

**ROLE OF PRIMARY SCHOOL MANAGEMENT IN PROMOTING  
LITERACY  
CULTURE AMONG PUPILS IN HANANG DISTRICT, MANYARA REGION**

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**2022**

**CERTIFICATION**

This is to certify that, this dissertation has been read and certified, thus hereby recommends for acceptance by The Open University of Tanzania, the dissertation titled: Role of Primary School Management in Promoting Literacy Culture among pupils in Hanang District, Manyara region. In partial fulfillment of the requirements for the award of the Master's Degree of Education in Administration, Planning and Policy Studies (MEd APPS) of the Open University of Tanzania.

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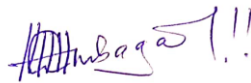
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I **Mbaga, Jofrey A** hereby declare that this dissertation is my original work and that it has never been submitted for similar degree and that it won't be submitted to any other University neither in nor out of this country.

A handwritten signature in purple ink, appearing to read 'Mbaga Jofrey A.', is positioned above a horizontal dotted line.

Signature

.....

**Date**

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### ABSTRACT

This study used mainly qualitative research approach to investigate the Role of Primary school Management in Promoting Literacy culture among pupils in Hanang district to find out factors contributing to low literacy among pupils, the strategies that the school management use to raise literacy and the challenges that they face in promoting literacy. The documentary review, questionnaires and interviews used to collect data from 158 respondents including 20 head teachers and 138 literacy teachers. The study employed research design within qualitative approach to achieve the objectives. Purposive and random sampling technique were used to get sample size and the reliable information. The results revealed that inadequate numbers of qualified literacy teachers, truancy and overcrowded classes due to inadequate infrastructures were factors contributed to low mastery of literacy. The strategies that the school management used to raise literacy include promoting teacher professional development in schools and soliciting qualified and motivated graduates to teach literacy. The challenges that the schools management face include inadequate internal financial resources is to pay part time teachers. The study recommends to the government: more capacity professional development and trainings on literacy teaching methods to develop competencies of literacy teachers, to provide enough funds for the smooth run of their schools and finally, to revise the policy on public schools to allow more freedom to the school management and community to device strategies to minimize challenges. The study recommends other studies to be conducted in other areas on the role of community in supporting literacy in primary schools as well as the role of students in promoting literacy culture

**Keywords:** Culture, Hanang, literacy, mastery, school management.

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## LIST OF ABBREVIATIONS

|               |                                                                 |
|---------------|-----------------------------------------------------------------|
| <b>DC</b>     | District council                                                |
| <b>DED</b>    | District Executive Director                                     |
| <b>EFA</b>    | Education for All                                               |
| <b>ESDP</b>   | Education Sector Development Program                            |
| <b>MEWAKA</b> | Mafunzo Endelevu ya Walimu Kazini                               |
| <b>MoEST</b>  | Ministry of Education, Science and Technology                   |
| <b>PEDP</b>   | Primary Education Development Plan                              |
| <b>SPSS</b>   | Statistical Package for Social Sciences                         |
| <b>TIE</b>    | Tanzania Institute of Education                                 |
| <b>UNESCO</b> | United Nations Educational Scientific and Cultural Organization |
| <b>UNICEF</b> | United Nations International Children's Emergency Fund          |
| <b>UPE</b>    | Universal Primary Education                                     |
| <b>URT</b>    | United Republic of Tanzania                                     |

## CHAPTER ONE

### INTRODUCTION

#### 1.1 INTRODUCTION

Low mastery of literacy is a common challenge among the pupils in primary schools all over the world. Due to poor literacy teaching practices around the world literatures reveal that a big number of people are still illiterate despite being in schools with huge support from International community to address the problem.

Alcock et al (2000), notes that low mastery of literacy has affected primary education system in the world particularly in the developing countries.

Also, according to Hattie, (2014) defines literacy as the ability to interpret texts and create ideas from it with appropriateness and accuracy, and confidently and fluently engage in academic endeavor as well as participating effectively in the community.

UNESCO (2013), reports that despite the effort made globally, 774 million adults of whom 64% are women still lack literacy skills in reading, writing and solving simple arithmetic problems. Furthermore, UNESCO argues that the international community, literacy and numeracy have been discussed in different fora such as EFA and (MDG) Millennium Development Goals for the aims of raising the mastering literacy levels.

Qualified literacy teachers are the critical factor in education and pupils learning (Smith 1999). In the support of this argument Smith further reacted that; *No education system can rise too far beyond the level of the teacher in it*’. This means that school achievement in academic point of view and thus success in education system depend entirely on the availability of qualified literacy teachers who are the

direct providers of the fundamental skills, close supervision and support from quality school management.

Reardon; Valentino, and Shores (2011) find that, in USA majority of students in different grades were reading at a basic level and over the past forty years where the literacy skills scores among the US students have not improved much. Also, Reardon et al (2011) argues that there was a striking gap in literacy scores between the efforts applied by the intranational community flora and the results in mastering literacy skills for both adults and children. According to UNESCO, (2013) data indicated that 24% of illiterate adults are from sub Saharan Africa, 12% from East Asia, 6.2% is from the Arab States. Furthermore, ILA, (2019) adds that, many children in the United States are not learning to the quality standard that they were supposed to. Therefore, he associated this with the rising of technology where children spend most of their time watching moves, cartoons and games. The same sentiments were voiced by McLanahan & McDonald (2012) who suggested that, literacy challenges that confront children, their families, and schools in the United States were impeding them from being ready for twenty-first-century literacy demands.

However, while acknowledging the importance of literacy worldwide, still there is little agreement on the role of school management in raising literacy in their schools (Mpondo, 2005).

Yeoh, Kah & Chu (2015) report that the same literacy challenge has been observed in China as in 1980's, but they link this phenomenon with economic turn down especially in rural areas.



Similarly, Ngussa (2017) argues that lack of acknowledgement of the importance of the role of school management in raising literacy has become an interesting area of research in the sub-Saharan Africa and similar countries.

However, in a country like South Africa, literacy challenges among the children have been voiced by various scholars. According to Abadzi, (2008) reports that teachers in poorly resourced schools do not have an opportunity to voice their experiences of teaching literacy. The failure to problematize the material conditions of poor children's lives is a shortcoming of literacy policy that aims to address inequity in the country. The same scholar, has raised his interest on the lack of reading materials, limited support for teachers and low levels of parental engagement with their children's education. Therefore, the reduction or execution of low literacy in primary schools in Hanang will highly depend on cooperation of the government in employing enough number of qualified literacy teachers and the support from school management team which on other hands includes the children's parents.

In Zambia, Mwansa (2014) links the policy that directed the use of local languages for literacy as a medium of instruction of which did not solve the literacy challenges in Zambian schools due lack of readiness among the teachers.

Mkumbo (2011), argues that in Africa many developing countries including Tanzania still face the critical challenges in promoting literacy culture in primary schools. Furthermore, Ngussa (2017) added that ability on 'hard skills' of basic mathematics, problem solving, and reading at higher levels as well as using computers well depend on mastery literacy skills. Likewise, mastery of 'soft skills of working effectively with others, making effective oral and written presentations, depend on literacy skills of reading, writing, and arithmetic.

In this case, the school management has a responsibility to device various strategies and plans to improve school discipline, teacher motivation, and ensure the availability of teaching and learning resources in order to raise literacy in their schools. Studies have been conducted mainly in determining how schools management motivate teachers to teach generally.

Kenya also faces the same challenges. A study by Wairimu, Marimal&Kang'ethe (2016) shows that many children lack relevant skills such as the ability to distinguish sounds, the ability to master the mechanics of reading and the ability to identify letters as reading is considered as an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language. They linked this problem with lack of preparation for early reading in their homes.

Ngussa, (2017) argues that low literacy culture happens in Tanzania primary schools since reading, writing and solving arithmetic problems are core skills in teaching and learning. Many Pupils still complete standard seven while illiterate, therefore it indicates beyond the reasonable doubt the persistence of critical problem facing literacy teachers in primary schools.

Nyerere, J. K. (1967) In showing the importance of mastery of literacy, urges the communities to build a strong base of rural libraries, and rural newspapers. He also encouraged the media to air workers education and study group activities through the Radio Tanzania Dar es salaam (RTD).

According to Kitta, (2004) Tanzania improved the level of literacy among citizen between 1970s and 1980s. However, this literacy achievement did not last longer after introducing cost sharing in education as it resulted into reduced rate of pupils' enrolment and an increase in illiteracy.

MoEVT, (2011) addresses that because of pupils' enrolment and poor literacy in Tanzania, the government introduced Primary Education Development Programme (PEDP) in 2005 of which the impact was the increase in pupils' enrolment and constructions of classrooms. He also added that despite this achievement, many pupils completed standard seven without mastering literacy skills. However, the intention of PADP was to promote the high level of literacy in the country.

In the study by Mrutu A, Ponera, G.E, and Nkumbi, E. (2005) the mastery of three aspects of literacy: reading, writing and simple arithmetic is a common challenge among the pupils in primary schools all over the world including Tanzania.

In Tanzania, the high level of literacy skills is set as one of the target to be met by 2025 National Development Vision of which each school is expected to ensure all the students are literate at standard two. Recently the tremendous changes have taken place in raising literacy in primary schools in Tanzania. Millions of children are enrolled; classrooms have been built and the government ensured the provision of desks to every child in school (ibid). USAID, (2016) asserts that despite these successes, many challenges persist related to discipline, teacher motivation, which also affect the quality of teaching and learning processes and the transition to upper level of education and in the real life of a pupil. On the other hand, there has been a lot of initiative efforts in various phases of the Tanzanian government to curb the low level of literacy.

Briefly, in a 21<sup>st</sup> Century Tanzanians have been identified to raise a need of the strong literacy skills to participate effectively in a globalizing society facing complex challenges, related to environment, politics, cultural infringement, and social inequalities (ibid). Therefore, studies in role of school management in promoting

literacy culture among primary school pupils are highly needed due to the importance of literacy in Tanzania. This study, explores the factors contributing to low mastery of literacy; the strategies that the school management uses to raise literacy culture and the challenges that the school management faces in raising low mastery of literacy.

In conducting this study, the researcher has been interested in understanding the role of primary school management in promoting literacy culture among pupils, where the enrollments are increasing while the number of teachers decreases since 2015, due to less teacher's employment and high retirement rate. This reciprocal relationship is creating literacy gap between the governmental stipulations in 2025 national development vision and the realities existing in schools.

For example, within the fee free policy that started in 2015, enrolment in standard one rose from 1,531,746 in 2015 to 2,120,667 in 2016 creating overcrowd in many classrooms. Parallel to that, the age for a school going child was reduced from seven years to six (URT: 2014) and thus, teachers are found having younger children in already overcrowded classrooms. Further, the fees free policy opened a door for children from poor families, from nomadic families and those with disabilities, thus bridging with them diverse cultures in the classroom and school environment. Therefore, the government needs to install policies that are easy to implement and impact instantly to effect the best changes for the betterment of its people, children in particular.

UNESCO, (2005) reported that classrooms designed to accommodate 45 pupils but accommodate pupils ranging from 80 to 120 in many developing countries. Overcrowded classrooms is remarkably a contributing factor for low mastery of

literacy among pupils in primary schools since it is difficult for a teacher to effectively teach, manage such a large class and assist pupils as individuals. This view agrees with what was reported by (Anney, 2013).

School management deals with securing and operating effective allocation, monitor and control the use of resources including human resources (Mpondo, 2005). In primary schools in Tanzania, a head teacher as a key person in management team is expected to plan, manage, and prepare the school budget for the fulfillment of educational objectives. However, Mbise (2012) points out that, head teachers have no real powers over their teaching staff. They cannot recruit or assign them to teach the classes and the subjects they do not want to teach. This implies that, the head teachers have no powers to hire, punish or fire the teachers, but expected to ensure school effectiveness including the mastery of literacy. In this case therefore, if the developing countries could adhere to the UNESCO report of 45 pupils in a class and the school management to develop a spirit of exercising the mandate to supervise other teachers, a mandate that they have, the level of literacy could have ascent high. In the limited resources, limited powers over the teaching staff, overcrowded classrooms, and younger children in the classroom with different cultural backgrounds and abilities and lack of capacity to solicit funds from the community, the head teachers find themselves in a dilemma when trying to ensure all the children learn and become literate. Literature has indicated without adequate resources and teacher support, the development culture of literacy in school is impossible and this has been found in Tanzania.

While children are expected to master basic reading skills before entering standard three as stipulated in the national curriculum, some children do not developed

competencies in literacy and numeracy up to standard seven (Uwezo, 2012). According to Uwezo, 7 out of every 10 children do not have the basics of literacy. Because of the low mastery of literacy, a majority of the students cannot manage to join secondary education (MoEVT, 2010).

A study by Ngorosho (2011) revealed that in many primary schools, children make a lot of errors. She further pointed that the majority of literacy teachers had no appropriate linguistic knowledge such as dialects, phonology, orthography and grammar which are important in the teaching literacy. This confirms that, the earlier studies by Mrutu, Ponera & Nkumbi, (2005) demonstrate that teaching literacy in Tanzania is poor as teachers are de-motivated and are poorly trained to meet the challenges in their profession. The Ministry of Education Science and technology (2009), had lamented that children lack adequate reading and writing skills which eventually contribute to low achievement on completion of primary education. However, many scholars in Tanzania have also seen the development of literacy culture in schools as a challenge.

Bhalalusesa (2011) shows that literacy rate has remained 31% for more than 3 decades and this condition is highly worrying educationists and other stakeholders in the country. Tracing the literacy situation in Tanzania back in the 1980s when it reached over 91%, Bhalalusesa was upset that it has gone down to 61%, becoming lower than Uganda and Kenya as it has been decreasing by 2% per annum.

However, the attempts to improve literacy in primary schools in Tanzania and the urge to reduce the disparities between the students have seemed to slow down, as literacy challenges were not prioritized in the PEDP 2004 – 2009 (Sumra and Rajani, 2006) and research to understand what literacy programmes are in place and how

schools manage them in primary schools is still needed in Tanzania.

The problem of literacy is not only confined to Tanzania but also other countries share this problem as the literatures have shown in this chapter. If the country aims at producing a competitive economy to meet global market demands, quality literacy programmes and their management in primary schools should be a priority. This calls for the role of school management in raising literacy culture in their respective primary schools. This study is on the role of primary school management in promoting literacy culture among pupils in Hanang district.

### **1.2 Statement of the Problem**

The support mechanisms for literacy teachers are a neglected area in much of educational management literature (Lentell and O'Rourke, 2004). Most literature is concerned with the challenges that literacy teachers face (Ngorosho, 2011). However, the role of primary school management, appropriate commitment and leadership support of school management to literacy were not discussed by researchers, educational planners and decision makers an aspect that is a limelight of this study.

Despite the effort made by government to raise literacy rate among the children and adults as means of achieving socio-economic development goals the assignment and management of literacy teachers is questionable. The reason is, the majority of literacy teachers have the lowest level of motivation as it is taken for granted that teacher will get their way through and raise literacy culture in their schools with little attention to the role of school management. The efforts made to raise literacy in primary schools are fruitless as there is a sense that presence of children and other resources without proper management are enough. Therefore, because of this

situation, the role of primary school management, an appropriate commitment and school management support, to curb low literacy were not discussed by other researchers, educational planners and decision makers an aspect that is a limelight of this study.

### **1.3 Purpose of the Study**

To explore the role of primary school management in promoting literacy culture among pupils in Hanang district.

### **1.4 Specific Objectives**

1. To examine factors contributing to low literacy in primary schools in Hanang district.
2. To assess the strategies that the school management use to raise literacy culture in primary schools in Hanang district.
3. To examine the challenges that the school management face in promoting literacy culture in primary schools in Hanang district.

### **1.5 Research Questions**

1. What are the factors contributing to low literacy culture in primary schools in Hanang district?
2. What are the strategies that the school management use to promote literacy culture in Hanang district?
3. What are the challenges that the school management face in promoting literacy culture in primary schools in Hanang district?

### **1.6 Significance of the Study**



This study agrees with other researchers and different fora that emphasize on quality education and mastery of literacy skills among pupils in primary schools in Tanzania and in other countries in the world especially sub-Saharan countries UNESCO (2013) as well as Tanzania Development Vision 2025 goal. Despite the effort made on raising mastery of literacy among pupils in primary schools in Tanzania, there is persistence of pupils completing standard seven without mastery of these basic skills-reading, writing and arithmetic, (MoEVT, 2010) as well as (Ngussa 2015). The study intends to generate knowledge on the situation of primary school teachers teaching literacy and the challenges that the school management face in supporting them to raise literacy culture. The importance of mastery for literacy as important educational foundation has been largely neglected. As a result, many children of Tanzania progress in education without strong literacy foundation with negative consequences to their educational career. Furthermore, there is a growing body of evidence indicating that literacy teachers lack basic skills in teaching literacy (Ngorosho, 2011)

The findings of this study will be useful to education stakeholders in lessening or executing the situation of low literacy and the challenges that the school management face in promoting literacy culture in Hanang and to the other part of the globe which faces the same challenge.

### **1.7 Limitations of the Study**

Best and Khan (2006) define limitation of the study as a condition beyond the researchers control that may place limits on the study and application to other situations. The key limitation of this study was the easy way to make a frequent

move to approach the supervisor, to do the work itself because of other responsibilities which the researcher possesses as a government employee of which it made this work to take a long time to be completed on time.

### **1.8 Scope of the Study**

The study confined itself in the role of primary school management in promoting literacy culture among pupils in Hanang district. The researcher visited 20 primary schools which were a selected sample that he chose to collect the raw data. The tools used to collect the data were questionnaires and interviews which worked successfully. The researcher selected a total of 158 respondents in Hanang district council from different selected 20 schools. Therefore, 148 respondents were consulted through questionnaires and only 10 respondents were consulted through interviews. Among the respondents consulted through questionnaires, were 133 teachers and 15 head teachers. In this case, the major issue discussed as far as the interviews and questionnaires questions concerned as guided by the study focused on the role of school management in promoting literacy culture in their schools.

### **1.9 Definition of the Key Terms**

**Literacy** can be defined as the ability to interpret texts and create ideas from it with appropriateness and accuracy, and confidently and fluently engage in academic endeavor as well as participating effectively in the community (Hattie, 2014)

**Literacy teacher** can be defined as a teacher who provides appropriate instructions in core literacy skills such as reading, writing, speaking and numeracy or arithmetic (Mmasa&Anney, 2016).

**Management** can be defined as a school body, the head of school being the key

person responsible in planning, organizing, directing, and controlling and evaluating goals and tasks to accomplish the predetermined objectives of an institution through the coordinated use of human and material resources. (Ndirangu, 2016). In this study the management team or school committee is composed of the head of school, academic teacher, two ordinary class teachers and four other people from the students parents.

### **1.10 Organization of the Study**

This study was organized into five chapters. Chapter one deals with the background of the study, statement of the problem, objectives of the study and its scope which inform the study and its context, to provide the justification of the study. Chapter two is about literature review or literature works related to the study. The major focus was on identification of the knowledge gap or development of new knowledge from the literature review and current study on exploring the strategies that the school management uses to support teachers who teach literacy skills in primary schools in Hanang district. Chapter three concerned with the research methodology, data collection techniques and tools for data analysis, chapter four concerned with data analysis, interpretation and discussion of research findings. Lastly, chapter five provided the summary and conclusion of the study, also, in this chapter the new development of knowledge and recommendations were presented, implication of the theories and its contribution on the strategies that school management can use to promote literacy culture in order to support teachers who teach literacy in primary schools.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Overview**

This chapter presents the related literature. It covers the theoretical literature and framework, empirical literature and conceptual framework.

#### **2.2 Theoretical Literature Review**

##### **2.2.1. Scientific Management Theory**

In educational leadership, much has been said about democratic leadership style. In many schools, we have witnessed teachers and students raising up and demanding a voice. They demand for the right to freedom of speech, and opportunity to participate in school decisions although taken for granted in schools with democratic leadership, represent the rights that others are willing to struggle, and sometimes die for. The value of being a participant in determining your future is indeed a precious commodity. However, we often find in schools, very undemocratic structure, with decisions, such as who should teach which class being made centrally, with little or no input from the school or among the teachers. This is what we call Scientific Management approach, where a command comes from only one point to be followed with no many questions or modification in the name of maximizing efficiencies.

Mpondo, L. (2005). asserts that, organizations including school could work better if the management enforces standardization of methods, adapt the best resources (humans and materials) and ensuring good working conditions. The idea is that, if these are present, workers will cooperate. The context of this study, the Ministry of Education under the government directives is the steering mechanism driven by

efficiency. Efficiency here entails maximum production with the minimum resources with no regard to quality or effectiveness. Thus, presence of pupils' desks and classrooms are considered as key in producing literate graduates who in any means would help to bring down the level of illiteracy in the country.

Scientific style of management was widely criticized by both management and workers. While the management was upset by the insistence of employees' freedom to participate in decision making, the workers on their side were resentful of lack of understanding and attention to their needs, interests and aspirations. Thus, theory is used in this study to understand managerial factors contributing to low literacy in and the degree of effectiveness of the strategies that the school management use to raise literacy culture in primary schools in Hanang district. The theory also helped to explain and analyse the root cause of the challenges that the school management face in promoting literacy culture in primary schools in Hanang district.

### **2.3. Empirical Literature Review**

#### **2.3.1 Factors Contributing to Low Literacy Culture**

Literature on factors contributing to low literacy culture has attributed it to teachers having too many children in the classroom (McLanahan & McDonald, 2012); poor resourced schools (Abadzi, 2008); the use of local languages in schools (Mwansa, 2014); lack of readiness among the teachers (Yeoh & Chu, 2015); and lack of preparation for early reading in their homes (Wairimu, Marimal & Kang'ethe, 2016). It is believed that when teacher have fewer children in the classroom, schools are resourceful, children use the accepted language of instruction, teachers are ready to teach and children are prepared for early reading in their homes, majority of the children will acquire literacy competency and raise literacy culture in their school.

Mumpuniarti (2017) believes that the slow learning of literacy in elementary schools in Yogyakarta, Indonesia was related to the common teaching practice had minimal effect on children's literacy. In his study, he found that most students had problems in spelling, reading complex words, and writing long words. Further, Mumpuniarti found that, although teachers had the common teaching practice to support the students with various and levels of literacy deficiencies, they used outdated pedagogical approaches. Mumpuniarti suggested that there was a need for rethinking of a new pedagogical approach to raise literacy for slow learners (ibid).

In their study on literacy challenges in the USA, Murnane, Sawhill & Snow (2012) assessed the teaching of literacy in the US classrooms. They found that the majority of teachers taught literacy as a very shallow process involving children to read simple texts and leading them to remember the information they read. These scholars observed that many literacy teachers had "the simple view" of literacy, and they judged the literacy competency by the accuracy and speed of reading and on the understanding of the content. Murnane et al. (2012), recommend that quality literacy instruction should involve summarizing the content, synthesizing the information and evaluating the arguments.

Kathuri (1986) supports this assumption that low monitoring of academic provision administrators or heads to contribute much in low mastery of literacy among primary schools' pupils. Studies show that literacy achievement in schools is high where parents positively involve in children day to day literacy practices, perform legal duties such as providing their children with school uniforms and materials, and work collaboratively with teachers to solve pupils' challenges.

Chetty (2019) believed that, the low literacy was related to lack of reading material, limited support for teachers and low levels of parental engagement with their children's education. His research on teacher's policy as important resources in promoting literacy culture he found that teachers were poorly resourced and their opportunity to voice experiences of teaching literacy was minimal. He suggested that, inclusion of teachers in decision making so that they can voice their experiences in teaching literacy.

Quinn (2011) related the low literacy performance among the children with lack of support from school's management. He suggested that school management has a key role in supporting literacy teaching.

Likewise, in their study, Chinooneka andTendeukai (2015) found the certain teaching behaviors which were effective and others were not because teachers do not take time to understand the teaching strategies work and which do not. They suggested that teacher should not only strive to develop mastery of certain instructional strategies and behaviors, but should also learn to accept effective practices. This implies that, teachers may use a lot of effort using the wrong teaching methodologies. The role of the head teacher comes at hand to show them the way.

In the same vein, Ngussa (2015) conducted research on teachers-based factors on low literacy culture among primary schools at Bahi district. He found lack of commitment, teachers' frequency of absenteeism, lack of motivation and teachers' work load as key contributing factor to low literacy. He suggested that, school management should assume a role of close teacher supervision and consider strategies to motivate them to teach.

### **2.3.2 Strategies to raise literacy culture in primary schools**

Research on the role of school management in bringing about change is gaining momentum with the increasing awareness that Head teachers are the leaders and visionaries of the school. It is believed that the school management involves satisfying customer requirements and the development of a school culture (Doherty, 2008). The Head teacher specifically, is expected to provide vision and leadership in teaching and ensures that all the children have mastered literacy within the stipulated time in his or her school.

While many factors have been consistently associated with reading literacy performance, most notably are those linked with certain school characteristics, such as the quality of school life, cooperation with parents and with the community (OECD, 2016 ).

Merga (2010) conducted a study on school management support in raising literacy culture in Australia. He interviewed head of schools and found that the secondary school teachers had no idea on how a whole-school approach could work to support literacy learners. Moreover, majority of teachers had no knowledge of any strategy in place to support literacy learners to meet their educational needs. These scholars suggested that there was a need for the school leadership to ensure that teachers are aware of the strategies to raise literacy so that there is a whole school strategy to support struggling literacy learners to meet their educational goals.

In Indonesia, Lastiningsih; Riyanto; Mutohir; Mudjito; & Hartono (2019) did a study on the management of literacy programs in Junior High Schools in East Java. They used descriptive-explorative research design to collect data through questionnaires



and unstructured interviews from teachers and students. They focused on the management of literacy from the designing process to need assessment, planning, organizing, implementation, and monitoring and evaluation. Lastiningsih, et al. (2019), found positive response from the teachers and students when the management is supportive-facilitative involving all the responsible parties in the school. These scholars suggested that the only area need improvement was the use of technology in supporting literacy programs.

In his study on improving literacy in secondary schools, Wilshaw, (2012) surveyed seven secondary schools on their effectiveness in delivering cross-curricular improvement in literacy. He found that the schools that were effective in improving literacy were those which not only insisted on speaking and listening, reading and writing, but those which were ready to engage the students with challenging concepts, lead them to make constructive connections between subjects and to learn from the experience of others. He found that, those schools which involved the whole school were more effective in promoting literacy. He also found that those schools, which had instituted the speaking and listening day, when teachers do not ask pupils to write within lessons; but to structure lessons around speaking and listening activities such as discussions, debating, presentations, and role play were also successful in promoting literacy. Wilshaw (2012) suggested that for effective literacy promotion to occur, the school must set some ground rules and emphasize the need for teachers to model talk in order to develop the students' skills in structuring their talk and gain confidence.

In literature review, apart from school management in supporting literacy; literacy teachers have their strategies as well. For example, in their study in inner city

primary schools, Wolf, Crossen, & Resnick (2006) found that literacy teachers used explicit teaching to demonstrate to the students what the word is and how to read it. They also found that the teachers created opportunities for the students to demonstrate their understanding and apply learning. For example, in one class, Wolf et al (2006) found that teachers introduced accountable talk to allow the students to be accountable to their learning as a community. In this strategy, the students were able to read accurately, linked what they were reading with what they knew. Wolf and colleagues suggested that when students are led to be accountable, they apply rigorous thinking and finally, they construct knowledge.

He also found that teachers worked collaboratively over a number of months, designing literacy projects that would expose students to what they termed as ‘target words,’ which were linked with specific learning area content. Wolf further, suggested that collaborative teaching of reading target words in literacy classes is important strategy in reinforcing learning including peer discussions (ibid).

US National Reading Panel 2015 advocated that effective literacy teaching strategy involves clear instruction about phonemic awareness and systematic phonics teaching approach to support and enhance individual pupil’s fluency and comprehension.

Tankerley, (2003) argues that, during literacy teaching understanding of phonemic and letters knowledge by pupils are important to children learning literacy because before children learn to read, they are supposed to understand that the sounds paired with the letters are same with the sounds of speech they hear. Tankerley defined phonemic awareness as the ability to hear and manipulate phonemes which are simplest part of a spoken language.

Morrow, L. M., Gambrell, L. B., Duke, N. K., & Nero, J. R. D. (2011). advocate that during literacy teaching, teachers should breakdown the basic skills to be taught-the reading and writing into small parts such as phonics, phonemic awareness and spellings to make them easily learnable by pupils.

Furthermore, Mills & Jennings (2011) found that the classes that used collaborative learning method as a teaching strategy were more effective in helping slow literacy learners. Mills & Jennings additionally found that, teachers used Literacy Teaching Toolkit, where they worked together to establish literature circles. This involved leading the students to select certain texts to read in small group discussions and present what they had read in a larger group. This strategy, Mills and his colleague found that helped students to use higher level of thinking skills. They suggested that, collaborative teaching and learning are important in fostering higher level of learning to the students.

Chinooneka & Tendeukai (2015) did a research on good teaching, and they identified that effective teachers were clear about their instructional goals, knowledgeable about the content, communicate well, monitor students' understanding, thoughtful and respectful about their teaching practices as a strategy of raising low literacy culture among pupils. On another hand, in their study on the conceptions of effective teaching, they found out that students expressed four ideas about effective teaching. Effective teachers have knowledge, prepare and manage instruction, promote learning and help students grow so they can learn independently. Not only that but also, their studies revealed that, an effective teaching and found that effective teachers exhibit passion for their subjects, are knowledgeable about and care for students, use a variety of teaching strategies and help students appreciate the

relevance of information to their own context.

Nalusiba (2010) revealed that, since various literacy culture strategies are used in the various schools in Uganda that are selected for the study, but some few pupils should have literacy culture because of strategies imposed and implemented by the school's management in Uganda. However, there are a number of challenges that discourage them from practicing literacy culture a part of their lives. Using the interview method, the researcher learnt from various respondents how best they thought schools; these are, teachers, parents and education stakeholders could develop strategies for engaging pupils in reading. Their opinions included that, they must be provided with educative and interesting learning environment for the pupils to improve their literacy culture such as storytelling, making reading materials locally; timetabled reading and library lessons; rewarding pupils and teachers; and talking offices, compounds and classrooms.

Leary (2001), conducted research on the strategies that were used by the school management so as to adopt to strengthening the literacy culture among primary schools pupils to develop a strong foundation for literacy skills, there is a need for teachers to adopt better methods of teaching literacy skills, in order to create sustained interest among pupils to read non text-book reading materials at home, school as well as within the community. Likewise, in order to encourage literacy culture among the pupils all stakeholders were to be involved, including teachers, parents, pupils and the community, who would all be trained to use the library, and this would create an environment that is conducive to literacy culture.

Mrutu, Ponera and Nkumbi. (2005) examined and emphasized that teachers should encourage pupils to come up with techniques for reading to improve the literacy

culture independently and by themselves such as how to pick a book that is not too hard, a range of strategies to employ when encountering word level or comprehension difficulties and how to find time to read. In addition, he recommended that pupils should be provided with 10 to 15 minutes of class time daily to read reading books, magazines, and websites. Setting up book clubs made up of pupils interested in reading the same book and providing discussion questions and formats for talking about the book which would encourage pupils to develop interest in reading.

Meena, (2009). revealed that teachers must display a positive attitude towards literacy culture as a strategy of promoting the literacy culture among pupils in primary schools, and even make a public show of their interest in reading, if they were to encourage pupils to read. This could be displayed through practices which teachers engaged in such as storytelling and reading aloud to the pupils. On other hand, reading aloud was one of the effective strategies for connecting kids to books because “the more you read to them, the better they got at it and liked it and they got to know more and grow smarter in literacy skills. In addition, to using good methods to encourage good reading habits, the teacher’s attitude and enthusiasm towards reading was proven to play a key role in encouraging the reading habits.

### **2.3.3 Challenges that School Management Face in raising literacy culture**

Scholars who have focused on understanding the challenges that school face in raising literacy have linked them with lack of teaching and learning resources (Schneider, 2003) as well as (Ubogu, 2004). Poor resourced schools as pointed out by (Abadzi, 2008). Also, the lack of readiness among the teachers (Yeoh, Kah& Chu, 2015); and lack of preparation for early reading in their homes (Wairimu,

Marimal&Kang'ethe, 2016) seems to be great challenge towards schools management in raising literacy culture. It is believed that when teacher have fewer children in the classroom, schools are resourcefully, children use the accepted language of instruction, teachers are ready to teach and children are prepared for early reading in their homes, majority of the children will acquire literacy competency and raise literacy culture in their school.

In his study, Schneider (2003) examined the challenges that literacy teachers face and found the adequacy of teaching and learning materials were among the factors contributing to low literacy achievement among pupils in primary schools. Also, Ubogu (2004) supports the idea of inadequate teaching and learning materials, including text books as key challenges in teaching literacy.

Kraft (1994), states that class size was among the factors for low literacy achievement in developing countries, Tanzania being included. He argues that, overcrowded class do not support a teacher to manage the students. Kraft had an opinion that teaching in large classrooms impedes teachers from helping every individual in reading, and writing especially in lower classes (MOEST 2015). The idea of congested classroom as impediment to effective literacy teaching is also supported by Reche et al (2012) who argued that large and congested classrooms prevent the heads of schools and administrators from observing what is going on in classes. This, according to them, forces school administration to only check the lesson plans and preparations by teachers before teaching. The ultimate of this is that, a big number of pupils do not develop mastery of literacy to the required standards.

Murnane, Isabel, and Snow (2012) identified the literacy gaps are present when children start school, non-school factors such as families and communities must play

a role in the acquisition of literacy skills and likely continue to exert an influence as children age this is shown by Jane Waldfogel, of Columbia University, when she uses the differences between subgroups by race, socioeconomic status, and immigrant status) to tease out what these influences might be. She notes that parents are critical to children's early literacy. More advantaged parents are more responsive to their children, interact with them more frequently, and provide a richer learning environment through reading and other cognitively stimulating activities, such as use of a computer or visits to a library. Other factors playing a role in the acquisition of early literacy skills that vary with race or socioeconomic status include health and health-related behaviors and participation in preschool. Sahlberg (2007) investigated the comprehension challenges rise when the text deals with information unconnected to any existing schema in the reader's knowledge base. Moreover, such information is a challenge for developing readers and continues to be an obstacle for mature, skilled readers. Americans struggle to understand newspaper reports of cricket matches, just as British sports fans do with reports of baseball games.

The schemes on which to hang descriptions of runs, innings, outs, and points are specific to the two games and constitute the background required for comprehension. Ironically, then, one of the most important inputs to successful reading comprehension is knowledge, some of it acquired without reading at all. One major difference between children likely to become good readers and those likely to struggle is vocabulary knowledge. As early as age three, middle-class and disadvantaged children display enormous differences in the size of their vocabulary; because they have had differing experiences with conversations from which they can learn new things. The dynamic and multifaceted process that requires continued

development if students are to keep pace with the increasing demands of school texts and tasks. She explains that when reading effectively, readers not only decipher words on a page but also use their accumulating knowledge to assess, evaluate, and synthesize the presented information. She uses the term “skills-based competencies” to describe the skills children need to sound out and recognize words. She contrasts this concept with knowledge-based competencies that include the conceptual and vocabulary knowledge necessary to comprehend a text’s meaning.

Nyamu (2015) examine the challenges that influencing an achievement of mastery of literacy and its implementation of teaching and learning literacy as suggested by head teachers, teachers and pupils are inadequate teaching and learning resources, lack of a resource center or library, lack of parents’ cooperation, lack of continuity of a teacher with his or her class to next level, mother tongue interference, lack of basic teaching aids, inadequate teachers, high pupils enrollment, large classes, improper follow up of pupils by teachers and parents, negative attitude by parents, inadequate preparation of teachers, pupils’ lack of self-esteem, inadequate time, student absenteeism, students’ inattentiveness, negative attitude towards the subject, inadequate preparation in of pupils, stammering, pupils having difficulty understanding words and their pronunciations

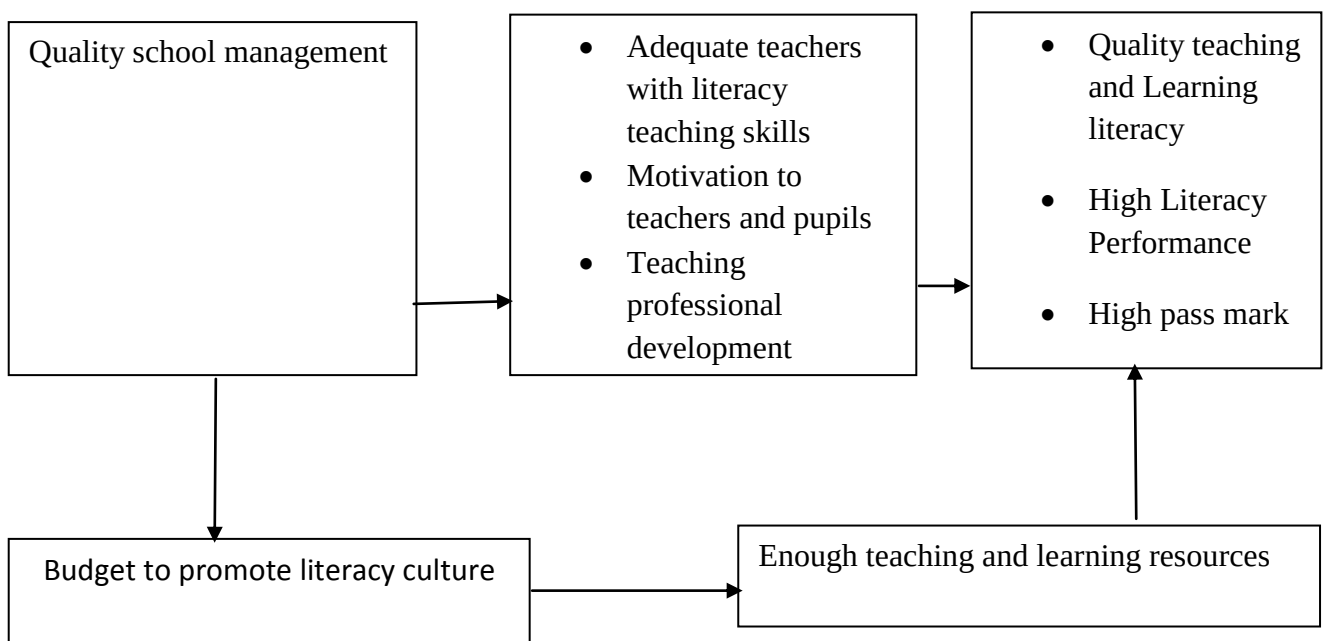
## **2.4 Conceptual Framework**

Merriam Webster dictionary defines a framework as a set of ideas or facts that provide support for something or a frame work is a basic conceptual structure of ideas. This study was guided by human index theory that was developed to explain the level of development by measuring the level of literacy. Furthermore, this study was guided by scientific management theory which explains the role of management



in ensuring that work is done scientifically. In the context of inadequate resources to cope with the ever-increasing demand for educational provision, this theory explains the complexity of school management in improving students' performance in literacy. It also explains the importance of using science in strategizing for change and mediating the challenges in raising literacy culture. The conceptual framework describes and explains the concepts used in the study, their relationships with each other, and how they are to be measured in this study as shown in figure 2.1 below.

**Figure 2.4. 1: Figure of Conceptual Framework**



**Source: Researcher's design (2021)**

Thus, from the conceptual frame work above, it is clear that quality school management play a great role in raising literacy when it provide efficient managerial and clear strategies to reach to high literacy, the conceptual frame work indicates that if school management provide supportive efforts in raising both teachers and students motivation in teaching and learning, developing professional skills for teachers, well allocation of adequate qualifying teacher to teach standard one and two and

introducing budget to purchase learning and teaching resources to promote literacy culture ; all these lead to quality teaching, high literacy performance and high pass mark to learners.

## **2.5 Knowledge Gap**

The literature review so far has considered factors leading to low literacy, strategies that the school management uses to raise low mastery of literacy, and the challenges that school management face in promoting literacy culture in school. Therefore, the role of primary school management, an appropriate commitment and school management support, to curb low literacy were not discussed by other researchers, educational planners and decision makers an aspect that is a limelight of this study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

This chapter discusses research approach, research design, area of study, target population or sample size and sampling techniques, source of data collection and data collection tools, data analysis and ethical consideration.

#### **3.2 Research Approach**

Research approach is a framework that helps to structure collection, analysis and interpretation of data (Best and Khan 1998). The researcher was convinced that, the use of qualitative research approach would provide the best results because of its ability to provide the researcher with rich information from respondents. The need for rich information was very important since it helps the researcher to get wider, deeper, and clear thoughtful knowledge, experience and feelings on the topic being discussed under the study. Qualitative research is referred to as inquiry that enables individuals to construct social reality in the form of meanings and interpretations through descriptive. The constructions are transitory and situational in nature. Qualitative studies are exhaustive and reliable as they make deep exploration of informants to get purposive information in an interactive manner. The study was mainly qualitative research as it allows the researcher to obtain the in-depth data from respondents through their personal experience, knowledge and opinions (Best and Khan 1998). However, quantitative approach was a bit used for completion and better outcome specifically, where data were provided in numeral form so as to comprehend information that were presented in numbers.

### **3.3 Research Design**

Research design is the method used in collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedures (Kothari, 2004). This study mainly employed qualitative research approach to obtain data of high quality which are relevant and depth information that address the central research objectives. As Kombo and Tromp (2006) pointed out that qualitative research is a form of research that involves description to the data obtained. It seeks to describe and analyze the information from the point of views of respondents. The descriptive nature of data focused on understanding of a sample survey in which responses self-administered questionnaires and interviews were described to provide a clear picture. The analytical understanding involved analyzing results from responses given in the questionnaires, interview and documentary and actionable recommendations were then made. Both primary and secondary data were used.

### **3.4 Area of Study**

This research was conducted in Hanang district and twenty (20) primary schools were involved for data collection. The natives of Hanang district are the Iraq who engage in both livestock keeping and agriculture and the Barbaig who are typically nomadic who entirely depend on animals keeping. Thus, economically, people in Hanang district depend on agriculture and livestock as their main economic activities, and as major source of income. The choice of this area was based on the fact that nomadic societies were culturally rooted with their own traditions which in one way or other make the foresight of the importance of education. UNESCO

(2005), argues that there is low educational participation among nomads and that it has simply been not a priority to them.

### **3.5 Target Population, Sample Size and Sampling Techniques**

#### **3.5.1 Target Population**

Target population is a group of respondents who are involved in the study (Kombo, 2006). The target population included in the study was comprised of head teachers and literacy teachers. These groups of people were targeted to provide the information about the strategies used by the school management in raising low mastery of literacy among pupils in primary schools.

#### **3.5.2 Sample Size & Sampling Technique**

Kumar (1999), defines a sample as a group of respondents who are drawn from the population in such a way that the information obtained from the sample can be generalized on a population. On the other hand, Cohenet et al (2000) assert that the major reason for sampling is to reduce the expenses in terms of time, money and effort.

Purposive sampling technique was used in order get sample size from the population and the reliable information from the target population. Several techniques were basically employed in the study to obtain the appropriate sample where both the purposive and random sampling technique were utilized.

The total sample size constituted itself to a total of 158 participants, of which 148 respondents were consulted through questionnaires and 10 respondents were consulted through interview. Among the respondents consulted through questionnaires, there were 133 teachers, and 15 head teachers, in this study the major issues discussed was about the strategies that school management use to promote

literacy culture in primary schools in Hanang district as a case study.

The investigator categorized the number of respondents due to the nature of the area, schools background and the type of problem being researched. The respondents were as described in the sample frame below.

**Table 3.1: Sample Frame of the Respondents**

| S/N |               | Participants Number of Participants Total |        |       |
|-----|---------------|-------------------------------------------|--------|-------|
|     |               | MALE                                      | FEMALE | TOTAL |
| 1   | Teachers      | 69                                        | 69     | 138   |
| 2   | Head teachers | 12                                        | 8      | 20    |
|     | Grand total   | 81                                        | 77     | 158   |

**Source: Researcher's Field Survey (2021)**

The researcher used the teachers to collect data because they are direct concerned with literacy teaching therefore, they are aware of the factors contributing to low mastery of literacy, strategies that the school management used to promote literacy culture and the challenges that they face in raising literacy culture in their respective primary schools where reliable data could be collected. The researcher also used the headteachers as the respondents because they are the key persons in management team to ensure effective teaching and general operation of their respective schools. Therefore, the headteachers as part of the school management could facilitate the collection of reliable information since they are field oriented and partly the focus of the study.

### **3.5.3 Samples and Sampling Techniques**

The researcher used the mentioned techniques in order to avoid biasness and enable the succession of the valid and reliable findings. The selected sampling techniques were purposely selected to fit the context as per the framework of the study.

### **3.6 Source of Data**

This study used both primary and secondary data. The primary data were collected through questionnaires and interviews to collect the field and the published data, as they are administered to both headteachers, literacy teachers and published sourced.

Secondary data; data for this study were also obtained through documents where records of pupils who were in upper classes (standard three and four) without mastery of literacy skills (reading, writing and arithmetic) were kept.

### **3.7 Data Collection Methods and Data Collection Tools**

The study adopted the following methods such as Questionnaires, interviews and documentary methods.

#### **3.7.1 Documentary Reviews**

Mole (2000) identifies documentary reviews as a process of reading various extract found in offices or places dealing with or associated with issue related to what the research is investigating. The data obtained under this technique enabled the researcher to get relevant information for the research from the recorded and documented sources from different offices in Hanang district council. Also, other documentary reviews were used as a technique of supporting information obtained from questionnaires, interviews and observations. The documents which were used include pupils register books which show enrolment of pupils in sampled years as well as pupil's class attendance, and pupil's examination results files.

#### **3.7.2 Questionnaires**

Lundberg (2008) defines questionnaires as set of stimuli to which literate people are exposed in order to observe their verbal behavior, under these stimuli within method there are questions the researcher seeks from respondent in order to gain knowledge

about certain matters.

The researcher used open-ended questions due to the fact that it helps to get more reliable and valid data about strategies that school management use to promoting literacy culture in primary schools in Hanang district. The method was useful and helpful because questions were answered even if the researcher was absent and it was less time consuming. The questionnaires comprised of both open-ended and closed ended items. The open –ended items enable the respondents to look critically on the problem and thus gave diverged views and responses. Closed-ended items were expected to elicit specific information from the respondents. Questionnaires were distributed to the respondents living at the places close to the area of study so as to provide information about low mastery of literacy skills among pupils in primary schools in Hanang district.

### **3.7.3 Interviews**

Anon (1998) defines the term interviews as a method which involves oral questions through face to face interactions. The researcher becomes the interviewer in which he/she asked questions to respondents. Donald (2004) says that interview involves some forms of direct contact to respondents. The interview method of collecting data involves presentations of oral verbal and reply in terms of oral verbal responses. This method can be used through personal interview and if possible through telephones interview but the researcher used personal interviews. The interviews on behalf of researcher, gave advantages of soliciting additional information through supplementary questions especially on points which were unclear and where information provided in questionnaires. To collect the data from the group of teachers and head teachers the researcher used unstructured interview because the



method was genuine and the techniques offered opportunity to structure questions. Furthermore, the interview was conducted mainly in Kiswahili and English language.

### **3.8 Data Analysis Procedures**

The process of data collection was not an end in itself. In order to ensure the analysis of this study, the researcher used qualitative data analysis by making contents analysis based on analysis of meanings and implications emanating from respondents' information and documented data. As pointed out by Gray (2004) qualitative data prove rich descriptions and explanations that demonstrate the chronological flow of events as well as leading to serendipitous findings. In this study the researcher relied on the ideas of (Gray 2004) who provides the following steps to be used in qualitative data analysis, these were familiarization and immersion. Here, the researcher familiarized himself with the research data obtained so that he gets clear understanding of meanings, concepts and ideals thereof and the interpretation were sought of it. Editing refers to the process of examining what has been collected in field as raw data so as to detect error, omission and to correct them if possible, therefore data collected from interview were edited in order to remain with only salient data useful to the study. Open coding; this is referred to the process of putting data in theoretical defined category, in order to analyze them (Gray 2004) the researcher processed data by breaking down, examining, comparing, conceptualizing and categorizing data. Therefore, opening coding enabled the researcher to realize the saturation of the data repeated and lastly, researcher made a concept mapping where he examined data to see whether there were same concept in which respondent has given as a data and thereafter allow the study to provide the rational concept to the researcher.

### **3.9 Validity and Reliability of the Research Instruments**

#### **3.9.1 Validity of the Study Instruments**

Kothari (2004) asserts that validity of instruments is done by looking at the relevance consistency and that validity of instruments is administered for easy explanations and clarifications on the validity instruments used in the research study. Likewise, the validity of instruments used in this research were tested through pilot survey in the area of the study. Thereafter, it was presented to the supervisor of the research study for further comments and refinement where necessary. Also, the validity in this study was enhanced by pre-testing of questionnaires and careful framing of questionnaires by using research expert.

#### **3.9.2 Reliability of Research Instruments**

Sauro (2015) argue that, the measurement of reliability require only one sample of data to estimate the internal consistency of reliability, therefore in this study the reliability of the test was used in order to identify the consistence of participants response between the set of items from the selected data in the field study. Not only was that but also, in this study the measure of reliability described by using Cronbach's Alpha which is sometimes called Coefficient Alpha. Therefore, the Cronbach's alpha for reliability test was found through the formula hereunder;

$$\alpha = N.C / V + (N - 1).C$$

**Where;**

$\alpha$  = Cronbach's Alpha

N = Total number of items (Number of Questionnaires) used in the research

C = Average of covariance between item pairs

$V$  = Average variance from the data

From the reliability test results the value of the constant  $C$  in the formula was found to be 14.30 and the value of the constant  $V$  was found to be 22.52. Since the study consists of 12 numbers of items, the Cronbach's alpha can be calculated from the parameters as follows:-

$$\alpha = (12 \times 14.30) \div (22.52 + (12 - 1) 14.30)$$

= **0.954** approximately equals to **0.95** to two decimal places.

Hence, the obtained value of alpha above implies that the research instrument used are precise, correct, acceptable and are reliable as they offered about 95% efficient for the work performed.

### **3.10 Ethical Consideration**

The researcher intended to respect professionals, beliefs and altitudes of the respondents such as head teachers and teachers in Hanang district. The researcher sought permission from the District Executive Director (DED) to conduct the research in the district. Despite the permission granted by the DED, the researcher reported to the head of schools for the purpose of asking for permission to conduct the research in their institutions, seeking for cooperation and their consent in providing relevant information for successful completion of this work. The researcher also assured the participants that the information that they provided were for the purpose of this research work and that the process was very confidential. Moreover, Synonyms were used for names of schools and head teachers who were the key people in school management for ensuring the privacy and confidentiality for ethical purpose of the research.

## **CHAPTER FOUR**

### **PRESENTATION AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

This chapter presents the research findings for this study. The study was guided by three research objectives in determining: factors contributing to low literacy culture in primary schools in Hanang district, the strategies that school management use to raise literacy culture in primary schools in Hanang district, and the challenges that they face in promoting literacy culture in primary schools in Hanang district. Section one in this research study provides demographic information, while section two present the data analyzed according to the research objectives.

#### **4.2 Findings of the Study**

##### **4.2.1 Factors Contributing to Low Mastery of Literacy among Pupils in Primary Schools**

Research objective 1 sought to assess the factors that contribute to low literacy in Primary schools in Hanang district. Questionnaire and interview schedules were used to solicit this information. On the side of questionnaires, the open-ended questions were: *What are the factors contributing to low mastery of literacy among Pupils in primary schools in Hanang district?* The responses are as shown in the Table 4.1 below.

The low mastery of literacy is related to the challenges listed above. Because of the low mastery of literacy, a majority of the students cannot manage to join secondary education (see MoEVT, 2010).

**Table 4.1 Factors Contributing to Low Mastery of Literacy among Pupils in Primary Schools**

|  |                                      | <b>Frequenc<br/>y</b> | <b>%</b>     | <b>Valid<br/>Percent</b> | <b>Cumulative<br/>Percent</b> |
|--|--------------------------------------|-----------------------|--------------|--------------------------|-------------------------------|
|  | Truancy                              | 40                    | 25.3         | 25.3                     | 25.3                          |
|  | Lack of Qualified Teachers           | 31                    | 19.6         | 19.6                     | 44.9                          |
|  | Large Numbers of Pupils in the Class | 36                    | 22.8         | 22.8                     | 67.7                          |
|  | Poor Infrastructures                 | 18                    | 11.4         | 11.4                     | 79.1                          |
|  | Language barriers/Mother Tongue      | 14                    | 8.9          | 8.9                      | 88.0                          |
|  | Poor Understanding of The Parents    | 19                    | 12.0         | 12.0                     | <b>100.0</b>                  |
|  | <b>Total</b>                         | <b>158</b>            | <b>100.0</b> | <b>100.0</b>             |                               |

**Sources: Researcher's Field Survey 2021**

The results in **Table 4.1** shows that, the key factors mentioned by the research participants were: truancy (25.3%). This was followed by large number of pupils in one classroom (22.8%) and lack of qualified and specialized teachers (19.6%). It was interesting to find that, not many participants considered the mother tongue as a factor despite the fact that, the majority of the students speak Iraq language which is very different from Kiswahili language, the language of instruction from standard one.

In order to qualify these data, interview schedule was used to collect qualitative information, first from the headteachers and then from the literacy teachers. The same question was: *What are the factors contributing to low mastery of literacy among Pupils in primary schools in Hanang district?* The following were some of the responses:

At school 'A' during interview session, one respondent who was the head teacher said that: *Truancy for pupils, poor understanding of parents towards education, lack*

*of qualified and specialized teachers who teach literacy skills such reading, writing and Arithmetic/Numeracy are the key factors hindering the reading and writing in many schools.*

Therefore, the headteacher from school 'A' when interviewed reported that the key factors contributing to low literacy included truancy, lack of literacy teaching skills by teachers, and poor parent understanding about the importance of education. These impede literacy culture among pupils in primary schools. Similarly, another respondent who was the head teacher at school 'B' claimed that: *The truancy is the key factor that contributes to lack of sequential order of teaching and learning of literacy skills for the pupils.*

The findings from interviews and questionnaires suggest that truancy by pupils and lack of sequential order of learning is a contributing factor for low mastery of literacy among pupils in primary school.

At school 'C' during interview session one respondent said that: *The Lack of qualified and specialized teachers in teaching literacy skills is the key factor to low literacy in my school. Currently, the teachers who are teaching literacy skills in primary schools are not the holders of certificate in early child hood education but they are any experienced teacher who hold certificate in education.*

In this case, the findings from interviews and questionnaires suggest that teachers have inadequate literacy teaching skills which is affecting literacy teaching in classrooms. This implies that pupils taught by these teachers hardly develop literacy skills.

The interview was also conducted to literacy teachers and the same question was asked: What are the factors contributing to low mastery of literacy among Pupils in

primary schools in Hanang district? The responses from the literacy teachers were as follows: -

One literacy teacher claimed: *Large number of pupils in a single classroom is a key impediment where teachers cannot teach efficiently literacy skills such reading, writing and Arithmetic/Numeracy. I would add truancy, but I believe this is related to congestion in classrooms.*

This respondent's views suggest that lack of enough classrooms cause over crowded where teaching of literacy skills is ineffective because it is difficult for the teacher to serve every student in class. This implies that pupils taught under this circumstance hardly develop literacy skills.

Another respondent reported that: *Many parents are not conscious of the values of education for their children, so they don't care whether they come to school or not.*

These respondents' views suggest that lack of support from parents contribute to low mastery of literacy as they do not care whether their children attend school and learn or not.

The findings suggest that literacy teachers who were interrogated lacked adequate professional skills required to effectively teach literacy skills to these young children, Truancy, overcrowded classes due to shortage of classrooms as well as lack of understanding of parents about the importance of education which were the factors contributing to low mastery of literacy among pupils in primary schools.

These findings are contrary to the literatures where Martina and Gunnila's (2020) study on what contribute to low reading and writing, found mother tongue to be the leading factor. Their argument was that the path to mastering the written language was not the same for all children. Likewise, Mumpuniarti's (2017) study on the

factors contributing to slow learning of literacy in elementary schools in Yogyakarta, Indonesia found that the key factor was the common teaching practice of teaching literacy that had minimal effect on children's literacy. However, this study intended to lessen or execute the situation of low literacy and the challenges that the school management face in promoting literacy culture in Hanang and to the other part of the globe which faces the same challenge.

#### **4.2.4 Strategies that the School Management use to Raise Low Literacy Culture**

The second objective was to assess the strategies that the school management used to raise literacy culture in primary schools in Hanang district where Questionnaires and interviews schedules were used to solicit this information.

Open ended question in the questionnaire was: What are the strategies that the school management use to raise literacy in primary schools in Hanang district?

Therefore, the following were the responses as shown in Table 4.2 below: -

**Table 4.2 Strategies to Raise Literacy Culture in Hanang Primary Schools**

|  |                                                        | Frequency  | %            | Valid Percent | Cumulative Percent |
|--|--------------------------------------------------------|------------|--------------|---------------|--------------------|
|  | Assign standard 1 and 2 the older/experienced teachers | 66         | 41.7         | 41.7          | 41.7               |
|  | Institute Rule to Speak Kiswahili                      | 33         | 20.8         | 20.8          | 62.5               |
|  | Employing Qualified Teachers                           | 49         | 31.2         | 31.2          | 93.7               |
|  | Controlling Truancy                                    | 10         | 6.3          | 6.3           | 100                |
|  | <b>Total</b>                                           | <b>158</b> | <b>100.0</b> | <b>100.0</b>  |                    |

**Sources: Researcher's Field Survey 2021**

As the results in **Table 4.2** shows, the key strategies mentioned by the research participants were: assigning older and experienced teachers to teach standard 1 and 2.



This strategy was followed by older/experienced teachers (41.7%). This was followed by employing qualified teachers (31.2%). It was interesting to find that, although teachers were employed by the central government, there were some public schools which temporarily employed teachers to reduce low literacy in their schools.

In order to qualify these data, interview schedule was used to collect qualitative information from both the headteachers and literacy teachers. The same question was used: What are the strategies that the school management uses to raise literacy in primary schools in Hanang district? The following were some of the responses: At school 'A' during interview session one respondent who is the head teacher said that: *My first strategy is to ensure that I have to assign standard 1 and 2 the appropriate literacy teachers, because I know when these children have appropriate teachers, they will master the literacy skills within a short time.* The findings showed that in schools where there are teachers who are equipped with literacy skills, they are assigned to teach standard I and II with expectation that with application of literacy teaching skills, literacy culture will be achieved.

One respondent who is the headteacher from school 'B' reported that: *For me, I temporarily employ specialized and qualified teachers from around. This is very important to improve the literacy skills because the teachers we have are not equipped with the package of early child hood education course.*

The findings show that in order to raise literacy culture the school management temporarily employ qualified literacy teachers from around who are not employed yet because the available employed teachers are not equipped with literacy teaching skills. Therefore, it is difficult to promote literacy culture in such schools which

happened to rely on the unequipped employed teachers to teach literacy to these lower classes. These findings are in line with what was reported by Mrutu, Ponera and Nkumbi, (2005) who showed that teaching literacy in Tanzania is poor as teachers are de-motivated and are poorly trained to meet the challenges in the profession. Ngorosho (2011) added that in many primary schools, children make a lot of errors. She further pointed that the majority of literacy teachers had no appropriate linguistic knowledge such as dialects, phonology, orthography and grammar which are important in the teaching literacy.

The same question was used to the literacy teachers: What are the strategies that the school management uses to raise literacy in primary schools in Hanang district?

Some responses from the literacy teachers were as follows: Other respondent reported that: *The rule to speak Swahili is very important. Many schools in the district have this rule, where the children are not allowed to speak their mother tongue language. It helps the younger children to catch up the language and learn better when they are required to respond to questions in classroom.*

The findings show that prohibiting the use of mother tongue and therefore promoting the use of Kiswahili which is the language of instructions in Tanzanian primary schools, therefore, using kiswahili as a language of communication promotes literacy culture. The findings are in line with what was reported by Wairimu, Marimal&Kang'ethe, (2016) who argued that in schools where children use the accepted language of instruction, majority of the children will acquire literacy competency and raise literacy culture in their school.

Another respondent said that: *In my School, the school management is promoting teaching professional development through peer teaching and peer learning. Those*

*who know something are given a chance to teach others, and those in need of any skill, they communicate the need and the school management arrange for the training from within the school or from outside. In this way, teachers, including those teaching standards 1 and 2 have learnt a lot. He further appreciated the government for bringing **MEWAKA** which highly helped us to solve our academic problems on the ground.*

This finding revealed that teachers generally are given opportunity to sit and discuss about how effective teaching of literacy classes should be conducted. Here teachers share experiences and by so doing those teaching literacy classes learn a lot. The consequence is the raise of literacy culture in their schools.

Another respondent said that: *There are many strategies that the schools use to raise literacy. For example, some schools are implementing by -laws as a strategy in controlling truancy and absenteeism, speaking of local languages. Some also have debate clubs where pupils are able to debate on different issues in Kiswahili. This gives them confidence in using the language of instruction outside the classroom.*

The findings agree with Wairimu, Marimal&Kang'ethe, (2016) who reported that in schools where children use the accepted language of instruction, the majority of children acquire literacy competency and raise literacy culture in their school.

The above findings are in line with the literature where Wilshaw, (2012) talks of insisting on speaking and listening, reading and writing for the whole school.

### 4.2.3 Challenges that the School Management Face as they Raise Literacy

#### Culture

Research objective 3 sought to assess the challenges that school management face as they raise literacy culture in Primary schools in Hanang. Questionnaire and interview schedules were used to solicit this information. Open ended question: *What are the challenges that the school management face in raising the literacy culture in primary schools in Hanang district?* Was used and the following were the responses as shown in **Table 4. 3** as indicated below: -

**Table 4. 3 Challenges in Raising Literacy Culture.**

|  |                                     | Frequency  | %            | Valid Percent | Cumulative Percent |
|--|-------------------------------------|------------|--------------|---------------|--------------------|
|  | Teacher reluctance to teach std 1&2 | 59         | 37.4         | 37.4          | 25.3               |
|  | Lack of Reading books               | 25         | 15.8         | 15.8          | 53.2               |
|  | Inadequate funds                    | 56         | 35.4         | 35.4          | 88.6               |
|  | Poor Infrastructures                | 18         | 11.4         | 11.4          | 100                |
|  | <b>Total</b>                        | <b>158</b> | <b>100.0</b> | <b>100.0</b>  |                    |

As the results in **Table 4.3** shows, the key challenges mentioned by the research participants were: teachers are reluctant to teach standards 1 & 2 (37.4%). The second challenge was inadequate of funds (35.4%). The rest challenges – lack of reading books (15.8) and poor infrastructure (11.4%) However, this idea of teachers being reluctant to teach lower classes has not been common to many schools.

Interview was also used in order to corroborate these findings. The same question was used to collect these data. The question was: What are the challenges that the school management face in raising literacy culture? Two responses from the head teachers and three from the teachers are presented here: One respondent who is the headteacher at school 'A' said that: *The main challenge that I face is the lack of teachers with literacy teaching skills. It is common to assign the older and more experienced teachers, especially female teachers to teach the young children, with the hope that these are more skillful and they know how to take care of young children. But these teachers have no skills in literacy teaching although they are teachers by professional and experienced teachers.*

The findings showed that lack of qualified literacy teachers is the hinderance towards effort to promote literacy culture in primary schools. These findings about the importance of a school to have trained literacy teachers to teach literacy classes are in line with the study by (Smith 1999) who reported that Qualified literacy teachers are the critical factor in education, pupils learning in particular.

Another head teacher from school 'B' claimed that: *In order to ensure the children are properly taught, we temporarily employ certified teachers in early childhood education. The key challenge is how to pay them. Some teachers have taught for 3 – 4 months without payment, of which when they realize that they are not paid they left and become the big challenge to get others.*

It is revealed that the school management in surveyed schools were experiencing the scarcity of fund to run their schools. This situation posed a great challenge in paying sourced literacy teachers. Likewise hindered the strategy in promoting literacy culture in such schools. The findings agree with what was reported by Abadzi,

(2008) who said that; teachers in poorly resourced schools do not have an opportunity to raise and promote the teaching literacy culture.

Some of the literacy teachers had the following responses: For example, one literacy teacher heard saying: *...there are some pupils entered the upper class basically class III, IV and above without mastering literacy skills. This is a challenge to these teachers because it leads to poor performance in almost all subjects and is counted as a failure of the school.*

The findings from this literacy teacher showed the presence of pupils in upper classes who have not mastered basic literacy skills like reading, writing and arithmetic and it was accounted as failure in education system. These findings about the pupils entering upper classes without mastering literacy skills are in line with the study by Ngussa (2015) who argued that low literacy culture happens in Tanzania primary schools since reading, writing and solving arithmetic problems are the core skills in teaching and learning. Many Pupils still complete standard seven while illiterates.

Another literacy teacher heard saying: *The number of teachers who were trained for literacy teaching is very few. This is a challenge to the management which is forced to solicit teachers locally. With meager resources, this is another challenge, these qualified but unemployed teachers sometimes teach for free.*

It is revealed that the school management in surveyed schools were experiencing the scarcity of fund to run their schools. This situation posed a great challenge in paying sourced literacy teachers. These findings about the shortage of resources including fund are in line with the study by Abadzi, (2008) who reported that teachers in poorly resourced schools do not have an opportunity to voice their experiences of

teaching literacy.

Another respondent the literacy teacher claimed that: *The challenges that school management face in raising mastery of literacy skills in primary schools is the issue of unmanageable number of learners in most of the primary schools due to overcrowded number of pupils in classrooms. In such a situation, it is impossible to help slow learners.*

It is revealed that the surveyed schools were experiencing the scarcity of classrooms that led to the combining of streams to form a single class. This resulted into overcrowded classes that were difficult to teach and manage. These findings are in line with what was reported by UNESCO (2005) that classrooms designed for 45 pupils accommodate up to 80-120 children in many developing countries. Overcrowded classrooms have negative effects on teaching and learning since it is difficult for a teacher to assist students as an individual's (Anney, 2013). Reche et al (2012) who argued that large and congested classrooms prevent the heads of schools and administrators from observing what is going on in classes. According to the Education and Training Policy (ETP) of 1995, students joining secondary school education in Tanzania have to pass standard seven examinations. The chart below shows the trend of pupils who in three years consecutively has proved to have low mastery of literacy skills in five schools among twenty from the year 2018-2020 as in the table 4.4 below:

**Table 4.4 Evident Level of Low Mastery of Literacy among Pupils in Primary Schools in Hanang District**

| S/N | Name of School              | 3 Years<br>Records of<br>Low<br>Literacy | Level of Literacy for Standard III<br>& IV Pupils |        |       | Total of<br>Literacy for 3<br>Years |
|-----|-----------------------------|------------------------------------------|---------------------------------------------------|--------|-------|-------------------------------------|
|     |                             |                                          | Male                                              | Female | Total |                                     |
| 1.  | Waama Primary<br>School     | 2018                                     | 24                                                | 36     | 60    | 229                                 |
|     |                             | 2019                                     | 56                                                | 52     | 108   |                                     |
|     |                             | 2020                                     | 28                                                | 33     | 61    |                                     |
| 2.  | Simbay Primary<br>School    | 2018                                     | 43                                                | 29     | 72    | 184                                 |
|     |                             | 2019                                     | 59                                                | 31     | 90    |                                     |
|     |                             | 2020                                     | 11                                                | 11     | 22    |                                     |
| 3.  | Bassodesh Primary<br>School | 2018                                     | 80                                                | 77     | 157   | 351                                 |
|     |                             | 2019                                     | 69                                                | 64     | 133   |                                     |
|     |                             | 2020                                     | 33                                                | 28     | 61    |                                     |
| 4.  | Gisiyal Primary<br>School   | 2018                                     | 63                                                | 52     | 115   | 205                                 |
|     |                             | 2019                                     | 39                                                | 25     | 64    |                                     |
|     |                             | 2020                                     | 15                                                | 11     | 26    |                                     |
| 5.  | Ishponga Primary<br>School  | 2018                                     | 13                                                | 8      | 21    | 146                                 |
|     |                             | 2019                                     | 26                                                | 15     | 41    |                                     |
|     |                             | 2020                                     | 41                                                | 43     | 84    |                                     |
|     | Grand Total                 |                                          | 1184                                              | 1016   | 2200  | 1115                                |

**Source: Research Field Survey (2021)**

As the table shows above, for three consecutive years 2018-2020, the total of 1115 pupils in standard three and four, from 5 schools among 20 selected primary schools in Hanang district, could not be able to read, write or do simple arithmetic problems, which are fundamental literacy skills that are taught in standard one and two. This means that a large number of pupils in primary schools had low literacy skills and cannot pass their standard seven as claimed by (Sumra and Rajani, 2016). Therefore, this is exposed as a serious problem in reference to the data and that, the government has to tremendously take some measures to address the problem especially in many of the public schools. The table above can be used as an indicator that primary school education is inadequately preparing individuals for further education and that lead to



great school dropout.

The findings in this study resemble some in the literature review especially where Mkulu and Gerold (2020) found the challenges facing school administrators and pupils' academic performance were lack of adequate budget in education. Likewise, Schneider (2003) found inadequacy of teaching and learning materials as a challenge and Ubogu (2004) supports the idea that for standard one and two, it is a burden to teachers in the teaching and learning processes. It is an obstacle to access education in standard one and two. The findings of the study also revealed that, standard one and two pupils fail to access many subjects allocated in the curriculum because of the low mastery of literacy that they are required to acquire in preprimary, standard one and two. In addition, primary schools have shortages of teachers and inadequate number of classrooms to teach learners a literacy skill such as reading, writing and arithmetic.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5 .1 Overview**

This chapter summarizes the contents of the research, summary of the findings, and presents conclusions and recommendations for policy and further studies.

#### **5 .2 Summary of the Study**

This study comprises five chapters. Chapter 1 focused on the background of this study that acts as a justification for doing this study. It also presents the research objectives and significance of this study. Chapter 2 presents the theoretical framework and empirical literature related to this study, while chapter 3 is confined into explaining the research methodologies. Chapter 4 presents the key findings and discussion, chapter five summary of the findings and suggest for improvement.

#### **5.3 Summary of the findings**

If one of the goals of school management is to ensure that all the children attain literacy skills to help them in further studies and in their day to day life, school management need to have proper strategies to raise literacy culture in their school and the community. Based on Human Development Index and Scientific Management theories, school management has a great potential to raise teachers' motivation, raise pupils' morale and the community support of literacy. Despite the important role that school management play, this role still remains on the margin when the policy on raising literacy culture is developed. Consequently, lower levels of primary education are characterised by low levels of literacy mastery, fruitless strategies to raise it and a lot of challenges for both the teachers and the school

management and as a result, most pupils complete their basic education with very low literacy skills (Uwezo, 2016).

### **5.3.1 Factors Contributing to Low Literacy Culture**

Given the current pass rate in standard seven, there is a need to consider school management as a transformer of primary schools from illiteracy to literacy culture. School management need to be concerned with how to make a change in teaching lower level classrooms. To that end, we need to understand factors that lead to low literacy in primary schools. When we come to know more about factors that lead to low literacy, the strategies that school management use and the challenges that they encounter, we will be in a better position to efficiently and effectively deal with the low literacy performance and failure in standard seven. The present study attempted to address this need by investigating factors that lead to low literacy, the strategies that school management use and the challenges that they encounter. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

Although the reviewed literature brought to view factors such as having too many children in the classroom (McLanahan& McDonald, 2012); poor resourced schools (Abadzi, 2008); the use of local languages (Mwansa, 2014); lack of readiness among both the children and the teachers (Yeoh, Kah& Chu, 2015), in the context of Hanang, though, those are also the contributing factor for low literacy but they are not as major as the one that this study looked at. The major factors mentioned were truancy, inadequate number of literacy teachers with literacy teaching skills and large number of students in classrooms. Since this study used a small sample, it may be the case that the participants' understandings of the factors contributing to low literacy

were just exceptions to the views of most teachers.

### **5.3.2 Strategies to Raise Literacy Culture**

The current situation of primary school classrooms in reading and writing at the lower level, there is a need to consider the best strategies to raise literacy. School management need to come up with the best strategies to raise teachers' motivation, students; morale and the community to support school effort to raise literacy culture. To that end, the strategies that schools' managements use in Hanang district are clearly analysed and summarized in this study. The study addressed this need by investigating the strategies that school management use to raise literacy culture. For this reason, this study is significant in terms of its potential to contribute to the gap exposed in the literature review.

In the literature review, no study has focused on the role of the school management strategies in raising literacy. However, one study that found a bit supportive-facilitative as a strategy to involve all the responsible parties to raise literacy (Lastiningsih; Riyanto; Mutohir; Mudjito; & Hartono 2019). On classrooms, the teachers reported the strategies such as insisting on speaking and listening, reading and writing challenging concepts (Wilshaw, 2012), demonstrating to the students what the word is and how to read it (Wolf, Crossen, & Resnick, 2006) and many more classroom strategies. In the context of Hanang, the strategies that the school management uses to raise literacy culture include sourcing out appropriate literacy teachers and assigning experienced and older teacher to teach lower class, rule to speak the language of instruction in school was a strategy to raise literacy culture. This interesting finding of the study seems to be consistent but diverge from previous

research results, since this study focused on the role of school management, it may be the reasons for the divergent of the results.

### **5.3.3 Challenges that School Management Face in Raising Literacy Culture**

School management face a lot challenges when they try to raise teachers' motivation, students; morale and the community to support school effort to raise literacy culture. After understanding the challenges that school management face in Hanang district, the researcher put himself in a better position to efficiently and effectively, nationally and internationally support the schools and empower the communities to support their schools. The third objective of this study attempted to address this need by investigating the challenges that school management face as they try to motivate teachers to teach and students to learn.

As envisaged, the key challenges that were identified in this study were insufficient funds allocated by the government that led failure of school management to implement the different projects including literacy, lack of qualified teachers specialized in teaching literacy; and lack of knowledge of the language of instruction among the children. However, the six phase of the government is doing its best not only to address these challenges but also to execute them, as many initiatives plans were set to curb low literacy and the language of instructions at schools to be the subjects teaching language; These challenges are in line with those found in the literature, where scholars reported lack of teaching and learning resources (Schneider, 2003; Ubogu (2004)); poor resourced schools (Abadzi, 2008); the use of local languages in schools (Mwanza, 2014); lack of readiness among the teachers (Yeoh, Kah& Chu, 2015); and lack of preparation for early reading in their homes (Wairimu, Marimal&Kang'ethe, 2016).

The participants of this study quite positively viewed the importance of the role of school management in raising literacy in primary schools as it is reflected in their interviews and questionnaires responses. However, the head teachers in the study had difficulty to employ literacy teachers and that they assign the experienced teachers in lower classes as per the scientific management theory claims. One of the reasons is the fact that much of what teachers do are derived from personal rather than from professional experience. This has long been observed by Mrutu et al (2005), who noted that,

‘Much of what teachers know or believe about their craft is tacit: For example, teachers are often unaware of their own beliefs, they do not always possess the language with which to describe and label their beliefs...’ (77).

Another reason may be related to lack of opportunity for teachers to examine or reflect on their beliefs and assumptions concerning what they do or why things are the way they are. As evidenced by a large number of empirical studies, head teachers had no formal management training to help them appropriately supervise and empower teachers, students and community in general. This implies that the majority of head teachers are the key persons in school management lead by position rather than knowledge. However, MEWAKA is now a bit helping to solve the academic problems of teachers on the ground, an aspect that would efficiently work if it well be supervised. This type of leadership makes it hard to see the transformation in primary schools unless if the government would put much effort on MEWAKA.

## **5.4 Recommendations**

### **5.4.1 Recommendations for Policy**

If the government intends to intervene the factors contributing to low literacy in primary schools in Hanang district and elsewhere, as findings suggest it has to do the following:

1. More capacity professional development and trainings on literacy teaching methods to develop competencies of literacy teachers. This will enhance the effective and quality literacy teaching which will result into school academic achievement through promotion of literacy culture in primary schools.
2. School management should be provided with enough funds for smooth run of their schools including contractions of more classrooms to minimize overcrowded classes, availability of teaching materials and empower them to be able to pay the sourced teachers to achieve their plans and strategies to raise literacy culture.
3. The government to revise the policy on public schools relationship, to allow more freedom to the school management and community to device strategies to minimize challenges including employing resourceful people to contribute to educating pupils, including to build the literacy culture necessary for 21<sup>st</sup> Century.

### **5.4.2 Recommendations for Further Studies**

This study focused on the role of school management in promoting literacy culture in primary schools in Hanang district, Manyara region. Other studies can use the insights from this study and focus on the role of community in supporting literacy in primary schools as well as the role of students in promoting literacy culture.

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## APENDICES I

## Questionnaires for Head teachers and Teachers

Dear respondent,

I **JofreyMbage**, Postgraduate candidate of The Open University of Tanzania (OUT) Pursuing Master of Education in Administration, Planning and Policy Studies (MEDAPPS) conducting a research on the‘**Exploring the Strategies that School Management use to Promoting Literacy Culture in Primary Schools in Hanang District**’. The purpose of this study is to explore the role of school management in raising the mastery of literacy among primary school pupils in Hanang district, Manyara region, Tanzania.

I kindly request you to fill in the following questionnaires as instructed. All information will be confidentially kept for academic purposes (Please don't write your name).

1. Name of the School/Institution -----  
-----

Put a tick where is necessary.

2. Gender; Male {     }                      Female {     }

3. Age of the respondents(1) 20-29 { } (2) 30-39 { } (3) 40-49 { } (4) 50+ { }

4. Education level of the respondents (1) Grade ‘A’ Certificate {     } (2) Diploma {  
    } (3) Bachelor Degree {     } (4) Master’s degree {           } (5) others; specify  
.....

5. Working experience of the Teachers/ Head teachers.....
6. 1-5 years { } (2) 6-10 years { } (3) 11 -15 years { } (4) 16-20 years { } (5) 21- 25 years { } {6} 25-30+
7. Position in school management. Put a tick appropriately {1} Head teacher { } (2) Deputy Head teacher { } (3) Academic master/mistress { } (4) Literacy teacher ({ } (5) Class master/mistress { } (6) other; Specify.....
8. Is there any student with low mastery of literacy from class three to seven in this school Yes { } No { } If Yes would you give me a number of students with low literacy , at least for past three years.....  
.....  
.....
9. How alarming is the level of low mastery of literacy among students in your school? Extreme case { } Rare case { } None { }
10. Location of the school with high mastery of literacy problem {1} Rural area { } Urban { }
11. Area with high mastery of literacy problem [1] Numeracy/Arithmetic { } [2] Writing { } {3} Reading { }
12. What are factors contributing to low mastery of literacy among pupils in primary schools  
.....  
.....

.....

.....

.....

13. . What are the strategies that the school management uses to assign teachers to teach literacy in primary schools?

.....

.....

.....

.....

14. What are the challenges that the school management face as they manage literacy teachers in primary schools?

.....

.....

**THANK YOU FOR YOUR CO OPERATION**

## APPENDICES II

### Budget and Timeframe

#### Time Schedule

| PERIOD                     | ACTIVITY                                                                     |
|----------------------------|------------------------------------------------------------------------------|
| October 2019               | Preparing and formulating research topic                                     |
| December 2019              | Writing Concept Paper                                                        |
| January 2020               | Developing more research proposal                                            |
| March to June , 2020       | Corrections of the comments from supervisor                                  |
| August to December ,, 2020 | Data collection sorting, analysis and interpretation                         |
| January to February, 2021  | Dissertation report writing and making correction from supervisor's comments |
| March to June , 2021       | Dissertation report submission and defending before Panel                    |

**Source: Research's Field Survey (2021)**

**Budget used for the Study**

| Activities                              | Costs       | Total              |
|-----------------------------------------|-------------|--------------------|
| Data Collection Tools Preparation       |             |                    |
| Typing                                  | 150,000/=   |                    |
| Photocopy and Printing                  | 1000,000/=  |                    |
| Secretarial services eg. Ruler and pens | 50,000/=    | <b>1,200,000/=</b> |
| Actual Data Collection in the Field     |             |                    |
| Allowances (accommodation)              | 1,000,000/= |                    |
| Transport go and return                 | 500,000/=   |                    |
| Internet Access and Communication       | 200,000     | <b>1700,000</b>    |
| Dissertation Preparation and Production |             |                    |
| Typing & printing                       | 1,000,000/= |                    |
| Binding                                 | 120,000     |                    |
| Photocopy pg 100 @ 30                   | 80,000/=    |                    |
|                                         |             | <b>1,300,000/=</b> |
| <b>Grand Total</b>                      |             | <b>4,200,000/=</b> |

**Source: Research's Field Survey (2021)**

**APPENDICES III**

## RESEARCH CLEARANCE LETTERS

THE OPEN UNIVERSITY OF TANZANIA  
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES



03/08/2020

TO WHOM IT MAY CONCERN

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1<sup>st</sup> 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 1<sup>st</sup> 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 Mbaga, Jofrey A, **REG. NO. PG 201609570** .who is a Masters student at the Open University of Tanzania. By this letter, **Mr. Mbaga** has been granted clearance to conduct research in the country. The title of his research is **"ROLE OF SCHOOL MANAGEMENT IN THE RAISING MASTERY OF LITERACY AMONG PRIMARY SCHOOL PUPILS IN HANANG DISTRICT, MANYARA REGION, TANZANIA"**. The research will be conducted in Hanang District The period which this permission has been granted is from **05/08/2020 to 04/09/2020**.

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

Yours sincerely,

Prof Hossea Rwegoshora  
For: VICE CHANCELLOR  
THE OPEN UNIVERSITY OF TANZANIA

MWL: MKUU  
S/M DILODA

MTHIBITI MKUU SHULE  
WILAYA YA HANANG

OFISI YA RAIS

TAWALA ZA MIKOA NA SERIKALI ZA MITAA  
HALMASHAURI YA WILAYA YA HANANG

SIMU NA :027-2530022

FAX NO :027/ 2530042

Barua pepe:

[ded@hanangdc.go.tz](mailto:ded@hanangdc.go.tz)

Tovuti: [www.hanangdc.go.tz](http://www.hanangdc.go.tz)



Ofisi ya Mkurugenzi Mtendaji Wilaya,  
S.L.P. 2,  
KATESH-HANANG  
MANYARA.

Ukijibu tafadhali taja:-

20.08.2020  
Mwalimu Mkuu  
Shule ya Msingi DUMBETA

19/08/2020  
Mwalimu Mkuu  
SIM-KATESH

Kumb. Na. DC/F.12/17/VOLL.V/126

19/08/2020

Mwil Jofrey A. Mbaga

S.L.P. 72,

KATESH – HANANG.

19.09.2020  
Mwalimu Mkuu  
S/M. GISAMBALANG

YAH: OMBI LA KUFANYA UTAFITI WA KIELIMU

Kichwa cha habari hapo juu chahusika ukirejea barua yako ya tarehe  
10/08/2020.

2.0 Kwa barua hii ninakujulisha kwamba umekubaliwa kufanya utafiti wa  
kielimu katika shule za msingi Wilayani Hanang kama ulivyoomba.

3.0 Ofisi inakutakia mafanikio mema.

13-09-2020

M/MKUU  
S/M ESHKESH

14/09/2020

Geofrey G. Abayo

Kny: MKURUGENZI MTENDAJI (W)

HANANG

K.NY. MKURUGENZI MTENDAJI  
HALMASHAURI YA WILAYA  
HANANG

Nakala: Mkurugenzi Mtendaji (W),

HANANG.

- Aione kwenye jalada.

Mwalimu Mkuu  
Shule ya Msingi GISYALI

13  
Mwalimu Mkuu  
S/M-KATESH

Mwalimu Mkuu  
S/M  
GASADANI

THE HEADTEACHER  
GEHANDU PRIMARY SCHOO