4.1 Distribution of Pupils scores on mathematics end of term results 2016

The findings summarized in Figure 4.1 indicate that more than half of pupils (51%) either scored between grades (A or B) which were labeled as excellent. This is a category of pupils who were guaranteed for selection into secondary education. While 37% of the pupils were categorized into an average pass grade or C grades. The candidates on this group were labeled as pass although they had limited chance

for selection into secondary education during higher competition and limited secondary education opportunities. A small number of group of pupils in the sampled schools were labeled into unsatisfactory group who were categorized as unsatisfactory or fail. For this reason, they lacked academic qualifications for selection into secondary education.

4.2 The Relationship between Family Background Characteristic and Pupils

Attitudes

The purpose of this study is to investigate the influence of home background characteristics on primary school pupils' attitudes towards learning mathematics subject in Kisarawe district, coast region. It was necessary to assess the effect of family background characteristics on attitudes towards leaning mathematics in primary schools because, pupils attitudes has close association with pupils academic achievement in a given subject. Three family background variables were used to assess their effect on pupils' attitudes and academic performance towards mathematics subject. To achieve this, the associations were compared and chi-square analysis was conducted for the same purpose. The three family background characteristics involved the parents' professions, parents' life styles and social-economic status, and parents' levels of education.

4.2.1 The influence of parents' professions on primary school pupils' attitudes towards learning mathematics subject

The research objective one was intended to reveal how parents' professions associated with their pupils attitudes towards learning mathematics subjects. The study tested the hypothesis which was intended to test their associations. Data on

pupils' attitudes on mathematics subject were collected from school and district official documents based on school data. Parents were assessed based on whether the parents were employed, self employed or peasants. The data on parents' occupation was collected on assumption that it has impact on children attitudes towards learning mathematics. The data was collected from 100 pupils whose parents and guardians were included as well.

Data presented in Table 4.2 indicates that more than half (53%) of the parents or guardians in Kisarawe district were peasants, compared with 25 percent of parents who were identified as self-employed parents. Only small segment of the parents (22 percent) were employed in the formal or public sector. It was found that the peasants engaged in the subsistence economy. The dominant crops grown include the cassava, maize, ground nuts and millet. The peasants in addition, grow cashew nuts as a cash crop in small scale, from which the peasants earned certain amount of money annually.

The self -employed parents engaged in carpentry, masonry and petty trading activities. These parents participated in farming activities to supplement their income. Some parents were employed in the formal sectors such as public sector and in private sectors for example the teachers, medical personnel and in local government offices. On the basis of their employment status, the parents in those three categories had different income levels and abilities to constitute to their different socio-economic status.

The descriptive statistics for academic performance shows a great variation in academic performance among pupils, it was necessary to assess the effect of family

background characteristics on academic achievement. To achieve this family background variable were used to assess their effect on students' academic performance where chi square tests were conducted and compared to examine the evidence if any to justify their association. The results indicated that (Chi Square =1.321, df=4, P=0.858). Since P- value ($P > .005$) there is less (weak) evidence of associations between variables. Thus, the tests indicated that there is no association between parental professions and pupils' attitudes towards learning of mathematics subject in Kisarawe district (See Table 4.7 for Chi Square Test on association between parents' professions on pupils' attitudes).

Table 4.7; Association between parents' professions on pupils' attitudes

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.321 ^a	4	.858
Likelihood Ratio	1.864	4	.761
Linear-by-Linear Association	.773	1	.379
N of Valid Cases	100		

a. 7 cells (70.0%) have expected count less than 5. The minimum expected count is .21.

The study findings contradict with several scholars' opinions which showed that parents' professions had association with their children attitudes towards science subjects. A study by Nicolaidou and Philippou (2003) on attitudes and School Grades in Italy showed that negative attitudes were the result of frequent and repeated failures or problems when dealing with mathematical tasks and these negative attitudes may become relatively permanent. Another study by Michelli (2013) on The Relationship between Attitudes and Achievement in Mathematics among Fifth

Grade Students revealed that while attitude and achievement in math had a significant relationship in this study with a positive correlation; attitude is only a portion of what affects students' achievement in math. Unfortunately, these findings from other studies did not guarantee pupils positive or negative attitudes on learning mathematics by parents' professions.

4.3 The influence of parenting life styles and social class on pupils' attitudes in Mathematics

The research objective two examined the influence of parenting life styles and social class on pupils' attitudes in mathematics subject; the variables were tested through chi-square to assess whether there is association between parenting life styles and social class on their children attitudes towards learning mathematics subject. The study tested the hypothesis which was intended to test their associations. Data on parenting life styles collected from the parents were assessed based on whether the parents were employed, self employed or peasants. In families where both parents were employed in formal sectors such as medical personnel, teaching professions and security personnel were grouped into average and excellent categories. The parenting life styles and social class for this study was categorized into high social class and medium social classes. Based on such categories, children attitudes towards learning mathematics subject; data on parenting life styles and social classes on pupils' attitudes in Mathematics were summarized and presented in the Tables 4.8a and 4.8b.

Table 4.8a; Parenting life styles and social classes on pupils' attitudes in Mathematics

Parenting styles and social classes	Pupils attitudes towards learning Mathematics		
	Positive	Negative	Total
Parents medium social classes	33	01	34
Parents low social classes	60	06	66
Total	93	07	100

Source; Field data, 2016

The results from Table 4.8b indicate that (Chi Square =1.304, df=1, P=0.254). Since (P >.005) then there is less (weak) evidence of association between variables. Thus, the tests indicated that there is no association between parenting life styles and social classes with pupils' attitudes towards learning of mathematics subject in Kisarawe district. Thus, the null hypotheses 'There is no association between parenting life styles and parents social classes on pupils' attitudes towards learning of mathematics subject' was accepted.

Table 4.8b; Chi-Square Tests for Association between parenting life styles and social classes on pupils' attitudes in Mathematics

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.304 ^a	1	.254		
Continuity Correction ^b	.530	1	.467		
Likelihood Ratio	1.493	1	.222		
Fisher's Exact Test				.417	.242
Linear-by-Linear Association	1.291	1	.256		
N of Valid Cases	100				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.38.

b. Computed only for a 2x2 table

There are several studies done in Tanzania and outside the continents which support or contradict the current study results. A study by Thomas (2010) on the relationship between family background characteristics and academic performance among primary school pupils in Mtwara region revealed that pupils from parents' with high and low income performed relatively equal. Therefore Thomas concluded that parents' income was not a predictor factor that can influence pupils' academic performance. Moreover, when the means were compared there were no differences in means score between pupils from high income and those from low income families.

In the same line, Parker (2003) indicated that the traditional nuclear family model has some advantages as to its essential role in education Children raised in families outside the traditional nuclear families were more likely to achieve lower academic

performance, thus, children can do better when raised by both married biological parents.

Bempechat (1992) suggests that early work in cognitive socialization showed that children's general level of achievement is associated with such factors as the degree to which parents provide tutoring when it is needed, providing time and quiet place for studying and assigning responsibility for household chores. More recently, researchers have focused on parent-child interactions, usually with the mother, that foster or inhibit cognitive development. The underlying assumption is that parents function in much the same way as teachers, and their behavior are contingent on the particular context in which they interact with their children.

However studies done by Thomas (2010); Parker (2003) and Bempechat (1992) concentrated mostly on effect of children's on academic achievement and socialization rather than attitudes towards learning mathematics. On the basis of the statistics, the null hypothesis was accepted and conclusion was therefore made that there was no association between parenting life styles and parents' social classes on pupils' attitudes towards learning of mathematics subject. It implies that pupils from different parenting styles and social classes had no different levels of attitudes towards learning mathematics subject. Thus, the null hypothesis was accepted because of insufficient evidence to reject it.

4.4 The association between parental beliefs and expectations on pupils' attitudes towards learning mathematics subject

The third research objective examined the association between parental expectations and beliefs with pupils' attitudes towards learning mathematics subject. These

variables were tested through chi-square to assess their association through testing the null hypothesis. In families where both parents were employed in formal sectors such as medical personnel, teaching professions and security personnel were grouped into high and low parental expectations and beliefs sub-categories. The parental expectations and beliefs for this study were categorized into high social class and medium social classes. Based on such sub-categories, the parents or guardians responses were categorized into YES for positive higher parental beliefs and expectations and NO responses were totalized in favor of low parental expectations and beliefs of parents. The more the YES responses the more chance for positive higher parental beliefs and expectations and the more NO responses from the parents the lower is parental expectations and beliefs for that matter. Some data were summarized and presented on **Tables 4.9a and 4.9b**

Table 4.9a; Parents expectations and beliefs on Pupils attitudes towards learning mathematic subject

	Pupils attitudes towards learning Mathematics		
	Positive	Negative	Total
Parents high expectations and beliefs	45	1	46
Parents low expectations and beliefs	48	6	54
Total	93	7	100

Source; Field Data 2016

Table 4.9b; Chi-Square Tests for Association between parents expectations and beliefs and Pupils attitudes towards learning mathematic subject

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	3.048 ^a	1	.081		
Continuity Correction ^b	1.829	1	.176		
Likelihood Ratio	3.419	1	.064		
Fisher's Exact Test				.120	.085
Linear-by-Linear Association	3.017	1	.082		
N of Valid Cases	100				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 3.22.

b. Computed only for a 2x2 table

The results from Tables 4.9a and 4.9b indicate that (Chi Square =3.048, df=1, P=0.081). Since (P >.005) then there is less (weak) evidence of association between variables. Thus, the tests indicated that there is no association between parental expectations and beliefs with pupils' attitudes towards learning of mathematics subject in Kisarawe District. Thus, the null hypothesis was accepted due to insufficient evidence to support it.

The findings from the chi-square tests revealed that pupils developed positive attitudes towards learning mathematics regardless of whether their parents came from lower beliefs and expectation sub-categories. The data implied that pupils from both sub-categories whose parents had negative expectations and beliefs. On the basis of the statistics, the null hypothesis was accepted and the conclusion was therefore made that there was no association between attitudes towards learning

mathematics subject. It implies that pupils' attitudes towards learning mathematics were not determined by different parental levels of and nature of expectations and beliefs. The null hypothesis was accepted because there was insufficient evidence to reject it. Thus, children from both low expectations and beliefs and those from higher expectations and beliefs did not differ in their attitudes towards learning mathematics subjects.

However there are limited studies conducted in Tanzania and outside the country on parental expectations and beliefs with pupils' attitudes on learning mathematics. The study assumed that parents had different expectations on their children schooling and therefore influenced children attitudes. The underlying assumption is that parents function in much the same way as children role models and molding their children behaviors and attitude in the particular context in which they interact with their children. The findings of this study support or contradict with findings from various studies. A study by Mensah, Okyere and Kuranchie (2013) on Student attitude towards Mathematics and performance in Ghana concluded on the basis on the test of the hypothesis at 95% (0.05 significance level) that there was a positive and significant correlation exists between student attitude and student performance, therefore the null hypothesis was rejected. The studies conducted by Chueng (1998) and Schenkel (2009) found a positive and significant correlation between the attitude of student and their performance in Mathematics. Thus, they concluded that performance of students in Mathematics is significantly related to the attitude of the students towards Mathematics.

A study by Hart (1989) considers attitude towards Mathematics from multidimensional perspectives and defined an individual's attitude towards Mathematics as a more complex phenomenon characterised by the emotions that he associates with Mathematics, his beliefs about Mathematics and how he behaves towards Mathematics. Such attitude towards Mathematics may result into a tendency to be fearful of and anxious about Mathematics. Thus, involving in Mathematical activities, could make a belief that one is good or bad at Mathematics, and a belief that Mathematics is useful or useless in their future. A student can develop positive attitude towards Mathematics because he or she learns to associate positive experiences or events with it.

However, studies that have been conducted to determine the relationship between students' attitude towards Mathematics and achievement in Mathematics have yielded contradictory results. The findings have thus lacked consistency on the subject. Some studies have demonstrated a strong and significant relationship between Mathematics attitude and Mathematics achievement (Minato & Yanase, 1984, Schenkel, 2009). In the Schenkel's (2009) study of elementary school pupils, positive correlation between student attitude and student performance was found. Student beliefs and attitudes were found to have the potential to either facilitate or inhibit learning. Other studies have, however, demonstrated that the correlation between attitude towards Mathematics and achievement in Mathematics was rather weak and could not be considered to be of practical significance (Wolf & Blixt, 1981).

4.5 The association between parental professions on primary school pupils academic achievements in mathematics subject examinations

The fourth research objective examined the association between parental professions with pupils' academic achievement in mathematics subjects. The study tested the hypothesis which was intended to test their associations. Data on pupils' academic performance on mathematics subject were collected from school-based official examination documents. The pupils' academic performance on mathematics subject was assessed and categorized into excellent, average and unsatisfactory sub-categories (see figure 4.1 for further explanation). Parental professions were categorized into both peasants, one employed informal sector, both employed in informal sectors, one employed within formal sector and both employed within formal sectors sub-categories. The data was collected from 100 pupils whose parents and guardians were included as well from eight sampled schools in Kisarawe district, Coast region. The employment within formal sectors included medical personnel, teaching professions and security personnel were grouped into average and excellent categories. The employment within informal sectors included business or entrepreneurship, peasants and arts were mostly grouped into average and unsatisfactory sub-categories.

The chi square test was conducted and variables were compared to examine the evidence if any to justify their association. The results indicated that (Chi Square =55.104, df=8, P=0.000). Since ($P < .005$) then there is strong evidence of association between variables. Thus, the chi square tests indicated that there is association between parental professions with pupils' academic performance on mathematics subject in Kisarawe District. Thus, the results indicated that P-Value was lower to

imply that the evidence is sufficient to reject the null hypothesis in favor of alternative hypothesis. In other words, results suggest that there is association between parental professions and primary school pupils' academic achievements in mathematics subject examinations. In this study, parental professions were categorized into the following sub-categories as indicated in Tables 4.10a and 4.10b

Table 4.10a; Parents' professions on pupils' academic performance in mathematic subject

	Academic Performance sub-categories			
	Unsatisfactorily	Average	Excellent	Total
Both are peasants	39	14	0	53
One is self-employed	08	14	0	22
Both are self-employed	01	02	0	03
One is employed in formal sector	03	06	08	17
Both are employed within formal sector	0	03	02	05
Total	51	39	10	100

Source: Field Data, 2016

Table 4.10b; Chi Square Tests for association between parents professions and pupils academic performance in mathematic subject

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	55.104 ^a	8	.000
Likelihood Ratio	52.623	8	.000
Linear-by-Linear Association	38.073	1	.000
N of Valid Cases	100		

a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is .30.

Source: Field Data, 2016

The findings from Tables 4.10a and Table 4.10b reveal that 51 (51.0%) pupils in the sampled schools were grouped under unsatisfactorily compared with 39(39%) pupils who were grouped under average academic performance sub-group, 10(10%) pupils who were grouped under excellent sub-group category. Generally speaking, the results indicated that the majority of pupils in the sampled schools performed unsatisfactorily in mathematics subject. Most pupils 47% out of 51% who were grouped in satisfactory sub-group came from families where both parents and at least one parent were self employed in informal sectors. There was no pupil who performed unsatisfactorily had both of their parents or guardians employed within the formal sectors. Furthermore 39% of the pupils performed and were grouped into average sub-category of which 28% of them were contributed from families where both parents were peasants or at least one parent was self employed in informal sectors. Families where parents were both employed within formal sectors or at least one parents was employed in formal sector contributed 9% of pupils within average sub-category.

Only 10% of the pupils in the sampled schools had better performance in mathematics subject who were grouped in excellent sub-group. All 10 pupils in this sub-category who actually scored the best scores came from families where either both parents were employed in the formal sectors or at least one parent was employed within the formal sector. Generally, the chi square test results indicated that a small number of pupils performed excellent in mathematics subjects in primary schools. These findings are in line with Rosier and Banks (1990) that established a Socio-Educational Level (SEL), consisting of a combination of father's occupation; father's and mother's secondary education; father's post-secondary education;

number of books in the home; and home use of a dictionary correlated well with students' academic performance in Science.

The researcher wanted explanations to establish reasons why the two variables (parents' professions and children academic performance in mathematics) were associated. The teachers and pupils were on opinion that different parental professions had varying contributions to children school performance particularly in mathematics subject, and generally in all academic disciplines.

The participants maintained that some professions such as teachers and respondents said that findings revealed that pupils' academic achievement in mathematics was contributed to a certain extent with the professional levels. For example, the parents who were professionally teachers were more supportive academically to their children through the supply and availability of learning resources such as television programs such as Ubongo Kids for children as scheduled from TBC channels, such kind of Television and Radio programs, and access to newspapers which were both entertaining and educative. Most parents from affluent families were interested and capable of accessing such resources and materials compared with parents from less affluent families. In one of the several cases researcher asked the parents and pupils the educative role of such resources as television and radio programs and newspapers. This is how one of the pupil answered;

Some television programs I usually was interested to watch were the news bulletins; Ubongo Kids for stimulating pupils thinking's especially in mathematics in every Saturdays. I tend to learn many arithmetic principles and solving mathematical questions and formulas. There are cases where some computer programs were very useful in learning some mathematical principles and equations (Pupil from school D).

The information quoted above indicates that parents professions were associated with the ability to access and supply teaching and learning resources such as computers, radio and television programs. It is important however to consider the importance of being selective to educative programs and avoid programs which are not beneficial to our pupils (avoid unnecessary repercussions). These findings concur with Johnson et al (1996) & Fentiman (1966) findings, which revealed that, children from poor families achieved poorly in school due to lack of enough support on educational facilities such as educational motivation from their parents. In other words family professions and income are closely associated with parent support and involvement in child's education development which is linked to their academic performance in many academic disciplines including mathematics subject.

A study by Fentiman (1966) indicated that children from poor families used to provide support to the family economy by involving in various socio-economic activities, or they served as cheap labor in carrying luggage, thus they are remained with little time to do school work and or revision and contributed to pupils negative attitudes towards school because they earned money from those activities. It implies that children from economically poor families are forced to engage themselves in money earning activities, and consequently affects their concentration in academic activities.

There is little contradiction however with Thomas (2010) who concluded that children from relatively well off families did not perform higher than children from poor parents, as it would have been expected. Thus, Mtwara region children from low and high income families performed almost equally at school. Similarly, a study by Puja's (1981) concluded that parents' income did not have significant influence on pupils' performance in English and Mathematics because pupils' performance did not differ among the rich and the poor parent categories.

The findings in the current study however, concur with what Ngorosho (2004) found in Bagamoyo where pupils from wealthy family category had higher scores in Arithmetic and Kiswahili tests than pupils from other category. It was proposed that children from well off families had economic support to attend private tuition classes after school hours. That means the children from well economically families such as businesspersons and professionals seemed to participate in private tuition at a greater extent and performed better than those who did not. The parents from economically disadvantaged families could hardly meet the educational requirements for their children. Thus, the current findings indicate that in Kisarawe District, parents professions was not an influencing factor on pupils' academic performance in mathematics subject.

On the basis of the statistics, the null hypothesis was rejected in favor of alternative hypothesis. In other words, parents' professions associated with primary school pupils' academic performance in mathematics subject. Thus, the socio-economic backgrounds of the parents created different parental professions which implied difference in pupils' academic performance in mathematic subjects. The children

from families with higher occupational status performed academically better than the children from the opposite respective groups.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

The purpose of this study was to investigate the home background factors that influencing mathematics learning in primary schools in Kisarawe District. The specific objectives of the study were reformulated into the following research hypotheses.

- (i) There is no association between parents' professions with primary school pupils' attitudes in mathematics subject.
- (ii) There is no association between parenting life styles and social class with pupils attitudes in mathematics subject; and.
- (iii) There is no association between parental beliefs and expectations with pupils' attitudes towards learning in mathematics subject.
- (iv) There is no association between parental professions and primary school pupils academic achievements in mathematics subjects

The findings were collected through the questionnaires and documentary review methods. Questionnaires were administered to 200 respondents including the primary school pupils and their parents, primary school teachers from 8 sampled schools in coast region.

The null hypotheses were tested based on Chi-Square tests and tests statistics were measured at 95% (0.005 as my significance level). The findings revealed that there was no significant association existed between variables in the first three null hypotheses as summarised in the following sub-section.

5.1 Summary of the study findings

(i) Research Hypothesis One

Ho: There is no association between parents' professions with primary school pupils' attitudes on learning mathematics subject in Kisarawe District. The results from Chi-Square tests showed no significant association between parental professions with student attitude towards learning mathematics in the district. Therefore, the null hypothesis is **accepted** and it is concluded that no significant association exists between the variables. This implies that parents' professions did not have any influence on primary school pupils' attitudes on learning mathematics subject in Kisarawe District.

(ii) Research Hypothesis Two

Ho: There is no association between parenting life styles and social classes with primary school pupils' attitudes on learning mathematics subject in Kisarawe District. The results from Chi-Square test showed that there was no association between the variables and therefore the null hypothesis was **accepted** and conclusion was made that there was no association between the parenting life styles and social classes influenced primary school pupils' attitudes towards learning mathematics subject. This implies that parents' life styles and social classes had less influence on primary school pupils' attitudes on learning mathematics subject in Kisarawe District.

(iii) Research Hypothesis Three

Ho: There is no association between parental beliefs and expectations with primary school pupils' attitudes towards learning of mathematics subject in

the district. Based on the chi-square test value calculated, the null hypothesis was **accepted** and the conclusion was made that the parental beliefs and expectations had no association with primary school pupils' attitudes towards learning of mathematics subject. The acceptance of the null hypotheses suggested that parental beliefs and expectations had no significant influence on pupils' attitudes towards learning of mathematics subjects. This implies that parents' beliefs and expectations contributed nothing to the pupils' attitudes towards primary school pupils' attitudes on learning mathematics subject in the District.

(iv) **Research Hypotheses Four**

Ho: There is no association between parental professions with primary school pupils' academic achievements in mathematics subject. Based on chi-square test value calculated, the null hypothesis was **rejected** and the conclusion was made that there was strong evidence of association between parental professions with primary school pupils' academic achievements in mathematics subject. It implies that there was a significance association between parental professions and pupils academic achievements in their mathematics subject examinations. Thus the forth null hypothesis was **rejected** in favor of alternative hypotheses because the evidence was sufficient to reject them (simply because chi-squares values were lower).

Therefore the following research hypothesis indicated that the association between its variables was accepted. On the basis of the statistics, the following null hypotheses were accepted and conclusion was therefore made that there was no

association between their respective variables. There is no association between parents' professions with primary school pupils' attitudes towards learning mathematics subject.

There is no association between parenting life styles and social class with primary school pupils' attitudes towards learning mathematics subject.

There was no association between parental beliefs and expectations with pupils' attitudes towards learning in mathematics subject.

On the other hand, the following research null hypothesis indicated that the association between its variables was rejected; There is no association between parental professions on primary school pupils academic achievements in mathematics subject

5.2 Theoretical and Practical implications of the Study

Theoretically, the findings of this study are considered significant because it can help in providing empirical information in identifying and explaining the various family background variables and the influence of the variables on students' academic achievement. Similarly finding informs the existing school situation especially in school management. This will help in better understanding of the phenomenon. Moreover, it is expected that the findings will help to explain the functionality of the home backgrounds and their contributions to pupils learning of mathematics subjects. Family members should promote and make home conducive learning environments for their children.

Practically, the finding suggests that parents and family members and teachers to work together and provide the pupils with appropriate guidance especially while at

home. The finding suggests that the teachers should realize the necessity of individualizing their teaching by structuring their teaching methods and instructional resources to take care of the divergent parental backgrounds of the students. Therefore, teachers and family members should cooperate to academically support the children for mathematics learning.

In addition, the study suggest that parents and guardians should make good use of home background environmental factors that can helpful in improving pupils' mathematics learning. Some attitudes and academic achievements of pupils towards mathematics learning were influenced by home background factors. They should spare time to support academically with pupils while at home. This will act as a check on increasing low academic performance among students, occasioned by the fact that some parents, teachers and counsellors do not have adequate knowledge/input required of them. The school administrators should formulate workable school policies and practices that would regulate and provide educational opportunities for all children irrespective of their family background in the distribution of equipment, facilities and amenities to schools.

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APPENDICES

Appendix A: Questionnaires [Likert Scales] for Standard Six 6 Pupils

I, Thobias Chacha, am Masters student at the Open University of Tanzania undertaking a research project titled '*An investigation on home background factors influencing primary school pupils learning mathematics subject in Kisarawe district, Coast region*' as part of the course accomplishment. Could you please participate in this study by providing responses to the questions asked herein. I would like to assure you that your responses will be handled confidentially and for academic purposes only. Do not write your name.

Name of School.....

1.Put a tick in only one of the five categories of responses provided to indicate your best choice

Statements	Agree strongly	agree	Not decided	disagree	Disagree strongly
I like learning mathematics subject					
I usually perform better than average(50) on mathematics tests and examinations					
My parents' professions have influenced my attitudes towards liking mathematics subject.					
My parents' support has influenced my performance on mathematics subject examinations/tests.					
I am proud of my ability to perform better on mathematics					
My parent life styles have no effect on my attitudes towards learning mathematics subject;					
parenting life styles in our home has influenced my attitudes towards learning mathematics subject					

My attitudes towards learning mathematics subject					
My parents believe that I can perform better in mathematics subject than any other subject					
My parents have higher expectations on my ability to perform in mathematics subject					
My parental beliefs and expectations relate on my attitudes towards learning mathematics subject					
My parental beliefs and expectations relate on my attitudes towards my performance in mathematics subject					
I have adequate opportunity to study mathematics at home					
I receive support from my family members to study mathematics while at home					
My parents bought me books for mathematics for personal study while at home					
My parents send me to attend private tuition for improving mathematics skills and knowledge					
I think the parenting life style affect negatively my attitude towards mathematics subject					
I don't get family and parental support on learning mathematics both at home and at school					
Domestic chores affect negatively my attitudes towards learning mathematics					
Every pupil is using his/her own book when studying mathematics in our class					
In our home there is a special room we are using for personal study					
Our mathematics teacher teaches very well					

I like mathematics because I want to be the profession that requires mathematics skills and knowledge					
Mathematics skills and knowledge will help me to be employed in the formal sector					
My parental educational levels negatively affect my achievement in mathematics subject					
My parents have negative beliefs and expectations on my level of achievement in mathematics subject					

a) What is your parents' profession?

Both are farmers

At least one of them is a farmer

At least one of them is an Artisan

b) What domestic activities or games you are involved in improving your skills and knowledge on mathematics? -----

c) How many times in a week do you do your test or examination on mathematics subject?

None

Once

Twice

Three times or more

d) What teaching materials does your teacher use in teaching mathematics in your school?-----

e) Are there any academic activities or quiz do your parents give to practice while you are at home? No Yes Not sure
If yes, how many times a week-----

f) Do you like studying mathematics? Yes No Not sure
If Yes, give reasons why?-----

Appendix B: Questionnaires [Likert Scales] for the Parents

I, Thobias Chacha, am Masters student at the Open University of Tanzania undertaking a research project titled '*An investigation on home background factors influencing primary school pupils learning mathematics subject in Kisarawe district in Coast region*' as part of the course accomplishment. Could you please participate in this study by providing responses to the questions asked herein. I would like to assure you that your responses will be handled confidentially and for academic purposes only. Do not write your name.

Name of School -----

1.Put a tick in only one of the five categories of responses provided to indicate your best choice

Statements	Agree strongly	Agree	Not Decided	Disagree	Disagree strongly
My child likes learning mathematics subject					
My child usually performs better than average(50 scores) on mathematics tests and examinations					
My profession influences my child attitudes towards learning mathematics subject.					
I usually support my child to do his/her home works while at home.					
My family life style has effect on my child attitudes towards learning mathematics subject					
I believe that my child can perform better in mathematics subject than in any other subject					
I have higher expectations on ability of my child to perform better in mathematics subject					
My family provides academic support to my child on learning mathematics while at home					

My family buys our child mathematics books for his/her personal study while at home					
I used to send my child to attend private tuition to improve his/her mathematics skills and knowledge					
I do not think that the parenting life style has any negative effect on my child attitude towards learning mathematics subject					
Domestic chores we usually assign our child does not affect negatively his/her attitudes towards learning mathematics					
I think that my child receives all support he/she requires to enable him/her learn mathematics at school					
In our home there is a special room we spare for our child to use for his/her personal study					
I think my child likes mathematics because its relates to hi/her professional skills of his/her choice					
I hope that mathematics skills and knowledge will help my child to get employed in the formal sector					

a) What is your profession?

Both are farmers

At least one of them is a farmer

At least one of them is an Artisan

Any other (mention please) -----

b) What is your level of education?

Both have no formal education

Both of them have primary education

One of them has higher than primary education

Both of them have higher than primary education

c) Mention the domestic activities or games your child is involved while at home help to improve his/her mathematics skills and knowledge? -----

d) Are there any academic activities or quiz you give to your child for purpose of practicing while you are at home? Yes No Not sure

If YES, how many times a week-----

e) Do you like your child to study mathematics? Yes sure

f) What professions do you like your child to be doing in the future? -----

Appendix C: Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759
Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

22/08/2016

DISTRICT EXECUTIVE DIRECTOR,
KISARAWA DISTRICT

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. **Thobias Kihengu Chacha**, PG201507061 who is a Master student at the Open University of Tanzania. By this letter, Mr. Thobias K. Chacha has been granted clearance to conduct research in the country. The title of his research is "AN INVESTIGATION ON HOME BACKGROUND FACTORS INFLUENCING MATHEMATICS LEARNING IN PRIMARY SCHOOLS IN KISARAWA DISTRICT IN COAST REGION". The research will be conducted in KISARAWA District. The period which this permission has been granted is from 26/08/2016 to 27/09/2016.

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

Appendix D: Clearance Letter

HALMASHAURI YA WILAYA YA KISARAWWE
(Barua zote ziandikwe kwa Mkurugenzi Mtendaji (W))

Nambari ya Simu 023 2401045
Fax 023 2401046
023 2401044



Sanduku la Posta 28001,
Kisarawe,
PWANI

Email: kisarawedc@pwani.go.tz

Kumb.Na.KDC/E.10/32/VOL VII/29

01/09/2016

Head Teachers,
Chanzige "A", Chanzige "B", Kibasila, Sanze, Kazimzumbwi, Vigama, Kifuru, Visege, Primary Schools,
P. O. Box 28001,
KISARAWE.

U.F.S District Education Officer (P),
P. O. Box 28001,
KISARAWE.

Dear Sir/Madam,

Forwarded
1/9/2016
JEK

**RE: INTRODUCING MR. THOBIAS KIHENGU CHACHA A STUDENT AT THE
OPEN UNIVERSITY OF TANZANIA**

Kindly refer to the heading captioned above.

The individual named above is a Master's Degree student at the Open University of Tanzania with Reg.No.PG 201507061. He is in need of conducting research under title "AN INVESTIGATION ON HOME BACKGROUND FACTORS INFLUENCING MATHEMATICS LEARNING IN PRIMARY SCHOOLS IN KISARAWE DISTRICT IN COAST REGION". The District Executive Director's Office has permitted him to undertake this research with effect from 26th August, 2016 and end on 27th September, 2016.

I would therefore ask your esteemed offices to allow him to conduct the research and provide him with any assistance he might be in need of to accomplish the task.

We thank you for your continued co operation.

Ndalo M. Limbe
Ndalo M. Limbe
For: District Executive Director
KISARAWE.

Copy to: District Executive Director - For File Reference
KISARAWE.
Thobias Kihengu Chacha - For Information.

Appendix E: Documentary Review Guide**Number of students with or without mathematics book from their homes**

Subject	Number of students with mathematics book from home	Percentage	Number of students without mathematics book from home	Percentage
Mathematics				
Total				

Standard six pupils' performance in mathematics Terminal Tests in 2016

Subject	Number of Stand six pupils sat for Terminal test	Pass rates B or Higher	Pass rate C	Pass rate D or Below
Mathematics				
Total				

Standard seven pupils' performance in final mathematics exams in 2015

Subject	Number of Standard seven pupils sat for final examinations in 2015	Pass rates B or Higher	Pass rate C	Pass rate D or Below
Mathematics				
Total				