

**FACTORS AFFECTING LEARNING ENVIRONMENT IN PUBLIC PRIMARY
SCHOOLS IN TANZANIA: A CASE STUDY OF UBUNGO DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that she has read and recommends for acceptance by the Open University of Tanzania a dissertation entitled; **“Factors Affecting Learning Environment in Public Primary Schools in Tanzania” A case study of Ubungo District** in partial fulfillment of the requirements of the Award of Degree of Masters in Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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DECLARATION

I, JOSEPH BULEGA, do hereby declare that this dissertation is my original work and that it has not been presented to any other college institution or University other than The Open University of Tanzania

Signature.....

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DATE.....

DEDICATION

This dissertation is dedicated to my lovely late parents Mr and Mrs Lawrence Bulega, my lovely wife Sarah Anicent and my lovely daughter Jocelyn Joseph for their support during my course of study.

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ABSTRACT

The study explored the factors affecting learning environment in Tanzania. The objectives were to investigate the effect of physical facilities on learning environment, examine the teaching and learning on learning environment and Investigate the effect of distance to schools on learning environment. The study was conducted in Ubungo district; four primary schools were involved with 126 respondents. Respondents include; heads of schools, pupils, teachers, parents, Ward education officer and District education officer. Qualitative research approach and descriptive research design were employed. Purposive and simple random sampling techniques were employed. Purposive and simple random samplings were employed to select participants by their gender. Data was collected through primary and secondary data. Data analysis was conducted using content analysis and descriptive statistics. The study revealed that there was an inadequate physical facilities affecting learning environment in public primary schools. The study also revealed that there was inadequate teaching and learning materials affecting learning environment in public primary schools. The finally revealed that majority of the pupils stay far from schools hence affecting learning environment in public primary schools. It is recommended that the ministry of education and vocational training through concerned organs should provide adequate physical facilities and teaching and learning materials in order to improve learning environment. The ministry of education should instruct schools to enroll pupils to schools which are near to their homes to avoid pupils from walking long distances and those who fail to get vacancies the government should provide free school buses.

LIST OF ABBREVIATION

EFA	:	Education for All
FPE	:	Free Primary Education
MDG	:	Millennium Development Goals
UPE	:	Universal Primary Education
UNESCO	:	United Nations Education Science and Cultural Organization
UNICEF	:	United Nations International Children Education Fund
DEO	:	District Education Officer
UNDHR	:	United Nation Declaration Human Rights
EACPE	:	East African Certificate of Primary Education
FGD	:	Focus Group Discussion
WEO	:	Ward Education Officer
BEST	:	Basic Education Statistics in Tanzania
PEDP	:	Primary Education Development Programme
ESDP	:	Education Sector Development Programme

LIST OF TABLES

Table 3.1: Category Composition of Sample by School category of Respondents school and number Respondents.....	24
Table 4.1: Adequacy of Latrines	31
Table 4.2: If the School has a Library.....	32
Table 4.3: Shows the Findings Teachers on the Adequate Textbooks	33
Table 4.4: The Distance to School for Pupils.....	35
Table 4.5: Challenges and Suggestions.....	38
Table 4.6: Factors Affecting Learning Environment.....	38
Table 4.7: Frequencies and Percentages of Teachers who suggested a Strategy were calculated	44

LIST OF FIGURES

Figure 1.1 Conceptual framework.....	17
Figure 4.1: Adequacy of Classrooms.....	30
Figure 4.2: Adequacy Desks.....	31
Figure 4.3: Presents Results from Pupils and Charts are usually, not usually or not used at all by Teachers in class.....	34
Figure 4.4: Means of Transport used by pupils to and from School.....	36
Figure 4.5: Suggestions by Parents to Improve Learning Environment.....	40

TABLE CONTENTS

CERTIFICATION	i
DECLARATION	ii
DEDICATION	iii
COPYRIGHT	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
LIST OF ABBREVIATION	vii
LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.3.1 General Objective.....	5
1.3.2 Specific objectives	5
1.4 Research questions	6
1.5 Significance of the Study	6

1.6 Scope of the Study	7
1.7 Limitations of the Study	7
1.9 Definition of key Terms used in the Study.....	7
1.10 Organization of the study	8
CHAPTER TWO	9
2.0 LITERATURE REVIEW	9
2.1 Introduction	9
2.1.2 Theoretical Review	9
2.2 Learning environment in Primary Schools Worldwide	10
2.3Physical facilities and learning environment.....	11
2.4Adequacy of teaching and learning materials and learning environment	11
2.5 Distance to school and learning environment.....	13
2.6 Empirical Literature Review	14
2.7 Researches done in Africa	14
2.8 Researches done in Tanzania.....	15
2.9 Research Gap	16
CHAPTER THREE	19
RESEARCH METHODOLOGY	19
3.1 introductions	19
3.2 Area of study.....	19
3.3 Research Approach	19

3.4 Research Design.....	20
3.5 Population, Sample and Sampling Technique	20
3.5.1 Target Population	20
3.5.2 Sample Size	21
3.6 Data Collection methods and instruments	23
3.8 Data Analysis procedure	25
3.9 Validity and Reliability of Data.....	25
3.9.1 Validity of Instruments.....	25
3.9.2 Reliability of Instruments	26
3.10 Ethical Considerations.....	26
CHAPTER FOUR.....	29
DATA PRESENTATION, ANALYSIS AND DISCUSSION.....	29
4.1 Introduction	29
4.2.1 Effect of physical facilities on learning environment in Ubungo district	29
4.3.2 Effect of the teaching /learning resources on learning environment	33
4.3.3 Effect of distance school on learning environment.....	35
4.4 Opinions on the Best Ways to Curb Factors affecting learning environment in Public Primary Schools.....	37
4.4.1 Parents’ responses on factors affecting learning environment in Public Primary Schools	37
4.4.2 The major factors affecting learning environment in primary schools	38

4.6 Suggestions to improve learning environment in Public Primary schools.....	40
CHAPTER FIVE	47
5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS	47
5.1 Introduction	47
5.2 Summary of the Study.....	47
5.3 Main Findings of the Study	48
5.3.1 Physical facilities on learning environment in public primary pupils.....	48
5.3.2 Teaching and learning materials on learning environment in public primary schools	49
5.3.4 Distance to school on enrollment of pupils in public primary pupils.	49
5.4 Conclusion	49
5.5 Recommendations	50
5.5.1Recommendation for Actions	50
5.5.2 Recommendations for further research	51
REFERENCES	52
APPENDECIES	56

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The chapter presents the background of the study, the statement of the problem and the highlights of the general objective together with the specific objectives and research questions. Furthermore, the significance of the study, scope of the study, limitations of the study, definition of key terms used in the study and lastly organization of the study.

1.2 Background of the Study

The Universal declaration of Human Rights adopted in 1948; declared that “everyone has a right to education” Education is regarded as a basic human right that can enhance financial improvement and modernization. The Dakar conference of 2000 reviewed development in reaching in Africa continent. It came up with EFA goals. “eliminate gender disparities in primary and secondary education by 2005, and achieving gender quality in education by 2015” This was further endorsed by the so called millennium development goals [MDG] among other things they set target “to ensure that ,by 2005 children everywhere boys and girls are like, will be able to complete a full course of primary school “However statistics from united nations declaration of human right [UNDHR] show around 67 million children worldwide do not get education opportunity and achievement due to war, famine, natural disaster and corruption The Dakar framework for action in Senegal in 2000, reiterated the commitment for Universal Primary Education [UPE] that was emphasized at the

World Education forum at Jomtein in Thailand in 1990 which advocated for education for all (EFA). More so UPE was emphasized in Montrey consensus of 2002 and Paris declaration on alignment and harmonization agreed in 2005. World Bank (2000) statistics show that primary education is important because it forms interlink ages between the gender in equalities, economic growth and poverty eradication.

The United Nations International Children's Emergency Fund (UNICEF), 2000 characterized the term quality education to mean the education that the learners who are healthy, well-nourished and ready to participate and learn ,and supported in learning by their families and communities; environment which is healthy, safe ,protective and gender sensitive, and provide adequate resources and facilities. The World Bank's Primary Education Policy Paper (WBEPPP), 1990 that there are five principal factors contributing to primary education effectiveness. Those are the curriculum, learning materials, instructional time, classroom teaching and students' learning ability. Besides, it is felt from the literature that learning environment has become a major deciding factor in enhancing teaching and learning process.

UNESCO(2012) and also Hussain and Suleman (2014) consider learning environment as the complete physical environment such as lighting, temperature, ventilation system, size of the room floor, walls; and any designated places likes libraries, tutoring centers, science laboratories. Moreover, school infrastructures and location of the schools, the appropriate administrative atmosphere of the school and teacher's competency. Furthermore, school infrastructure encompasses the following inputs ;adequate and good school buildings or classrooms, availability of playground and sports materials classrooms with well ventilation system and lighting, proper sitting arrangement, availability of libraries according to Hine,1999 and Benya,2001.

Similarly, the location of the school includes the school plot should not be far away from the learners 'home and have the well connectivity (Abolarian,2014, Chacha and Zhong,2013)

Stevenson (2011), in South Carolina Public School to determine the relationship between school academic outcomes and school physical facilities. The major findings of the study revealed that students' score on standardized achievement test were better in the schools with good principals and adequacy of physical facilities. Furthermore, the study analyzed several hindrance factors for the education process which are overcrowding classrooms and inadequate laboratory spaces.

The Ugandan government considers education as basic human right and continues to endeavor to provide free education to all children in the country, nevertheless issues like financing, teacher training, and rural population and in adequate facilities continue to obstruct the education in Uganda.

Nevertheless this has not matched by proportionate increase in education inputs in terms of pupils to teacher ratio; pupils to classroom ratio and pupil to textbook ratio; which are still below the set target by the government. Glennester and Kremer(2011), even though primary school fee was done away with; various factors still hinder access to education in Kenya, many parents hardly afford to pay school uniforms, textbooks, transport and meals without which students cannot attend school.

In Rwanda, primary education is free but students still have to pay school uniforms, scholastic materials and transportation.

In Tanzania, free education was introduced in 2001, and incorporated into the education sector development programme. This led to a rise in gross enrolment ratios. There was a shortage of classrooms, desks, instructional materials as well as teachers.

In Tanzania a research study conducted by Haki Elimu (2003) to investigate the factors that attributed to students' academic performance at various levels of education revealed that academic performance was influenced by a number of factors. These among others include teachers' working condition; availability of teaching and learning facilities such as books and laboratories and home factors such as types of school and the educational climate at home and student background factors. Besides, a study about provision of a high quality education pre education as an economic development tool in Tanzania is deliberated by Mwakanema (2013). However the aforementioned studies focused on various factors contributing to students' 'poor academic achievements in all types of public primary schools in Tanzania. Particularly studies which are focused on factors affecting learning environment in public primary schools are missing and hence the research reach based evidence is inevitable in this context.

1.2 Statement of the Problem

There is wide evidence that there are various initiatives by the government of the United Republic of Tanzania to improve the quality of education. The government's initiatives are reflected in its ventures to establish several educational programmes since the beginning of 2000, yet there is poor achievement of pupils in public primary schools especially in government owned primary schools, according to Katabaro & Sumra, 2014. An example of these programmes established but could not produce the

expected outcomes are such as Education sector development programme (ESDP), primary education development programme (PEDP). As evidence that the programmes have not yet realized its intended goals, the Basic education Statistics (BEST) reported that only 30.7% of the 865,534 pupils who sat for the primary school leaving examination (PSLE) passed the examination. Also UWEZO,2011 and Hakielimu,2012 came up with empirical findings that most school children in Tanzania lacked important competences and skills in writing, reading and arithmetic (3Rs) after completing their primary education studies. Most of the problems are experienced in the public primary schools. This prevailing circumstance suffices to say that the quality of education in Tanzania is far reaching destination yet to be reached achieving it in true sense needs the provision of effective learning environment. Despite this squat, it is felt from the literature that there is dearth of studies that assessed the factors affecting learning environment in public primary schools in Tanzania. Therefore, it motivated the researcher to conduct this study.

1.3 Objectives of the Study

1.3.1 General Objective

The main objectives of this study were to assess factors affecting enrolment in public primary schools in Ubungu district.

1.3.2 Specific objectives

The specific objectives of this study were;

- i. To investigate the effect of physical facilities on learning environment in public primary schools in Ubungu district.

- ii. To examine the effect of teaching and learning materials on learning environment in public primary schools in Ubungo district.
- iii. To investigate the effect of distance to schools on learning environment in public primary schools in Ubungo district.

1.4 Research questions

- i. How do physical facilities affect learning environment of pupils in public primary schools in Ubungo district?
- ii. To what extent do teaching and learning materials affect learning environment public primary schools in Ubungo district?
- iii. How does distance to schools affect learning environment in public primary schools in Ubungo district?

1.5 Significance of the Study

Firstly, the study shall create awareness to the Ministry of education and Tanzania as a whole in realizing the factors affecting learning environment in public primary schools in Tanzania. Secondly, the Ministry of Education can find ways of improving learning environment in public primary schools in Tanzania. Thirdly, the findings can be used by educational officers and other educational stakeholders to get awareness of the factors affecting learning environment in public primary schools in Tanzania. Fourthly, the study can assist educational planners and policy makers to plan better for educational goals especially the free primary education. Finally, it is hoped that this study shall act as a guideline and help future researches on the factors affecting learning environment in public primary schools in Tanzania.

1.6 Scope of the Study

Although there are different factors affecting learning environment in public primary schools in Tanzania, the study was restricted on adequate physical facilities, teaching and learning materials and distance to schools. The study aimed at finding out the factors affecting learning environment in public primary schools in Ubungo district. Because of limited time and funds needed for extensive and deep investigation of all primary schools in Ubungo district, the study was limited to public primary schools only.

1.7 Limitations of the Study

According to Orodho (2004), A limitation is aspect of study which the research knows may adversely affect the results but has no direct control over .The researcher faced the following limitations; First, some parents' failure to speak out clear information because they thought the study was on fact finding mission . Second, lack of proper records on parents' background which caused the work for data collection may become difficult. The researcher assured the parents that the data collected in the study is for research functions only hence the parents accepted to participate in the research voluntarily this eventually helped the researcher to obtain records on parents 'background.

1.9 Definition of key Terms used in the Study

Learning environment; is a diverse physical locations, context, and cultures of the school or the class in students learn, including a wide variety of settings such as outside the schools locations and outdoor environments where students interact with and treat one another as well as the ways in which the teachers may organize

educational settings to facilitate learning, according to The Glossary of Education Reform, 2014. However, in the current study, the term learning environment was conceived to encompass in physical facilities, teaching and learning materials and distance to school.

Public primary school; it is the type of school which owned and managed by the government parse; pupils in public primary are enrolled at the age of five to eleven just after completion of preschool education, according to Accurate & Reliable Dictionary,2010.In this study, the term public primary school means primary schools owned by the government.

1.10 Organization of the study

This study is organized in five chapters. Chapters one deals with the problem in forms the study and its context, thus providing the justification for the study. Chapter two presents a review one of the related literature to the study, while chapter three deals with the research methodology. Chapter four presented and analyzed the data from interviews and focus group discussion, finally, chapter five provides the summary, concludes and puts forward recommendations of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The chapter provides literature review on the research topic. The chapter presents theoretical review, learning environment in public primary school worldwide, physical facilities and learning environment, adequacy of teaching and learning materials and learning environment, distance to school and learning environment, empirical literature review, research done in Africa, research done in Tanzania, research gap and conceptual frame work.

2.1.2 Theoretical Review

This study was based on theory of Abraham Maslow (1954) who suggested that human needs operated at a number of various levels from basic physiological needs to high levels. These needs are vital and need to be considered. It is important to note that learning environment in public primary school is of a concern because failure to get necessary support that will enable to discover the value of school reduces the rate of learning performance. Maslow added that they were certain minimum requirement that were essential to a standard of living. These were known as physiological needs. They include food, shelter, health and clothing. The current economic situation in Ubungu district and in Tanzania in general is among the contributing factors affecting learning environment in public primary schools. The theory of Abraham Maslow insists on provision of physiological needs unfortunately poor households find it difficult to provide them to their children even taking them to school is a challenge although the education is free. More still the theory insists on provision of learning

materials like clothing which in the learning environment are the uniforms but on the sad note some parents fail to provide learning materials like school uniforms, exercise books, textbooks among others. Furthermore, the theory insists provision of food to children but most pupils spent the whole day at school learning without eating food at school. The theory also insists on provision of shelter to children but some schools are not well sheltered and those which are sheltered lack enough physical facilities like desks, classrooms, latrines and libraries. The theory insists on provision of health services to children but most primary schools lack sickbays which can provide health facilities to pupils at school hence affecting learning environment.

2.2 Learning environment in Primary Schools Worldwide

According to Muli (2005), Botswana and New Guinea concur that pupil enrolment is attributed to number of school factors which include provision of physical facilities, classroom size, effective school discipline policies, administrative support and effective leadership. A report carried out in contemporary economic policy magazine in January 2001 entitled. Children academic performance is affected by their parent's ability to provide conducive environment financially, Chepcheing and Kibos (2004). UNICEF (1998), the long-distance and access to primary school is a predetermining factor to enrolment and retention.

Mingat (2002), established that the wealthiest families, 76% their children attend school compared to 40% of the project families. This means that children from poor households have less attendance rates in developing countries.

In USA student and teacher comfort are considered as the most significant aspect of the school physical environment. If students are comfortable then learning becomes

much easier, where being comfortable includes enough classrooms, noise proof, electricity and air conditioned learning place. The learning place is the major significant place of the school since it is the place where the student and teachers spend most of their time and where most of the learning process takes place (Kemmel, (2001).

2.3Physical facilities and learning environment

According to Mutai (2006), provision of conducive classrooms and laboratories can make the subject very interesting and exciting to the learners thus boosts more pupils to join the school. Acker and Hard (2001), points on that hindrance to studying includes inadequate over congested learning areas chalkboard, pupils' textbooks which are the main teaching aids in primary schools.

Kwesiga (2002), physical facilities establish the quality of the school which in turn determines the achievements and enrollments rates of its pupils. Studies show that lack of privacy for girls such as the absence or poor toilet facilities encourages to periodic truancy and eventually contribute to some girls failing to complete school.

2.4Adequacy of teaching and learning materials and learning environment

Mutai (2006), states that studying is reinforced when there are adequate reference materials such as textbooks, teaching aids can positively change teachers and learners attitudes. Maicibi (2003), asserts that when the right quantity and quality of human resources is brought together, it can influence other resources towards realizing institutional goals and objectives.

Katunzi and Ndalichako (2004), pupil to teacher ratio is an important measure of quality in education because learners' progress through the curriculum may be

obstructed, an element that may contribute to dismal performance hence affecting pupils 'enrollment.

African Education in Focus (2010), a journal, reading books are not the only hindrance that faces school in the side of teaching materials and equipment. There is lack of enough supply of many things in schools, for instance like desks, tables, maps, picture and posters. The journal reaches at the conclusion that the success of any lesson depends on how well the teacher prepares his lesson, what type of equipment uses and the use of teaching aids. This means that the availability of enough education materials cannot be minimized in the process of excelling academically.

In various cases, books, charts, maps and other teaching and learning resources are not enough. The quality of the available learning resources is low. In some cases the materials are not learner friendly as they are full of stereotyping and at times gender biased. This hinders the quality of studying and at the same time demoralizes studying (Mbilinyi and Omari, 1998). Toilets are missing in school and where they exist, they are not enough and in bad condition. This has heavily hindered girls, the disabled and young children.

Educational resources or teaching and learning resources as all materials and equipment are used to ensure effective studying. Her major concern is that there is notable lack of teaching materials and equipment in the school today. This is a problem which needs serious attention for solution to be obtained. She laments at a situation whereby a teacher wants to write something on the chalkboard and there is no chalk while at times a teacher wants to teach reading in the absence of reading books. She strongly urges the school administrators to begin finding out ways and

means of how they can solve this problem, because if it is left unsolved, the school will go deeper into many problems which result negatively on school achievements, Lydia (2008). World Bank (2008), to decrease problem to teaching and learning resources, teaching resources centers would be helpful for teachers at which teachers can borrow items such as radio for broad casting lessons, tape recorders for teaching or all language lessons, cassette players, projectors and many other teaching equipment and materials. Yadar (2007) and UNESCO (2008), assert that object well-handled practically impresses itself more firmly in the mind than the object merely seen from a distance.

2.5 Distance to school and learning environment

According to Mutai (2010), long distances led to lateness to school besides making pupils getting exhausted which in turn affected their rate of concentration in class. Jagero et al (2010), asserts that girls who lived near schools performed better than those who came from far. To them the reason was that they would regularly miss lessons and be punished for that.

According to Ibrahim et al (2008), pupils' dropout rate is determined by an increase in distance from school to home. Therefore the further it is, the higher the chances of failing to complete school. Musisi et al (2003), argues that distance to and from school led to reducing of morale among pupils in primary schools in Uganda. Reduced morale have been a result of waking up very early reaching at school late which in turn determined students' academic performance negatively.

2.6 Empirical Literature Review

According to Aminuddin et al(2009), carried out a study on the factors affecting learning environment, the study unveil that the supply better learning environment can lead the lesson to be more arousing and stimulating interest to pupils thus influences a lot of learners to be learning. Additionally; the study reveal that the relationship between physical facilities and learning environment. Physical facilities were connected with other fundamental results such as attending behaviors that are associated to enrolment. The study concluded that although physical facilities can affect learning environment; it is not enough to improve learning environment. Other factors affecting learning environment like long distance from home to school should be considered.

2.7 Researches done in Africa

Compassion (2011), asserts that school sponsors provide educational support to primary school pupils. This is the form of textbooks, school uniform, school bags and hurricane camps that aid them to do individual learning at home. According to Nafukho (2005), the responsibilities of large families place pressure on educating their children most of the family income is spent on the basic needs of the family in chiding food, health, shelter and clothing according to Amutabi (2003).

Studies done by Chimombo (2005) indicate that school location rural and urban has an influence on learner's academic gains and enrolment. Long distance reduces the opportunity of learners returning home to get what to eat mostly in such schools

which do not provide lunch. The atmospheric change hinders learning mostly when it comes seasons of rain and cold.

Family background affects the chances which learners could be enrolled in school, attend and finish several levels of institution of learning. Most households in Africa usually possess huge families with many children more so extended family members. According to Lockheed et al (1991), school learning is a joint process that includes the home and school particularly in the early ages of journal teaching.

Onyango (2000), revealed parents financial status determines their children's engagement in schooling. Particularly, in countries that are still developing low income earner households are not given enough educational resources like textbook, pens and mostly of them are not enrolled and when enrolled stand high chances of not completing school than children from rich families.

2.8 Researches done in Tanzania

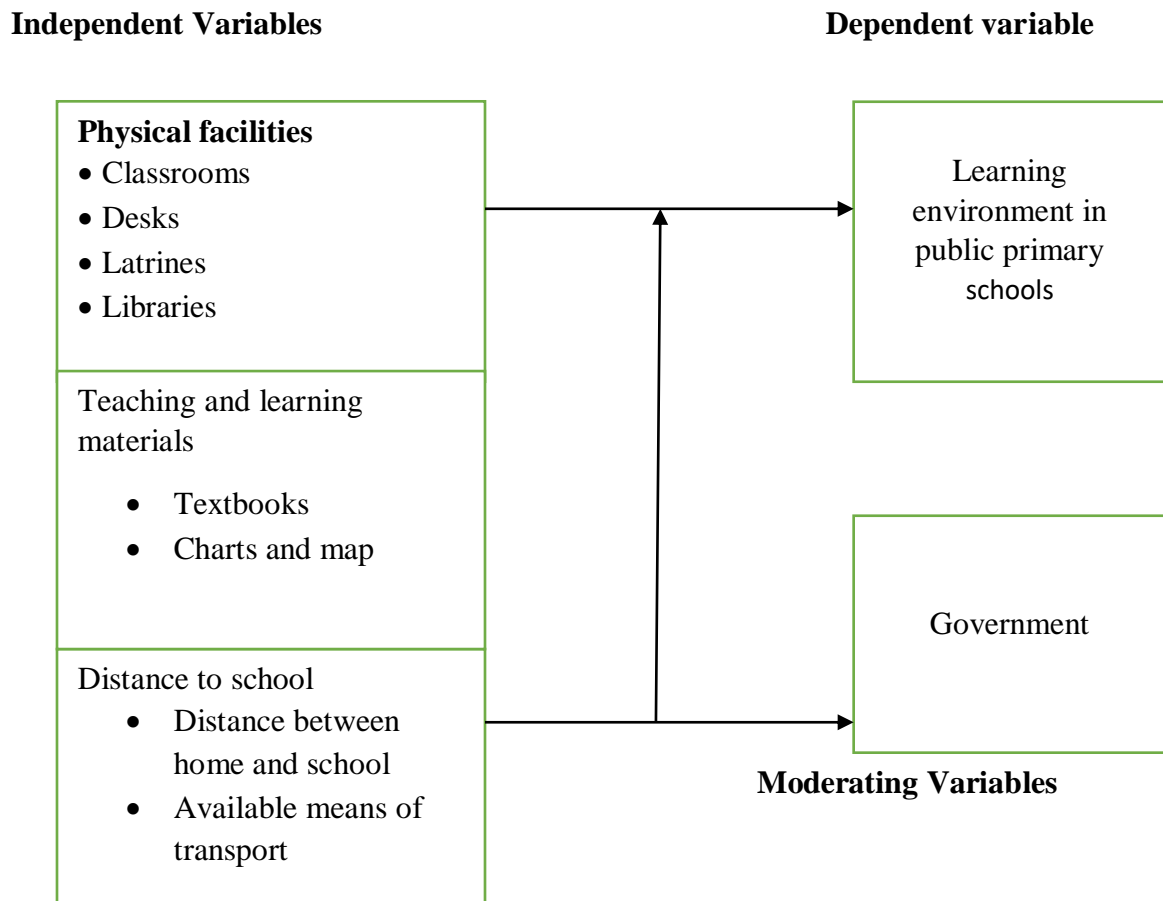
The value for school enrolment primary percentage gross in Tanzania was 81.71 as of 2015 yet schools are badly equipped, classes insufficient with pupil classroom ratio at 1:72 and pupil latrine ratios hovering around 1:52. In 2013 only 16.3 percent of primary school was inspected instead of an ideal of the requirement that each institution be inspected at least twice every two years.

A study about an appraisal of public and private preprimary education and learning environment was performed by Mkombozi (2010), in Tanga revealed that pupils' academic performance is determined by good education background and better learning environment like adequate teaching and learning facilities such as books. Again in the recent past, a study on challenges of primary education in Tarime

district in Tanzania was conducted by Chacha and Zhong (2013) revealed that learning environment contribute to better academic performance.

2.9 Research Gap

It was revealed from the reviewed literature that, the learning environment in relation to academic performance in public primary schools is crucial. Dickson Nswebe, 2017 conducted a study on learning environment and academic achievement in Tanzanian primary schools and concluded that there is strong correlation between learning environment and academic achievement. Sixbert Khamsini, 2010 conducted a study on socio-economic factors influencing primary school education and concluded that poor infrastructures affect education achievement. The present education policy of Tanzania (ETP), 2014 proclaimed that the government shall improve the learning environment by ensuring that all important services in schools such as balanced diet, communication, electricity, water supply as well as health services are available to great extent to ensure a safe learning environment. One of the important observations from the literature review was that there is a dearth of studies on the factors affecting learning environment in public primary schools in Tanzania. It suffices to say that many studies which were conducted on learning environment focused more on the factors contributing to poor academic achievements and less on assessing these factors affect learning environment. Thus it is this gap which made space for the researcher to conduct this current research.

Figure 1.1 Conceptual framework

Source: The conceptual Frame work adapted from Jagero N.O (1999)

This study was guided by the following conceptual framework of factors affecting learning environment in public primary school in Tanzania.

Figure 1:1 shows the conceptual model that covers the main variables and their possible patterns of influence on each other and eventually how they affect learning environment in public primary schools. The conceptual framework applied (in figure 1.1) identifies the independent variables. In this case, physical facilities, teaching and learning materials, and distance to school. In this case physical facilities include; classrooms, desks, latrines and libraries. Under teaching and learning resources

include; textbooks charts and maps. Finally, Distance to school includes; distance between home to school and available means of transport. It also identified the dependent variable as learning environment in primary schools. Combined support and cooperation from educational stockholders like parents and teachers among others ensure that school age pupils in Tanzania get access to public primary schools.

A lot of investment is directed to education but the outcome doesn't measure the input because good plans are only put on paper without accountability and efficiency .Therefore, in dealing with learning environment, it is better to deal with the moderating variables which are acting positively on the dependent variable .

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 introductions

This chapter presents the area of study, research approaches, research design, target population, sample size, sampling techniques, Data collection methods and instruments, data analysis, validity and reliability of data and ethical consideration.

3.2 Area of study

Study area is a generic term used for the investigation of an individual group or phenomenon (Sturman, 1994) .This study is expected to be conducted in Ubungo district. Ubungo district is found in Dar es salaam. It lies between Kinondoni district and Ilala district. Ubungo is divided into six wards namely:-Saranga, Kimara, Mbezi, Kibamba, Msigani and Kwembe. The area was chosen because Ubungo is among the districts with busiest parents vending on streets and school children also engaged in selling items on streets and traffic jam. The status of the district being new coupled with its political and economic challenges made the area suitable for the research to be conducted there. Thus the study was carried out so as to understand the factors affecting learning environment in public primary schools.

3.3 Research Approach

The qualitative approach was employed. The qualitative approach was chosen since seeks the understanding the research topic through process, value, context and expression of meaning and concepts (Bower and Gasket, 2000, Punch; 2009) In

addition, it allows the researcher to report findings in the narrative form (Godwin and Godwin, 1996).

3.4 Research Design

According to Kothari (2004). A research design is the arrangements of condition for collective and analysis of data in a manner that aims to combine relevant to the research. This study used a descriptive survey to inquire into factors affecting learning environment in public primary school in Tanzania. Kahn (2004), defines descriptive research design as where variable that exists have appeared with the non-intervention of the researchers. The study was designed descriptively through interviewing and speaking with the participants about the topic in question.

According to Mugenda and Mugenda (1999) descriptive research design is a method that enables one to collect information from relatively big number of objects of a particular moment. This method might be convenient to the study because it enables collection of data from members of population, interpret and establish a relationship between the variable and their significance. Through this design, the researcher managed to summarize the findings in frequencies, percentages and tables and gather data from various participants. (Leedy and Omrod, 2001).

3.5 Population, Sample and Sampling Technique

3.5.1 Target Population

The population of this study comprises all primary pupils who are in school , the teachers in schools, parents and educational officers and heads of schools that is A,B,C and D were selected with the aim to explore difference dimensions of the

learning environment. Teachers were selected due to their part they play closely with students and with parents. School children are the main characters in education as direct beneficiaries. Parents were chosen because of their vital work they play in bringing up children. Parents were indented to give information about their role in learning environment in public primary schools.

3.5.2 Sample Size

According Kothari, 2008; the number of respondents the researcher selected from the target population to comprise a sample that fulfill the requirements of the representatives of the target population. A sample of 126 participants was chosen. The researcher considered the communicating medium be simple meet the heads of schools first, then teachers finally pupils and then the pupils who provided a connection between the researcher and the parents and eventually ward and district education officer.

Particularly , the sample chosen comprises 4 heads of schools were from every school, 20 teachers, 5 from each school, 80 pupils, 20 from each school, 20 parents, five from each school, I ward education officer, 1 district education officer as shown in Table 3.1.

Table 3.1: Composition of Sample by School category of Respondents

Category of respondents	frequency	% of respondents
District Education Officer	1	0.79
Ward Education Officer	1	0.79
Heads of school	4	3.17
Teachers	20	15.87
Parents	20	15.87
Pupils	80	63.49
Total	126	100

Source: Field Data 2019

3.5.3 Sampling Techniques

Purposive and simple random sampling techniques were used in the study .purposive sampling is a non-probability sampling technique whereby a researcher makes individual judgment to select sample members based on typical characteristics of population members. Simple random sampling is a possibility technique where selection of sample members is based on providing equal chance to every population group. Purposive sampling was used to select participants by their part they perform in education.

A purposive sampling was used to select four heads of school because their number was compatible with the number of schools under study. One district education officer since the latter was well conversant with the matters of the learning environment in the district, similar, it was used in selecting one ward education officer and parents from every school from Mbezi ward. And simple random sampling was employed to select 80 pupils based on their sex.

3.6 Data Collection methods and instruments

The researcher employed several research methods in collecting the significant data. The use of several methods was done because one research instrument cannot be enough in gathering valid and reliable data on a single research problem. (Punch, 2009), Cohen and Marison (2000), asserts that the employment of one technique can result to bias and therefore several methods used were interview and focus group discussion.

3.6.1 Types of data

3.6.1.1 Primary data

This is the first hand information which was directly collected by researchers from the original source (Krishnaswami & Ranganatham, 2007). In this researcher, primary data were gathered using interviews with heads of schools, ward education officer (WEO), district education officer (DEO), focus group discussion with the teachers, parents and pupils.

3.6.1.2 Secondary data

Secondary sources were used in this study as they helped the researcher to obtain information from the sources that supplemented primary sources on factors affecting enrolment of pupils in public primary schools. In this study, secondary sources included; newspapers, class registers and policy documents. The data from these sources were employed to supplement the information got from various sources.

In this study, the research intended to collect data using group discussion, interview and documents search.

3.7 Data Collection Methods

Focused Group Discussion; according to Kombo and Tromp (2006) focus group discussion may give a lot of information very fast and are good for finding and searching behalf, ideas or thought on an area. This technique includes face to face discussion. Nevertheless, instead of speaking with participants personally, the focus group discussion comprises people discussing a specific matter (Cohen, Manion and Keith, 2007 & Silverman, 2010).

This method was chosen considering the need by the researcher to obtain great essential information in a society. The researcher used this method with teachers so as get data related to enrolment rates in Ubungo district.

Interviews: An interview is a two way conversation between an investigation and an informant that initiated purposely to obtain information relevant to specific study.(Krishna Swami & Ranganatham, 2007) it includes collecting information by direct verbal interaction between participants (Cohen et al; 2000; Krishnaswami & Ranganatham, 2007). The researcher aimed to employ structured and unstructured interview. Unstructured interview or indent interview as a technique was planned to raise clear picture of the respondents about the research topic (Mack, 2005).

The unstructured interview, questions are neither standardized nor ordered in specific way. Unstructured interview may be in form of one on one with the informant, close contact with more than one informant, or telephone conversation interview. (Mark et al; (2005) put forward that, unstructured interviews often carried out face to face that include one interviewer and one participant. This study was used individually, face to

face interview with head of school because they have a lot of information regarding learning environment.

3.8 Data Analysis procedure

The research used content analysis techniques. Qualitative data required perusing through; editing, coding, classification and tabulation to permit simple analysis and interpretation. In editing the researcher perused through all data gathered to crosscheck whether they might be faults to be rectified. It allowed the researcher to obtain correct information; this enabled the researcher to get correct information. All the information gathered was coded using numbers to ease entering of data in computer and minimizing errors.

3.9 Validity and Reliability of Data

3.9.1 Validity of Instruments

The study used various strategies to ascertain validity and reliability. The data was obtained from various groups of participants, but the study employed different methods to gather data so as to ensure the reliability and validity. Validity refers to the accuracy and meaningful of inferences, that is based on the study. It is the level to which results got from the analysis of data actually show the phenomenal of the study. Validity has to do with how accurately the data obtained of the study represent the variables of the objectives.

Validity assessed if the results obtained through the instruments employed corresponds with the researcher's anticipations to achieve the objectives. To ascertain validity the study used the triangulation technique through interviews, secondary data analysis coincidentally and this was done through piloting of the data gathering

instruments employed to gather data. The data collection instruments were planned purposely to measure attitudes and thought of participants. Information derived at from conceptual framework were equated with information obtained during interviews and results got from focused group discussion so as to carry out validity, statistical analysis like frequency and percentages were employed.

3.9.2 Reliability of Instruments

Reliability of instruments was checked by test rest method. Orodho (2005), points on the reliability of instruments is the consistency in producing those same results. An instrument is reliable when it can measure a variable accurately and consistently obtain the same result under the same condition over a period of time. To enhance reliability of instruments, a pretest study was conducted in for schools in Mbezi ward.

In order to gather accurate information, the participants were requested to take part and the researcher left them with no doubt at the same time gave them freedom to utter out their minds about the study. In addition to that during focus group discussion, parents were free to use Kiswahili language to facilitate simple gathering of data. More so verbatismcites from interview and focus group discussion were used as citations to ascertain reliability.

3.10 Ethical Considerations.

Ethical considerations are guidelines that should be adhered to by the researcher in carrying out the research (Shulze, 2000). The researcher obliged to ethical matters as follow; research clearance letters; the researcher looked for authorization from various offices sought permission from relevant authorities. First, the researcher obtained research clearance letter from the Director of post graduate studies from

Open University of Tanzania (OUT) this research clearance letter allowed the researcher to contact the Mbezi ward Educational officer for permission to seek further authorization from the district Educational officer, the district educational officer from wrote out permission letter which gave the researcher audacity to carry out the research in the public primary schools in Mbezi ward in Ubungo district.

All processes of informed consent were obliged to; Informed consent is a way of ascertaining that the participants employ what it means to take part in a specific research study for their decision to take part to be intentionally conceived and thought out in advance (Mark et al, 2005).

In addition , it is arrived at by making participants mindful of the intention of the study, how the data will be employed and the significance for them as respondents in the study, (Ryanet et al; 2001). The researcher talked to the school heads that helped the researcher to meet teachers, students and parents. Personal informed consent was searched for from every teacher and pupils willingly in a manner which is clear namely; the purpose of the research, what the researcher expected from them, how data would be gathered and all data collection devices that were to be used. The researcher sought contact details from participants. More so researcher stated vividly that their taking part was voluntary and respondents were free to pull back any moment without any repercussion.

Before selecting information the respondents were ascertained that the data give out was to be kept secret and it was for research functions only. The intention was to ascertain that none of the participant is taken advantage of his or her taking part in the

research study. Names of respondents were kept secret and schools were symbolized by alphabet letters A, B C and D that is four schools.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

Chapter three demonstrated the methodology procedures underlying generation and gathering of information significant to the research topic and acknowledges gap formulated in chapter one and two severally. This chapter presents analysis of the research findings. Specifically, the study intended to achieve objectives namely;

- i. To investigate the effect of physical facilitates on learning environment in public primary school in Ubungo district.
- ii. To examine the teaching and learning materials on learning environment in primary schools in Ubungo district.
- iii. To investigate distance to schools on learning environment in public in primary schools in Ubungo district.

4.2 Factors affecting learning environment in public primary school

In this section the study presents the findings on factors which affect learning environment in public primary school in Ubungo district.

4.2.1 Effect of physical facilities on learning environment in Ubungo district

Focusing on how physical facilities effect learning environment in public primary schools in Ubungo district, the study relied on adequacy classrooms, desks, latrines and libraries. Table 4.6presents the findings from primary six pupils on the how classrooms learning environment in primary schools in Ubungo district. They

responded on the question that asked whether there are adequate classrooms in their respective schools. The findings are as shown in table 4.6.

Figure 4.1: Adequacy of Classrooms

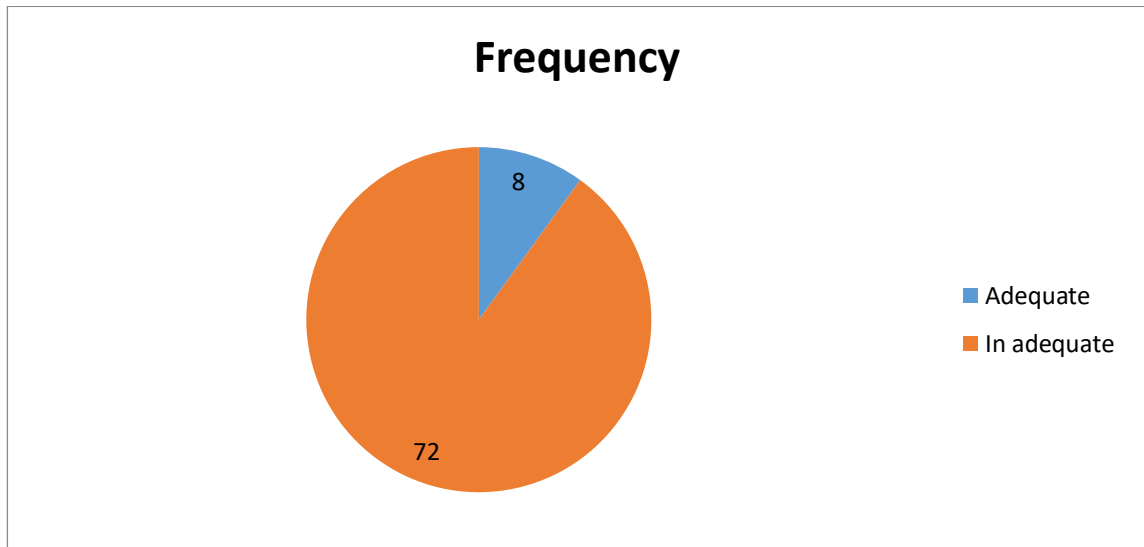
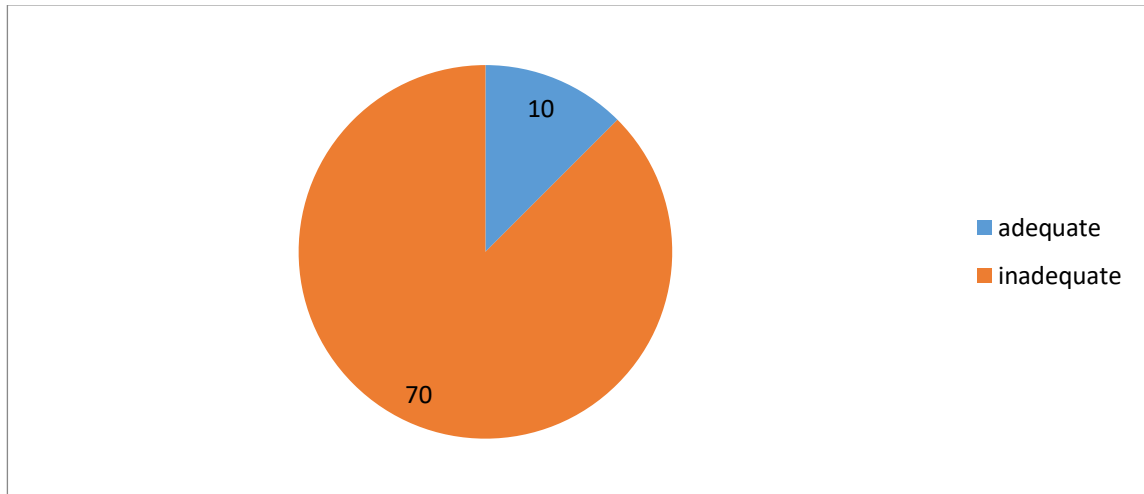


Figure 4.1 shows that 8 respondents (10%) said that the classrooms are adequate, 72 respondents (90%) inadequate. Most of the pupils 90% reported that they are overcrowded in classrooms. This concurs with Mutai (2006), carried out on the factors affecting learning environment, the study unveils that supply of conducive classrooms and laboratories can make the subject so interesting and exciting to the learners hence boosts many pupils to be enrolled the school. The findings indicate that most public primary schools had inadequate classrooms which could be factors affecting learning environment.

Figure 4.6.2 gives the findings from pupils on the effect of desks on learning environment in public primary school in Ubungo district. The pupils responded to the questions that asked whether there are adequate desks at the schools. The findings were as shown in figure 4.2.

Figure 4.2: Adequacy Desks

Source: Interview

Figure 4.2 shows that 10 respondents (13%) of pupils noted that desks were adequate. 70 respondents (87%) realized that desks were inadequate. The findings of this researcher is that most public primary schools in Ubungo district have inadequate desks since (87%) of the respondents agreed that the desks are inadequate. Figure 4.6.3 indicates the findings from pupils on the effect of latrines on learning environment in public primary schools in Ubungo district. They responded a question which asked if they have adequate latrines at their respective schools the findings were as indicated in table 4-6.3.

Table 4.1: Adequacy of Latrines

Adequacy of latrines	Frequency	Percentage
Adequate	9	11
Inadequate	71	89
Total	80	100

Source: Field Data 2019

Table 4.6 shows that 9 respondents (11%) of the pupils agreed that they had adequate latrines 71 respondents (89%) said that they had inadequate latrines. The findings of this research showed that there is inadequate latrines in public primary schools in Ubungo district since the majority of the respondents realized that they had inadequate latrines at 89%. This concurs with

Kwesiga (2002), physical facilities establish the quality of the school which in turn determines the learning achievements among learners. Researches indicate insufficiency of private rooms for female pupils, missing or bad latrines encourages monthly absence and eventually contribute to failing to complete school.

Table 4.6.4 shows the findings from pupils on the effect of library on learning environment in public primary school in Ubungo district. The respondents were given two options either to say yes or no the findings were as shown in table 4.6.4

Table 4.2: If the School has a Library

Does the school have library	Frequency	Percentage
Yes	0	0
No	80	100
Total	80	100

Source: Field Data 2019

Table 4.7 shows that 80 respondents (100%) of schools where the research was and conducted had no library. The findings show that almost all public primary schools in Ubungo district lack school library for pupils to do their private studies, keeping important records, documents and textbooks, It was noted that pupils are given free time every afternoon for private studies they use their classes, at times under trees.

It was commented that

“We have private studies afternoon lessons but we do not have library for private studies when it rains we do not get out of the classes for private studies, we read under trees”

(FGD/ class six pupils school B 18/10/2019)

4.3.2 Effect of the teaching /learning resources on learning environment

Focusing on whether teaching /learning resources can affect learning environment in primary school in Ubungo district, the study based on adequacy of textbooks and the use of charts and maps by teachers.

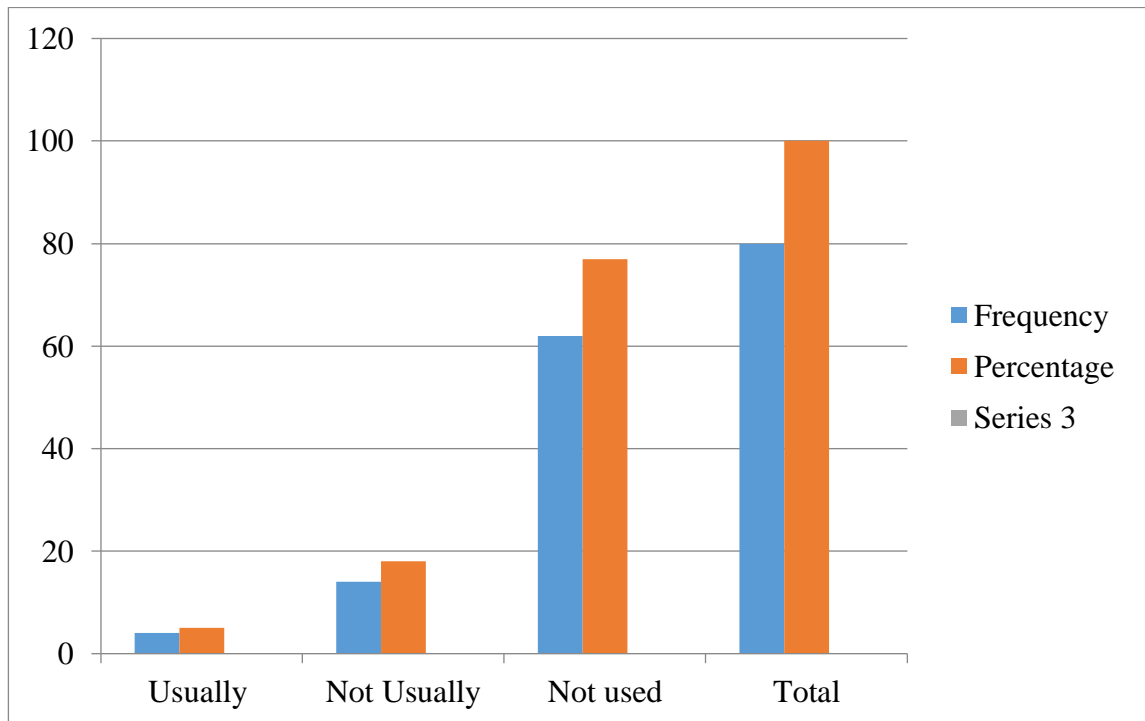
Table 4.3: Shows the Findings Teachers on the Adequate Textbooks

Text books are enough in school	Frequency	Percentage
Adequate	9	45
Inadequate	11	55
Total	20	100

Source: Interview 2019

The results are shown in table 4.8 showed the 9 participants (45%) accepted they had adequate textbooks, 11 respondents (55%) said the schools did not have enough textbooks .The few which are available are shared in large group of over 15 pupils per text books. As commented that “ ... textbooks are shared in groups of 15 pupils ,sometimes only class leaders read for others because text books are not enough” (FGD/teachers ,school A 11/10/2019).

Figure 4.3: Presents Results from Pupils and Charts are usually, not usually or not used at all by Teachers in class



Source: Interview

Figure 4.2 shows that 4 respondents (5%) agreed that teachers usually use charts and maps for illustration, 14 respondents (18%), 62 respondents (77%) said that teachers do not use charts and maps for illustration. This leads to a conclusion that most primary schools in Ubungo district do not have enough charts and maps for teachers to use in class.

It was commented that;

“ As a school we do not have enough maps to supply to teachers but we encourage them to draw maps on chalk board for illustration, On the issue of charts we expect teachers to improvise ,to be creative but as school we do not have enough chart” (FGD/Head of school, school A.8/10/2019).

4.3.3 Effect of distance school on learning environment

Focusing on whether distance can affect learning environment in public primary school in Ubungo district, the study relied on distance to and from school for pupils and the means of transport used by pupils.

Table 4.9 provides the findings from class six pupils on the distance to and from school if it may have any effect on learning environment in public primary schools in Ubungo district. They responded in two categories-: Near and far. The findings are as stipulated below table 4.9

Table 4.4: The Distance to School for Pupils

Distance	Frequency	Percentage
Near	17	21
Far	63	79
Total	80	100

Table 4.9 17 respondents (21%) said that they stay near their schools and 63 respondents (79%) noted that they travel long distance to school since the school is far from their homes. This gives an implication that most pupils in public primary schools in Ubungo district travel long distance to reach schools. This was noted as an outstanding factor that affect learning environment indicated by 79% of class six pupils.

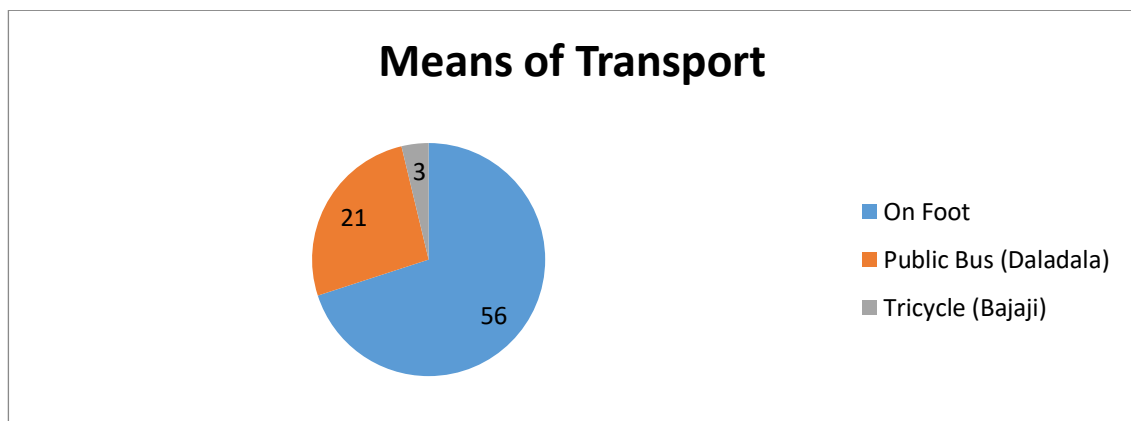
It was commented that

“Pupils used to stay near the school but when destruction of houses ‘BOMOA BOMOA’ started to pave way for the construction of a 8 lane Kimara to Kibaha road, homes were forced to shift so pupils

come from far to reach school". (FGD/ a Teacher, School D. 28/10/2019).

Figure 4.3 provides findings from class six pupils on the means of transport used by pupils to and from school in public primary schools in Ubungo district aiming to seek whether it may have any effect on learning environment in public primary schools. They were to respond the mean of transport they use. The results were as shown table 4.3.

Figure 1.4: Means of Transport used by Pupils to and from School



Source: Interview

Table 4.3 indicates that 56 respondents (70%) of class six pupils go to school on foot, 21 respondents (26%) of class six pupils use public bus (daladala) to reach school and 3 respondents (4%) of the class six pupils reported that they use tricycle to go to school. It was noted that most pupils went to school on foot, this implied that majority of pupils in public primary schools walk on foot to reach school something which is a major factor on learning environment in public primary schools since they reach school and home abit late.

It was commented that”

Our children reach home abit late and at school as well since we stay far from school.”(FGD/two Parents, School D 8/10/2019)

The teachers also commented.

“Most pupils reach a bit late and some pupils miss first lessons,.... at times they miss school due to transport problems” (FGD/Teachers at school D 28/10/2019)

4.4 Opinions on the Best Ways to Curb Factors affecting learning environment in Public Primary Schools.

During research on the factors affecting learning environment in public primary schools as presented in the proceeding section to inquire the opinion on learning environment in public primary schools. The findings were categories in different forms according to the participants

4.4.1 Parents’ responses on factors affecting learning environment in Public Primary Schools

Parents reported the challenges that affect learning environment in public primary schools. The challenges and remedies are presented in table 4.10.

Table 4.5: Challenges and Suggestions

Challenges	Remedies
Lack of school buses	Introduction of free public primary school buses
Lack of food at school	Introduction of free feeding programme
Overcrowdness in classrooms	<ul style="list-style-type: none"> • Build more classes • Increase number of teachers
Inadequate school requirements	Provision of school requirements by the government
Inadequate text books	<ul style="list-style-type: none"> • Provision of more text books by government • Government showed search for donors to supply textbooks
Long distance	<ul style="list-style-type: none"> • Enrolment of pupils in schools near their location • Building boarding schools
Inadequate desks	Government to provide more desks
Lack of library	<ul style="list-style-type: none"> • Building libraries.

4.4.2 The major factors affecting learning environment in primary schools

Table 4.6: Factors Affecting Learning Environment

Factors	Frequency	Percentage
Lack of school buses	20	100
Overcrowdness in classroom	18	90
Inadequate school requirements	13	65
Inadequate textbooks	16	80
Long distance	16	80
Inadequate desks	13	65

The table above reveals the major factors affecting learning environment in primary schools in Ubungo district are:-

Lack of school buses

The research findings revealed that all the schools where the study was carried out did not have school buses. A total of 20 teachers (100%) said that the major challenge affecting the education is transport.

Pupils walk long distance to reach schools.

It commented that”

“ most pupils come to school on foot, they reach school tired and at times ask for free ride from private cars which put them on risks of rape, kidnap among others ” (FGD/ Teachers school BD 25/10/2019.

The parents suggested that the government should provide free transport through free public primary school buses.

During the interview one teacher said that;-

“.if the government can afford to provide free education, it should also provide school buses to our children so as to reach school early like those in private schools”(Interview, teacher / school C/ 11/10/2019

Overcrowdness in classrooms

A total of 18 teachers (90%) confirmed that there is overcrowdness in classrooms in public primary schools.

It was commented that;

“We enrolled 369 pupils in grade one this year we divided them into 3 streams each stream has 123 pupils” (Interview/Head of school/School A, 11/10/2019)

Also pupils commented that;

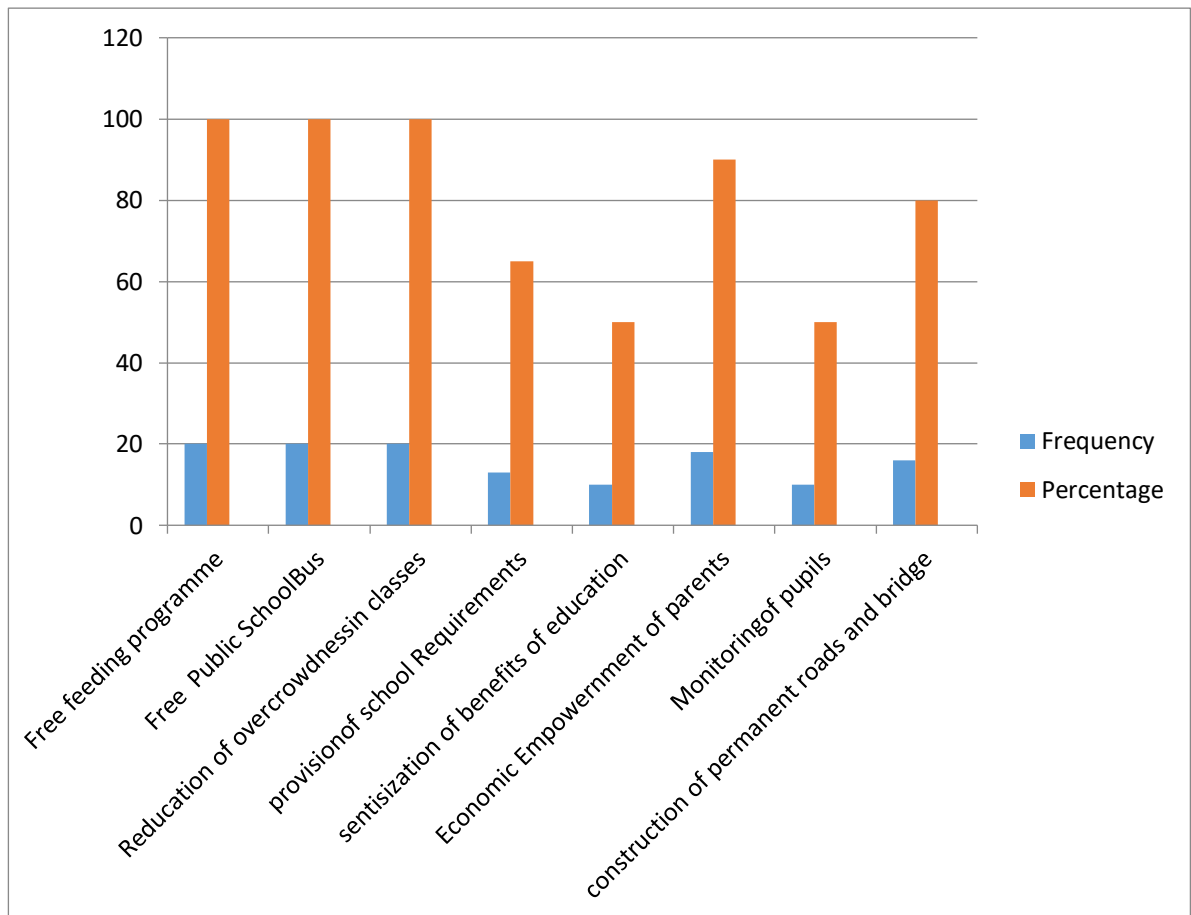
“We sit four up to six pupils on one desk, sometimes cannot write well and during afternoon the room is too hot”(FGD, pupils. School B 18/10/2019)

The teachers suggested reducing the learners in each to at least 50 pupils per classroom by building more classrooms making desks, providing charts and maps and recruiting more teachers.

4.6 Suggestions to improve learning environment in Public Primary schools

The suggestions that can be put in place to make sure learning environment is improved. Their suggestions were calculated and put under frequencies and percentages.

Figure 4.5: Suggestions by Parents to Improve Learning Environment



The findings on suggestions to encourage learning environment in public primary schools were; free feeding programme and free public school buses . A total of 20 parents (100%) suggested these. The parents stated that there should be feeding of pupils at schools so that they can learn well. They should also be free transport to school so that those pupils who stay far from school reach school on time to attend lessons and also arrive to their respective homes on time. They also suggested that there should be reduction of over crowding in classrooms by building more classrooms and recruiting more teachers.

It was commented that

“The introduction of feeding programme will boost enrolment and will be a motivating factor for those in who are already in school to remain in school to finish their studies.

A total 13 parents (65%) suggested that there should be provision of school requirements by the government. They stated that pupils should be supplied with textbooks, exercise books, pencils and pen, so that they reduce the burden from the parents also it will improve on learning environment since some parents delay to take their children to school when they still look for money to buy school requirements. They also suggested that when pupils are provided with school requirements they will be retained in school because some pupils miss school when they lack school materials.

This concur with one of the comments from pupils that stated;

“Sometimes we miss school, when the books are filled up, and the parent tells you he/she has no money at moment, when you mix teachers’ work in one book, we are punished, so you have to wait until the parent gets the

money when you get the school requirement you go back to school”(FGD/class six pupils ,school B,11/10/2019).

A total of 10 parents (50%) suggested that sensitization of parents on the benefits of education is vital, since public primary education is free, it’s the role of parents to take their children to school to be enrolled and facilitate them with school requirements to be retained in schools to finish their studies. The parents proposed that pupils and parents have to be civilized on the benefits of education. The community also needs to be civilized about the benefits of education whereby when they see any school going children during school hours serious actions should be taken against children and their parents.

It was commented that;

“Strict laws should be put in place for parents who fail to take their children to be enrolled since public primary education is free.”(FGD/teachers/school D/8/10/2019).

A total of 18 parents (90%) suggested that the government should empower parents and guardians especially single mothers economically. According to current economic situation most parents agreed that their economic situations not good at all. They suggested that the government should sponsor needy children and orphans by providing them with school requirements and boarding school facilities. They suggested woman economic empowerment especially single mothers through by providing soft loans through “VIKOB FOR PARENTS”.

It was commented that;

“In fact economic situation is not good if the government look for sponsors to help us with soft loans so that we can start up small businesses we shall be able to provide school requirements to our children.”(FGD/Parents/School C/8/10/2019).

A total of 10 parents (50%) stated that parents should monitor their children from home to schools and then from schools to their respective home. They suggested close supervision of children collaboration with teachers through communication so that pupils do not loiter on streets during school hours.

It concur with head teacher’s comment;

*“Some pupils miss school, we only see them during examination time, some parents are not cooperative when it comes monitoring their children”
(Interview,Head teacher/School B/ 11/10/2019).*

A total of 16 parents (65%) suggested that the government should construct permanent tarmac roads and bridges so that pupils should not miss school due to weather conditions. Most parents agreed that most places where they stay have valleys so during rainy seasons, pupils fail to reach school so when permanent tarmac roads and bridges are constructed enrollment and retention will improve.

It was commented that;

“Most areas have valleys, so when it rains many pupils miss school this reduce enrolment and retention”(FGD/teachers /school B/11/10/2019).

4.9 Suggestions and views by teachers to improve learning environment in public schools

Teachers were asked their suggestions they had to be put in place to improve learning environment. The aim was to find out the views teachers have to encourage learning environment in public primary schools. A variety of responses were collected from teachers and those suggestions which were repeatedly stated by most teachers were selected.

Table 4.7: Frequencies and Percentages of Teachers who suggested a Strategy were calculated

S/N	Suggestion	Frequency	Percentage
1.	Feeding programme	20	100
2.	Introduction of games and sports	17	85
3.	Sensitization benefits of education	16	80
4.	Provision of enough text books	13	65
5.	Improve teacher parent relationship	12	60
6.	Online enrolment system	11	55
7.	Motivation of pupils	10	50

Introduction of feeding programme was a main strategy suggested by all teachers from the schools where the research was conducted. A total of 20 teachers (100%) agreed suggested this.

“.....if there is food school as it used to be it will encourage pupils to come to school, so the government should introduce feeding programme to improve learning environment.”(FGD/5teachers/school A and D/28/10/2019).

Improving the online enrolment system where learners enrolled in public primary schools are registered in digital form to curb unnecessary movement from one office to another when it comes to transfer of a pupil. A total of 11 teachers (55%) suggested this. The teachers suggested that parents should come with full details of their children on enrolment as per the birth certificates of their children.

“Some parents bring their children for enrolment without birth certificates, others come without surnames of their children....” (interview/head teacher/school A/8/10/2019).

Introduction of games and sports in schools was another strategy suggested by a lot of teachers. A total of 17 teachers (85%) suggested this.

This concur with the pupils’ comment that stated that;

“We need to have a big play ground to play games and sports, this will encourage more pupils to come to school....” (FGD/5class six pupils/school D/28/10/2019)

Motivation of pupils especially those who attend school every day to encourage more pupils to do so. A total of 10 teachers (50%) suggested this strategy. The teachers suggested strict laws to be put in place against parents who do not monitor their children’s enrollment, attendance and retention. Empowering parents to improve their economic status A total of 17 teachers (85%) suggested this strategy. According to the current situation, most parents fail to provide their children with school requirements transport fares and lunch fee. The teachers proposed that the government needs to relieve the burden of school requirements and lunch from parents. Other teachers suggested that the government should involve parents in small scale businesses by

providing soft loans so that they can be able to facilitate their children with school requirements.

“Some parents fail to provide school requirements, some pupils walk on foot yet they stay far from school parents fail to provide them with transport fares.... So the pupils get discouraged which reduce retention...”(FGD/4teachers/school B/11/10/2019)

Sensitization of parents and pupils on the importance of education. A total of 16 teachers (80%) suggested this strategy. If the teachers *free and some parents to bring their children to be enrolled, others fail to* asserted that;

“ if the education is monitor their attendance and retention, then there is a need to sensitize pupils and parents on the value of attending school and finishing primary education level” (FGD/5Teachers/school D/28/10/2019)

Provision of enough textbooks to schools by the governmental total of 13 teachers (65%) suggested this strategy. The teachers said not only provision of enough textbooks but also quality textbooks with wide content. It was commented that;

“The textbooks are not enough for the pupils, but not only that, the content is shallow the government should provide enough quality textbooks” (FGD/3Teachers /school B 11/10/2019)

Other teachers suggested that teachers should be involved in writing textbooks other than being provided with shallow contented textbooks. Improving teachers to parent relationship was another strategy suggested by teachers. A total of 12 teachers (60%) suggested that if parents and teachers work hand in hand they can monitor pupils hence improving learning environment.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Here the summary, conclusion and recommendations of the study are discussed. The summary covers the purpose of the study and the research question, the conceptual framework that guided the research, the methodology used in the study and the main research findings.

Conclusion includes the research findings. The conclusion covers solutions to the research question stated in chapter one, finally recommendation is provided. This includes recommendations for action and further studies.

5.2 Summary of the Study

The main significance of the study is to examine the factors affecting learning environment in public primary schools in Ubungo District.

The study was guided by the following specific objectives;

- i) To investigate the effect of physical facilities on learning environment in public primary school in Ubungo District?
- ii) To examine the effect of teaching and learning materials on learning environment in public primary schools in Ubungo District?
- iii) To investigate the effect of distance to schools on learning environment in public primary schools in Ubungo District?

This research drew on the conceptual framework adopted from Jagero N.O (1999), the model shows different strategies to improve enrolment of pupils. The study was carried out in Ubungo district and employed qualitative approach. The study involved four public primary schools with the sample size of 126 participants, 80 pupils, 20 teacher, 20 parents, 4 head teachers, 1 ward education officer and 1 district education officer.

The data gathered by using interviews, focus group discussion and documentary review. Qualitative data were examined through content analysis and quantitative data were assessed and analyzed using formulae and then frequencies and percentages were calculated and finally presented in tables and figures.

5.3 Main Findings of the Study

The results in the study were demonstrated to display the set specific objectives and research questions

5.3.1 Physical facilities on learning environment in public primary pupils

In the process of analyzing this objective, the study unveiled that there was an inadequate physical facility affecting learning environment in public primary schools. For instance, the aspect of classrooms, 72 pupils (90%) agreed that there was an inadequate classroom and only 8 pupils 10% disagreed on this matter. On the aspect of desks, 70pupils 87% confirmed that there is inadequate desks, 13 parents (65%) also confirmed this, while 10 pupils 13%disagreed on the assertion. About the latrines, 71 pupils (89%) agreed that the latrines are in adequate, 15parents (75%) also agreed on this whereas 5 parents (25%) disagreed with this aspect.

Concerning the libraries, 80 pupils (100%) agreed that there was no library even all head teachers from four public primary schools confirmed. All those in one way or another negatively affect learning environment in public primary schools.

5.3.2 Teaching and learning materials on learning environment in public primary schools

In the process of analyzing this objective, it was disclosed that there was inadequate textbooks, 11 teachers (55%) agreed on this. 9 teachers (45%) also agreed that textbooks are adequate. On the aspect of charts and maps, 62pupils (77%) firmed that charts and maps were not used at all, 14 pupils (18%) responded that maps and charts were not usually used and 4 pupils (5%) confirmed that they were usually used. Even head teachers confirmed that the schools do not have enough textbooks. All these aspect negatively affect learning environment of public primary schools.

5.3.4 Distance to school on enrollment of pupils in public primary pupils.

During examining this objective, it was disclosed that majority of the pupils stay far from their respective school for instance 63 pupils (79%) stay far from the school, 17 parents confirmed that their children walk long distance. Concerning the aspect of means of transport used by pupils, it was revealed that many pupils go to school on foot that is 56pupils (70%) confirmed this, 21pupils (26%) go to school by public bus(Daladala) and 3pupils (4%) go to school by tricycle (Bajaji)

5.4 Conclusion

According to the results from the study in question, the conclusion reached at was that physical facilities affected the enrolment of public in public primary school such aspects like inadequate classrooms, in adequate desk in adequate latrines and lack of

library were confirmed by pupils, teacher and head teachers that they in one way or the other affect learning environment.

In the light of research finding teaching and learning resources were confirmed as one of the factors affecting learning environment in pupils primary school such as inadequate textbooks and usual use of charts and maps in class. These aspects by pupils, teachers and head teachers to have affected learning environment in primary school.

It was also shown by findings that distance to school affected the learning environment in public primary schools aspect such as long-distance to school, lack of public primary school buses were noted as strong challenges that affected learning environment in public primary schools. More so there were other factors affecting learning environment such as lack of food at schools, weather conditions, poverty, illness, poor performance truancy, inadequate school requirements were confirmed by pupils, teacher's parents and head of schools to have affected learning environment although public primary education was free.

5.5 Recommendations

During the research, analysis, discussion and conclusion reached at, the following recommendations are made. The recommendations provided were for the sake of all educational stakeholders, parents, teachers, pupils, head teachers, ward education officers, District Education officers, Regional Education Officers and the Minister of Education.

5.5.1 Recommendation for Actions

The ministry of education and vocational Training through their concerned organs from national, regional, district downwards to the school should provide adequate

physical facilities and teaching and learning materials in order to improve learning environment.

The ministry should instruct schools to enroll pupils in schools which are near to their homes to avoid pupils from walking long distances and those who fail to get vacancies the government should provide free school buses

5.5.2 Recommendations for further research

Basing on the study findings, the following recommendations were made for further research;

- i) Since the study was conducted in public primary schools; it is recommended that a similar study should be conducted in all public primary schools with a large sample to get further insights at a wide scope of the influence of learning environment in academic achievement.
- ii) The study was conducted by selecting a very small representative sample from the Ubungu district; therefore a more or less similar study could be conducted by selecting a large sample from rural Tanzania primary school.

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APPENDECIES

APPENDIX 1

INTERVIEW SCHEDULE FOR CHILDREN IN SCHOOLS

Dear pupil,

My name is Joseph Bulega , a postgraduate student at Open University of Tanzania. I am conducting a research on Factors Affecting learning environment in Public Primary Schools in Ubungu district. As an education stake holder, you are requested to respond genuinely to all questions given. The information given out in this study will be kept secret.

The interview questions to be answered by primary school pupils:

Name of school_____ **Ward**_____

Date _____ **Class level** _____

Sex _____

- 1) Are the classrooms adequate (enough) in your school?
- 2) Do you have adequate (enough) desks in your classrooms?
- 3) Are the latrines enough in your school?
- 4) Does your school have library for private studies?
- 5) Do teachers usually, not usually or not use at all maps and charts? Choose one of the three alternatives.

- 6) Do you stay far or near your school? Choose one of the two options.
- 7) Which mean of transport do you use to go to school?
- 8) What do you think can be done to improve learning environment?

Thanks in advance.

APPENDIX II

INTERVIEW SCHEDULE FOR PARENTS

Dear parent

My name is Joseph Bulega , a postgraduate student at Open University of Tanzania. I am conducting research on Factors Affecting learning environment in Public Primary Schools in Ubungo district. As an education stake holder, you are requested to respond genuinely to all questions given. The information given out in this study will be kept secret.

The interview questions to be answered by primary school pupils:

Name of school_____ **Ward**_____

Date_____ **Gender**_____

- 1) What means of transport does your child use to go school?
- 2) Does your child stay far or near school?
- 3) Do you think learning environment is conducive for your child? If no why?
- 4) What factors do you think affect learning environment?
- 5) What do you suggest to improve learning environment?

Thanks in advance.

APPENDIX III

INTERVIEW SCHEDULE FOR TEACHERS

Dear teacher,

My name is Joseph Bulega , a postgraduate student at Open University of Tanzania. I am conducting a research on Factors Affecting learning environment in Public Primary Schools in Ubungo district. As an education stake holder, you are requested to respond genuinely to all questions given. The information given out will be kept secret.

The interview questions to be answered by primary school pupils:

School_____ **Ward**_____

Date_____ **Gender**_____

- 1) In your view, what do you think are the factors affecting good learning environment?
- 2) What is the appropriate distance to locate a school for citizen's house?
- 3) How do overcrowded classroom affect teaching and learning process of a school?
- 4) Does the school possess adequate textbooks to facilitate learning environment?
- 5) What suggestions do have to improve learning environment?

APPENDIX IV

INTERVIEW SCHEDULE FOR EDUCATION OFFICIALS

Dear Education Officer.

My name is Joseph Bulega, a postgraduate student at Open University of Tanzania. I am conducting a research on Factors Affecting learning environment in Public Primary Schools in Ubungu district. As an education stake holder, you are requested to respond genuinely to all questions given. The information given out will be kept secret.

The interview questions to be answered by primary school pupils:

Title _____ **Ward** _____

Date _____ **Gender** _____

- 1) What is your role in ensuring learning environment?
- 2) What do you think are the factors affecting learning environment?
- 3) What suggestions can you put in place to ensure good learning environment?
- 4) How do the following the following affect learning;
 - a) Physical facilities
 - b) Teaching and learning materials
 - c) Distance to school