ASSESSING SOCIAL AND ECONOMIC FACTORS INFLUENCING ILLITERACY AMONG PRIMARY SCHOOL PUPILS: THE CASE OF THE SOUTH DISTRICT IN ZANZIBAR

KASSIM MTORO ABU

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE

REQUIREMENTS FOR THE DEGREE OF MASTER OF

SOCIAL WORK (MSW)

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

OF THE OPEN UNIVERSITY OF TANZANIA

2025

## CERTIFICATION

The undersigned certifies to have read and hereby recommends for acceptance by The Open University of Tanzania, a dissertation entitled "**Assessing Social-Economic Factors Influencing Illiteracy among Primary School Pupils: A Case of South District of Zanzibar,**" in partial fulfillment of the requirements for the Degree of Master of Social Works (MSW).

…………………….………..

Dr. Johnas Buhori

(Supervisor)

………………..…………….

Date

# COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, or otherwise without prior written permission of the author of The Open University of Tanzania in that behalf.

## DECLARATION

I, **Kassim Mtoro Abu,** do hereby declare that this dissertation is my own original work and that it has not been submitted and will not be presented to any other university for similar or any degree award. Where other people's works have been used, references have been provided. It is hereby presented in partial fulfillment of the requirements for the Degree of Master of Social (MSW).

…………………………...
Signature

…………………….…
Date

## DEDICATION

At first, this work is dedicated to Almighty God who gives me the strength and life.

Also, this work is dedicated to my beloved Family members whose they supported

me in prayers and pushed me forward to accomplish this work.

## ACKNOWLEDGMENTS

## ABSTRACT

The study titled assessing social-economic factors influencing illiteracy among primary school pupils. The study used descriptive research design. The researcher used questionnaire, observation and interview methods used during data collection. The findings of this study found matrimonial conflicts were the leading factor causing illiteracy among primary pupils. In addition, selection of specific tools for teaching and professional development identified to be a leading method used by teachers to reduce illiteracy among pupils. Moreover, community sensitization is the leading role of social workers in the reduction of illiteracy among pupils. The study concludes that many people are not aware of the causing factors of illiteracy. Most of the  teachers are not aware of illiteracy level within their school.  The study recommends community sensitization, and to capacitate teachers in primary schools.

**Keywords**: *Illiteracy, Primary School, Social and Economic, Pupils.*

## TABLE OF CONTENTS

# LIST OF TABLE

## LIST OF FIGURES

## CHAPTER ONE

## INTRODUCTION

### 1.1 Overview

This study involved assessing  social and economic factors influencing to illiteracy among the primary school pupils in South Unguja District as a case study area. The factors investigated included economic, social and other general factors that influencing primary school pupils in south Unguja District. These factors include early marriage, matrimonial conflict over population, ineffective curriculum, poverty. Old teaching method and coporal punishment; This chapter presents the background information for the study on assessing social and economic factors influencing illiteracy among primary school pupils, a case of Southern District in Zanzibar. Apart from background information, this chapter also presents statement of the problem, research questions, significance of the study, and scope of the study.

### 1.2 Background Information of the Study

The issue of persistent global illiteracy has become a global concern and a topic of discussion in development forums. Illiteracy is a global problem, according to a large number of empirical investigations. According to Nordquist (2019) the world's proposes that all pupils who are able to read and write reached at second grade. (New York City Department of Education, 2022)  without  doubt china is one of the world's most literate countries  and 99.83 percent in 2021 whom are literate  After China's civil war, efforts to eradicate illiteracy began, and they have been largely successful to date. The identification of a complicated collection of traits and activities connected with a successful literacy program by Chinese professionals is

said to be one of the primary aspects that have contributed to the implementation's success (Heflin, 2021). Diseases, robberies, theft, and other social disorders all have an impact on social-economic issues.

Studies indicate that illiteracy causes social impacts like health limit and crime (Governors Early Literacy Foundation, 2022). Similarly, the cost of illiteracy in economic terms includes loss of earnings and employability among others (Governors Early Literacy Foundation, 2022). The challenges that Sub-Saharan Africa has faced because of rising illiteracy may be seen in healthcare, education, science and technology, employment, and other areas. ( Biress, H&r Rose.(2022 ) Poor literacy and numeracy teaching practices, it is believed, are a widespread problem that affects Tanzania's primary education system, (Alcock et al., 2012).

Zanzibar, which is part of Tanzania's United Republic, has a high rate of illiteracy, particularly among primary school students. Even after repeated attempts by the Zanzibar government dating back to the glorious revolution of 1964, the problem continues to exist. As part of the 50th anniversary celebrations of the Revolution, the government of Zanzibar announced free primary education. The goal of providing free elementary education was to eliminate illiteracy. The government has also made some attempts to provide free education and take necessary measures, such as strengthening teachers' centers for in-service training, such as Teacher Enhance Student Support (TESS), reviewing curriculum from pre-primary to upper primary, and providing supplementary material to primary students to reduce illiteracy. Despite the government of Zanzibar's significant efforts and roles in eliminating illiteracy among the population, recent surveys in the country demonstrate that the

vast majority of kids in public elementary schools are unable to read and write proficiently (Maalim, 2015 & Ali 2020).

In Zanzibar, there is no clear and organizes data on illiteracy level by categories of adult, women, youth and children that makes difficult to address the issue of literacy level by categories. There is for government and researcher to conduct more research that will address the illiteracy level by social and economic categories. In educational sector, Social workers are the most important profession that provide psychosocial assistance as part as a educational team,  assisting students in resolve issue arising from development stage family or living circumstance and ensuring that they are able to successfully complete their school activities

Other investigations have determined that lack of teaching resources, social limitations, outmoded teaching methods, inefficient curriculum, overpopulation, or low teacher motivation, to name a few factors, all contribute to the illiteracy rate (Kalhoro,2020 Priya & Agrawal,2019, Javed:Abas & Husssain 2021, Jaitly & Sigh 2012, Hassan, 2015). However, there is a scarcity of empirical research   to explain if these factors contribution to the highest level of illiteracy in Zanzibar. Furthermore, no prior studies could explain how pedagogy is used to address the problem or whether social workers can help with the illiteracy problem in Zanzibar. As a result, it's critical to investigate and comprehend the social and economic aspects that influence illiteracy in Zanzibar.

## 1.3 Statement of the Problem

Poor literacy and numeracy teaching practices is a common problem that affects primary education system in Tanzania and elsewhere in the world in particular

developing countries (Nidhi Agrawal et al., 2019). As result of ineffective literacy teaching practice around the globe enormous population are still illiterate despite being in schools and support from international community to address the problem. For example, recent UNESCO data indicated "24% of all illiterate adults live in sub-Saharan Africa, 12% in East Asia and the Pacific, 6.2% in the Arab States and 4.6% in Latin America and the Caribbean. It is estimated that less than 2% of the global illiterate population live in the remaining regions combined" (UNESCO, 2013, p. 1).

The number of students in Zanzibar's public primary schools is so large that it puts the island's educational ambitions in jeopardy (Maalim, 2015 & MoEVTZ, 2006). Even though the Government of Zanzibar has established policies to support free education in Zanzibar with the ultimate goal of eradicating illiteracy (MoEVTZ, 2006), the problem persists. In overall, there has been a scarcity of literature and studies to explain Zanzibar's illiteracy problem. Kalhoro, 2020, Priya & Agrawal, 2019, Javed:Abas & Husssain 2021, Jaitly & Sigh 2012, Hassan, 2015) attributed the problem to, among other things, teaching methods, curriculum, overpopulation, and teaching and learning materials.

Silence on the causes of Zanzibar's persistent illiteracy levels that have an impact on both social workers and the government. Because we are already aware of the government of Zanzibar's efforts to address the problem, and because the problem persists, it is past time to conduct a thorough investigation of the social and economic factors, pedagogical practices used to address the problem of illiteracy in Zanzibar, and the role of social workers in addressing the problem, which have never received research attention prior to this proposal.

This study is useful and will add knowledge on issues related with illiteracy in Zanzibar and assist the Revolutionary Government of Zanzibar to take serous action on improving educational budget and capacity on educational sector. Social worker play significant role in improving literacy in any society, their major role includes providing psychosocial assistance as part as a educational team  assisting students in resolve issue arising from development stage family or living circumstance and ensuring that they are able to successfully complete their school activities"

**1.4 General Objectives**

The general objective of this study is to assess the factors influencing illiteracy among primary school pupils in South District in Zanzibar.

**1.4.1   Specific Objectives**

  i.    To identify social and economic factors  causing illiteracy among pupils

 ii.    To examine methods used by teachers to reduce illiteracy among pupils

iii.    To assess the role of social workers in the reduction of illiteracy among pupils

**1.4.2   Research Questions**

  i.    What factors cause illiteracy among pupils?

 ii.    What methodologies are used by teachers to reduce illiteracy levels among pupils?

iii.    What is the role of social workers in illiteracy reduction among pupils?

**1.5 Significance of the Study**

The importance of this study is as follow

To raise community awareness on illiteracy and its effects to the pupil learning and future development. The study informs how social workers support students' learning in order to eliminate the illiteracy problem. This study will add knowledge and data for policy makers, In Zanzibar, there is no clear and organizes data on illiteracy level by categories of adult, women, youth and children that makes difficult to address the issue of literacy level by categories. The study's findings will be useful to academics, institutions, and the public.

**1.6  Scope of the Study**

The scope of this study is limited to the public primary schools in the South Unguja District of Zanzibar. It involved pupils from Zanzibar public primary schools, their teachers, and social workers. The main areas covered on this study are factors influencing illiteracy in Zanzibar primary schools. Though there are several factors influencing pupils' illiteracy in Zanzibar as indicated on research objectives, the study objectives are to identify social and economic factors causing illiteracy among pupils, to examine methods used by teachers to reduce illiteracy among pupils and to assess the role of social workers in the reduction of illiteracy among pupils.

## CHAPTER TWO

## LITERATURE REVIEW

### 2.1 Introduction

This chapter provides a critical review of the literature that was used   in the course of conducting this study. The chapter begins with an interpretation of key terms of the study before it moves into the theoretical and empirical issues of the study and Conceptual definitions of key terms.

### 2.2 Definitions of Key Terms

### 2.2.1   Illiteracy

Illiteracy is a state whereby one is unable to read and write. In its simplest form, it can be defined as a lack of any or sufficient education (Imp center, 2022). Norquist (2019) further elaborates on illiteracy as the quality or condition of being unable to read or write. In this study, illiterate pupils are considered in line with the definitions provided here to mean those pupils who cannot read and write after staying three years in school. Three years is programmed aimed at measuring there capacity on reading, writing and arithmetic (3Rs) as a multi- faceted national programme aiming to improve the literacy and numeracy foundation of young pupils.

### 2.2.2   Primary Education

Primary education provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing, and mathematics (that is, literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge and personal development,  preparing them for three year in school .It focuses on learning at a basic level of complexity with

little, if any, specialization (UIS 2012). Also, according to Britannica Primary Education, the first stage is traditionally found in formal education, beginning at age 5 to 7 and ending at age 11 to 13.

Although there has been an improvement in illiteracy in global levels since 1820, it has only increased by 2% as of 2016 (Roser & Ortiz-Ospina, 2018). This rise is very small considering the growth of the population in the world since 1820. The current statistics on literacy levels for the 15 years above show that 86% of the people in the world are literate (Roser & Ortiz-Ospina, 2018). This is despite large improvements and expansion of basic education. The disparity between rich and poor nations is apparent. For example, in the poorest nations in the world, where basic education is most likely to be a binding constraint for development, still, very large segments of the population are illiterate. The literacy rate of the youth in Niger (15–24 years) is only 36.5% (Roser & Ortiz-Ospina, 2018).

## 2.3 Theoretical Framework

### 2.3.1 System Theory

System theory was proposed by Bertalanffy (1940). The theory gives an account of the various factors that work together. The main argument of the theory proposes that people are products of complex systems rather than individuals who act in isolation. In this theory, behavior is influenced by a variety of factors that work together as a system. Putting this argument in the context of this study, it process that the production of illiterate people depends on a system procedures and individuals who involve and parents The learners themselves, teachers, and social workers. Thus, failure to produce literacy skills requires an investigation of the

system from the point of view of teachers, learners, and social workers. These factors include family, friends, social settings, religious structure, economic class, and home environment, which can all influence how individuals act and think.

The System theory was initially developed to find a new approach to studying life or living systems. It was developed as an alternative to the dominant form of inquiry and way of thinking, reductionist analysis, which was criticized for being unable to address wholes, interdependence, and complexity (Montouri, 2012). System theory brings about a new way of thinking that allows interconnections among the components of the system and takes into account the nature of open systems, which allows interaction with the environment in which they are based. This then shows the importance of observation in the classroom to observe the teaching practices in the classroom interaction of teaches and students The way systems can achieve the same goal has been emphasized by *isomorphism,* or structural, behavioral, and developmental features that are shared across systems (Montouri, 2012). Thus, assessment of classroom practices and behaviors becomes important to understanding the root cause of the problem under investigation.

**2.3.2 Relevance of System Theory to this Study**

This theory is relevant in this study because it looks at the environment in which the education system is conducted. As a system, education is said to have components that work together to achieve the goal. For example, in order for a student to succeed, there should be the readiness of the pupils, teaching facilities (government), and parents' support. Hence, the knowledge developed from this theory help to find out whether the issue of illiteracy is associated with a lack of facilities, pupils

themselves, or teachers, or whether it could be a lack of parents' support.

## 2.4 Empirical Literature Review

This part presents the global, regional and local literature reviewed in relation to the social-economic factors influencing illiteracy among primary school pupils.

### 2.4.1 Factors that Contributed to Illiteracy

Various studies have been conducted to explain the causes of illiteracy in different parts of the world. For example, Javed, Abbass and Hussain (2022) conducted a study in Pakistan on the low literacy rate at primary level. The study argues that the main causes of illiteracy are overpopulation, lack of staff at schools, ineffective curriculum, and lack of discipline at schools, corporal punishment, poverty, old teaching methods, social constraints/family disputes, as well as health and safety. Moreover, the study revealed that there was no political influence on low literacy. On other hand, a similar study on illiteracy in the same country conducted by Kalhoro (2020) disclosed those teachers' and poor infrastructure have contributed to the rate of illiteracy remarkably.

In addition, the study carried out in India by Chaurasia, Priya, and Agrawal (2019) on 'Illiteracy-A Social Issue' discovered that the biggest cause of illiteracy is poverty, especially in the country's south. Also the study on illiteracy conducted by Ali and Ahmad (2017) revealed that the economic causes (that is unemployment, poverty, low level of income, landlessness, and small size of landholdings) have predominance in terms of increasing illiteracy in the city. While studies from developing countries such as India and Pakistan address a number of factors causing

illiteracy, the study conducted in Tanzanian classrooms by Mmasa (2016) noted that the sources of illiteracy are the pupils' parents' level of education, shortage of text books for pupils, large number of pupils per class, shortage of teachers, shortage of class rooms, and shortage of desks. Other causes are the number of subjects in standards one and two, the lack of pre-primary education pupils' family economic status; teachers' lack of seminars, workshops, and refresher courses to enhance teachers' professional skills; late enrolment of standard one pupils Truancy and absenteeism from schools; lack of food at school; family separation; and lack of teaching and learning aids (Mmasa, 2016).

## 2.5 Methods used by Teachers to Reduce Illiteracy among Pupils

Several studies have been conducted on methods to reduce primary school illiteracy. Banerji and Chavan (2016) in India their study on improving literacy and math instruction at scale in India's primary schools discovered that information alone does not useful for the people who are convinced on the use of assessment and data when it is translated into concrete action, such as grouping by level for instruction and using appropriate instructional methods and materials, which significantly improve learning levels for children, particularly those enrolled in school who are seven or older but lack basic reading and arithmetic skills.

Short periods of instructional time can be productive in raising learning whether it is in summer camp or through repeat camps during the school year, teaching at the right level can be effective when carried out in the community by village volunteers as well as in the school by school teachers, especially if grouping and activities appropriate for each level are used.

Simply distributing teaching–learning materials to schools does not show any effect on children is learning, and teacher training by itself does not translate into changes in instructional practice or in outcomes. Handholding, demonstrating, mentoring, and monitoring must occur on a continuous basis to support teaching at the appropriate level. Furthermore, the study done by Tjahjdi, Amalia, and Mahardika (2018) in Indonesia on improving illiteracy in remote areas explained that the demand for education consists of students' motivation, parents' perception of education, and education at home, whereas the supply of education consists of the quality of education facility and teacher quality.

In another study which took place in Kenya, conducted by Jukes at all (2016) on Improving literacy instruction in Kenya through teacher professional development and text message support, this study demonstrates that evidence-based approaches to instruction can have a significant impact on the literacy development of Kenyan children in the early grades of primary school and reduce dropouts from school. In particular, shifting instructional focus from oral language to text and from words and sentences to letters and sounds seems to be important for improving early literacy development (Jukes at all, 2016)

The study conducted in Tanzania by Mmasa (2016) investigated teaching approaches and strategies that are used by teachers through classroom observation during teaching standards one and two. The findings indicated that standard one and two teachers had inadequate professional skills for teaching literacy. All six literacy teachers observed that the common teaching approach used to teach literacy was the reading aloud approach. Given the larger teacher-pupil ratio, most literacy teachers

do not make note of what they are reading loud to the pupils. Interesting teachers do not evaluate individual pupils' reading. Some pupils did not have textbooks, and those that did were not following the teacher appropriately. For example, one teacher was observed to be disorganized in the teaching of a lesson on the concept of consonants and vowels. He started the lesson by coping on the blackboard the consonants without copying all the consonants and starting to read them aloud.

## 2.6 The Role of Social Workers in the Reduction of Illiteracy among Pupils

In order to develop pupils' literacy rates, social workers are very important to fulfill their roles in schools. Studies like Sittert and Wilson (2018) revealed that school social workers do contribute in schools within the framework of inclusive education by being part of a multidisciplinary team and by using various theoretical models and skills in the reduction of illiteracy. In Australia, Cordoba (2020) demonstrated that school social workers have specialist knowledge for working with children, young people, and families, as well as skills for school-specific activities such as preventive whole class and small group education for personal safety, mental health, dealing with difficult emotions, building friendships, and coping with peer and subculture pressures.

Another study conducted by Balli (2011) in Albania on the role and challenges of school social workers in facilitating and supporting the inclusiveness of children with special needs in regular schools found that the social service in schools is very important for helping students to develop social competences, assisting parents in utilizing school and community resources, identifying and reporting bullying

phenomena, etc. School social workers could play a key role in implementing the educational reform that is being undertaken in Albania.

Furthermore, Carr and Shia (2018) reveal that when students are struggling, social workers provide support to parents in facilitating their child's adjustment to school. For example, they might provide programs to help new students become acclimated to school or assist students after an extended absence due to illness or family stressors like a divorce or death. However, this role is practically not played in schools because schools do not yet employ social workers and there is no social work to volunteer to execute the role.

**2.7 Research Gap**

A review of the available literature informs us of the efforts that have been made by the government of Zanzibar to address the problem (Javed:Abas & Husssain 2021, Jaitly & Sigh 2012, Hassan, 2015). Further literature review revealed that the problem persists; there is, however, a lack of literature that explains the factors and pedagogical practices used to address the problem of illiteracy in Zanzibar as well as the role of social workers in addressing the problem, which have never had the attention of researchers before this proposal.

## CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Introduction

This chapter presents the methods and procedures employed in conducting the study. It outlines the research design, study area, target population, sample size and sampling techniques, data collection methods, instruments, and the techniques used for data analysis.

### 3.2 Research Design

A very significant decision in the research process is the choice of research design since it determines how relevant information for a study to be obtained. However, the research design process involves many interrelated decisions. Kumar (2013). Research design refers to the framework of the research methods and techniques that are chosen by a researcher. The design that is chosen by the researchers allows them to utilize the methods that are suitable for the study and to set up their success in the future as well (Voxco, 2022). This study seeks to unearth factors influencing illiteracy in Zanzibar public primary schools; the methodology used to address literacy; and how social workers help to address the problem in Zanzibar primary schools.

The descriptive research design was therefore used to address the problem. The descriptive research design is seen to be the best design for this study because suitable as it enabled the researcher to capture both measurable data and deeper perspectives regarding assessing Social-Economic Factors Influencing Illiteracy among Primary School Pupils. Since the study involves several respondents, such as

primary school pupils and their teachers, the design helped to obtain self-reported information about the attitudes, beliefs, opinions, behaviors, and other characteristics of the population. The research design is intended to provide an appropriate framework for a study.

## 3.3 Research Paradigm

This research employed a pragmatism approach, which is an approach that evaluates things in terms of their success or application. In so doing, the approach considers a claim as true only if it can be confirmed through experimentation. Therefore, one tests reality by either observing or participating (Pearce, 2020) to inquire about the meaning and nature of truth. The approach fits well with this study of social work in that social work is a profession of inquiring ideas and establishing reality.

## 3.4  Research Approach

The use of both qualitative and quantitative approaches made this study more comprehensive. Qualitative research is the process of collecting, analysing, and interpreting non-numerical data, such as language. Qualitative research is used to understand how an individual subjectively perceives and gives meaning to their social reality (Bhandar, 2022). Qualitative research involves collecting and analyzing non-numerical data (for example, text, video, or audio) to understand concepts, opinions, or experiences. It is used to gather in-depth insights into a problem or general new ideas for research (Bhandar, 2021). Qualitative research provides a chance for the researchers to enter respondents' words in order to have a sound and clean understanding of their feelings, experiences, and knowledge. Quantitative research involves the process of objectively collecting and analyzing numerical data

to describe, predict, or control variables of interest (Bhandar, 2021).

## 3.5 Research Area

This study was conducted in the South District of Unguja in Zanzibar. This study was conducted in Zanzibar because the country has for a long time introduced free education policies since its political independence from Arab colonialism 1964 so as to combat the challenge of illiteracy, and yet the rate of illiteracy is higher compared to the South District area that has poorer development of literacy skills than the North District.
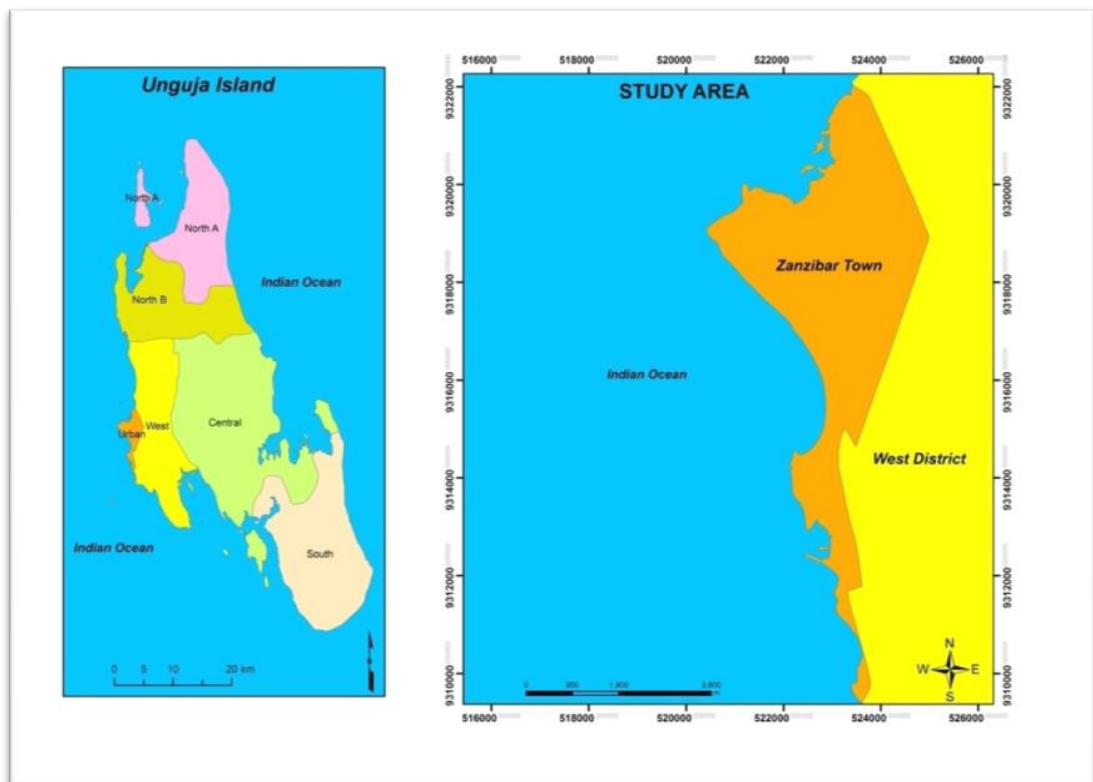


**Figure 3.1: Location of the Study Area**
**Source**: Department of Surveys and Mapping - Zanzibar, (2020)

## 3.6 The Target Population

Due to the required data for this study, the target population were public primary school pupils, their teachers, and parents, because primary public schools seem to

have a high rate of illiteracy problems compared to private primary schools. In a government schools, there an over population (large number of students per class) examples, more than 100 students per class, ineffective curriculum, lack of discipline at schools and old teaching methods.

While in private schools, there quarterly assessment of students capacity in order to determine the ability of students to continue with other level (grade) that make private schools better quality and good performance than Government schools. Public primary schools are selected here because they host a large population of pupils in Zanzibar and they have been the subject of high illiteracy rates in Zanzibar. In so doing, the study population was obtained from the target population. And so, study population is the subset of the target population presented for study from which the sample is essentially selected from (Eldredge, 2014). As such, the public primary school selected for data collection were Paje 718 pupils, Kusini 703 pupils, Kiongoni 689 pupils, Kizimkazi 618 pupils, Miwaleni 459 pupils, and Mtende 423 pupils. The total of all pupils from the selected six public primary schools were 3610 pupils. Adding on, the target population involved 53 social workers, 150 parents, and 28 teachers from the selected public primary schools. Therefore, the total of the target population is 3841 research subjects.

## 3.7 Sampling

A sampling procedure is the process or technique of choosing a subgroup from a population to participate in the study. It is the process of selecting some individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Wanjohi, 2021). Therefore, because the targeted

population of this study is heterogeneous, the study was employed prospective to make the study more valid and reliable.

## 3.8 Sample Size

Sample size is a research term used to refer to the number of individuals included in a research study to represent a population. Thus, it is the total number of research subjects included in a study, which is often broken into sub-groups by demographic characteristics such as age, gender, and location, so that the total sample actually represents the entire population (Kibuacha, 2021). And so, the sample size of this study was ten pupils from each school in six selected primary schools, three teachers from each primary school, twelve parents, and six social workers. The reason for selecting teachers and social workers as respondents is their direct involvement and the roles they play in caring for pupils and the effect that their experiences have on the pupils' illiteracy in primary school. Therefore, sample size was calculated by using Slovian formula namely;

n = N/1+N (e^2).

Therefore; from

$$n = \frac{N}{1 + N(e)^2}$$

Where: n=Sample size: N=Total population and an acceptable error, $e = 0.1$ (the estimate taken to be within 10% of the true value).

$\quad$ n =? N = 3841, e = 0.1

$\quad$ From the formula n = 3841/1+ 3841(0.1)$^2$

$\quad$ = 3841/ 1+ 38.41

$\quad$ = 3841/39.41

n = 97.46

Sample size (n) = 100

**Table 3.1: Shehia, Teachers, Parents, Pupils and Social Worker**

| School Names | Shehias | Teachers | Parents | Pupils | Social workers |
|---|---|---|---|---|---|
| Kizimkazi Msingi | Kizimkazi | 3 | 2 | 10 | 1 |
| Mtende | Mtende | 3 | 2 | 10 | 1 |
| Kusini Msingi | Mzuri | 3 | 2 | 10 | 1 |
| Paje | Paje | 3 | 2 | 10 | 1 |
| Miwaleni | Mzuri | 3 | 2 | 10 | 1 |
| Kiongoni | Kiongoni | 3 | 2 | 10 | 1 |

**Source:** Field Data 2022.

**3.8 Data Collection Methods**

Data were obtained through the following data collection methods

**3.8.1   Self-administered Questionnaire**

The research used questionnaire as an appropriate and simple tool to collect useful data that supported the research conclusion. A questionnaire was administered to social workers in sampled public primary schools. The questionnaire included 29 questions and was self-administered. Each school is supposed to have a social worker whose responsibility is to advocate, assess, and counsel. The self-administered questionnaire served as a checklist to know if social workers have a contribution to make to improving literacy skills among pupils in primary schools. The social workers were also asked to explain the factors they know to be causing the pupils to fail to develop literacy skills.

**3.8.2   Classroom Observations**

Classroom observations were conducted in all six selected schools (Kizimkazi Msingi, Mtende, Kusini Msingi, Paje and Kiongoni) to observe teachers teaching in

the classroom to gain an understanding of the strategies that teachers use to teach literacy skills. A checklist of the appropriate steps and activities necessary for teaching literacy skills was used to check whether teachers employ them in teaching. Students' exercise books were also used to assess the activities provided and their responses to the activities. The selected schools were purposively selected among the Primary schools in South District based on large number students in all schools.

### 3.8.3    Follow-up Interviews

After every classroom observation, teachers were interviewed, among others, to know why they opted for certain ways of teaching and the activities they use in the classroom. They asked to name factors which cause some of their pupils to fail to develop literacy skills. Teachers were also asked to state the strategies they have in place to support those who have difficulties in learning.

### 3.8.4    Focus Group Discussion

A Focus Group Discussion (FGD) is a qualitative data collection method where a small group of participants engages in a guided conversation on a particular topic. A trained facilitator who encourages discussion, manages group dynamics, and ensures that all participants contribute moderates it. According to Krueger and Casey (2015), a focus group is "a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment." Focus group discussion was used for pupil respondents to gain insight of their ideas and perception.

### 3.8.5    Data Analysis Procedures

Since this study was used both qualitative and quantitative approaches; the qualitative procedures of data analysis were employed to analyze the data collected

in the study area. Thus, data from interviews, observations, were be transcribed, read, and organized according to the emerging themes and subthemes. These were described through thick descriptions and then supported with quotations and pictures where necessary. Moreover, quantitative data were analyzed by using SPSS software.

### 3.8.6   Ethical Considerations

In conducting this study, the research ethics were well noted. The researcher sought permission from the responsible authorities. The Open University of Tanzania, the Revolutionary Government of Zanzibar through authoritative bodies to conduct this research in Zanzibar, such as the office of the Second Vice President, the office of Government Statistician, the Ministry of Education, and District Commissioners' Offices from all respective districts in Unguja. Furthermore, before the study, the researcher was given the participants a short description of the nature, purpose, and kind of information the researcher is looking for in the study and requested the participants' consent for their involvement in the study and meet them at an agreed upon location.

## CHAPTER FOUR

## PRESENTATION OF FINDINGS AND DISCUSSION

### 4.1 Introduction

This chapter presents the findings of the study conducted to assess the social and economic factors influencing illiteracy among primary school pupils in South District, Zanzibar. The purpose of the study was to generate empirical evidence on the extent of illiteracy, the level of awareness among stakeholders, and the roles played by parents, teachers, and social workers in combating this challenge. The results presented herein were obtained from a total of 100 respondents participated in the study where 85 respondents participated on questionnaire and 15 respondents participated on interviews.

### 4.2 Demographic Information of Research Subjects

The demographic information was presented using three variables, including; gender, age and education level among research subjects. More details are provided;

### 4.2.1 Gender among Research Subjects

The findings as indicated in figure 4.1 show that, Out of the total 85 respondents, the majority were female, accounting for 48 participants (56.5%), while males were represented by 37 participants (43.5%). This distribution indicates that women were slightly more represented in the study sample compared to men. This finding is echoed with the work of Lyimo (2017) who noted that issues which affect the welfare of children generally attracts attention of females than male. This is the case in this study, as it is related to education of children, hence less involvement of male as compared to their counterpart females.

The least represented categories were 25–29 years, 35–39 years, and 40 years, each with 8 respondents, accounting for approximately 10% of the sample. This indicates that a considerable segment of the sample comprised children in the lower age bracket, which may reflect early schooling stages relevant to the study. The finding implies that there were more research subjects from the age categories of 8 – 10 and 11 – 13. This is due to the fact that pupils had greater presentation than other categories which were involved in this study.

### 4.2.3 Education Level among Research Subjects

Figure 4.3 on education level, among 85 respondents, majority had attained primary school education about (55 respondents, 64.7%) followed by Diploma holders accounted for 17 respondents (20.0%), while bachelor's degree holders comprised 9 respondents (10.6%). The least represented category was secondary school leavers, with only 4 respondents (4.7%).
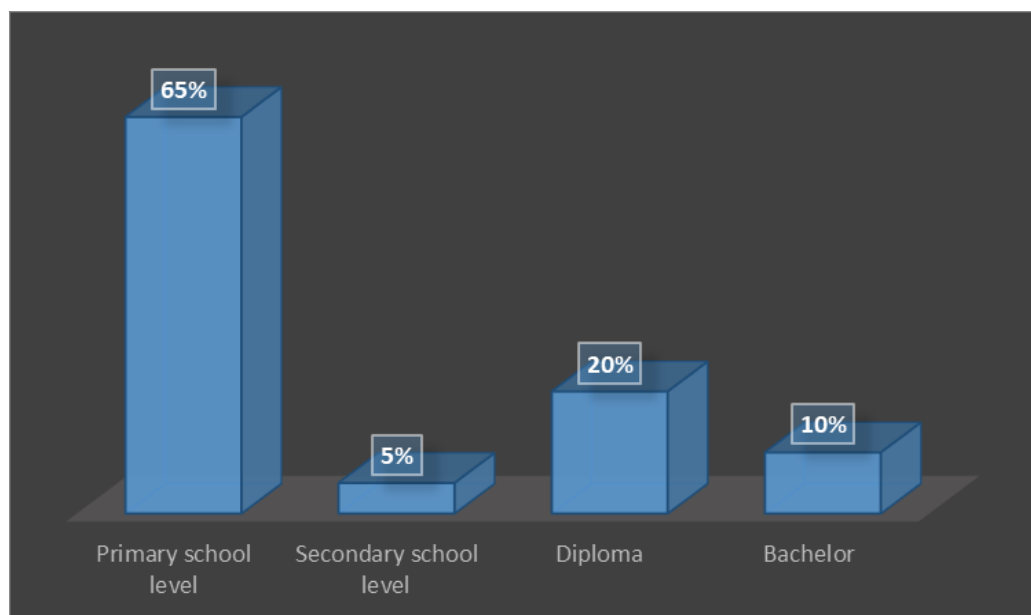


**Figure 4.3: Education level among Research Subjects**

**Source;** Field Data, 2022.

The findings implies that majorities of the research subjects were identified with primary school level. This findings are in agreement with the work of Szmigiera (2019) who noted that among community with high rate of illiteracy, their children normally do not go beyond primary school to pursue further education.

## 4.3 Identification of factors Causing Illiteracy among Pupils

This specific objective is presented using three variables, namely awareness of factors causing illiteracy, parents' role to end illiteracy and the causes of illiteracy among pupils. More details on each of the variable are presented below;

### 4.3.1   Awareness of Factors Causing Illiteracy

The findings as indicated in figure 4.4 noted that among 85 respondents, the majority (46 respondents, 54%) reported that they were not aware of the factors causing illiteracy. On the other hand, 39 respondents (46%) indicated that they were aware of these factors.
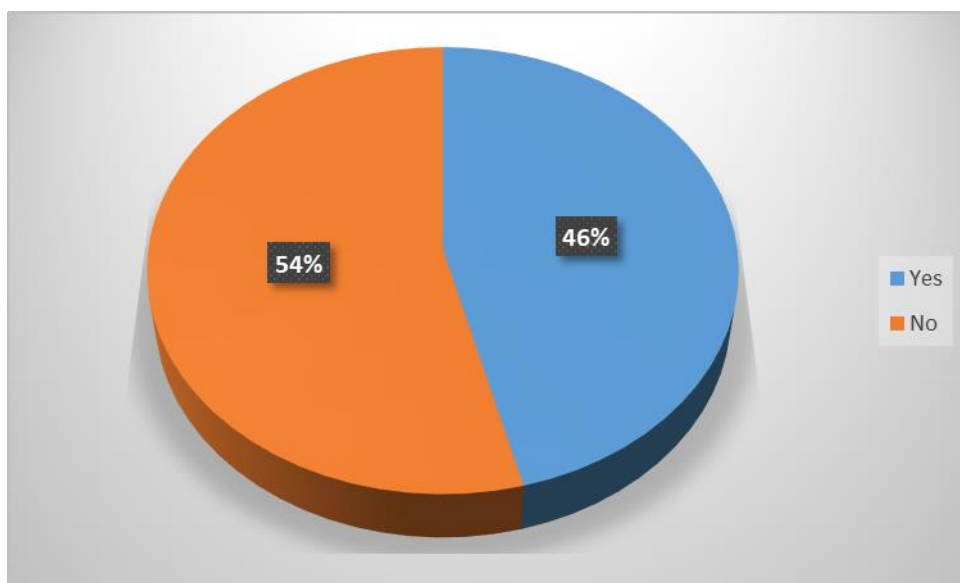


**Figure 4.4: Awareness of Factors causing Illiteracy**

**Source;** Field Data, 2022.

This finding implies that majority of parents were not aware of the causing factors of illiteracy. These findings are in line with Nordquist (2019) who presents that million individuals are illiterate.

### 4.3.2 The Role of Parents to end Illiteracy

The findings as presented from figure 4.5 reveal that from total of 85 respondents, the majority (51 respondents, 60.0%) recognized the role of parents in efforts to end illiteracy. Conversely, 34 respondents (40.0%) did not recognize the role of parents in this regard. This distribution indicates that while a significant proportion of participants acknowledged the importance of parental involvement, a considerable number still lacked such awareness. This finding implies that there remains a need to raise awareness among parents in the study area concerning their critical role in addressing and reducing illiteracy.
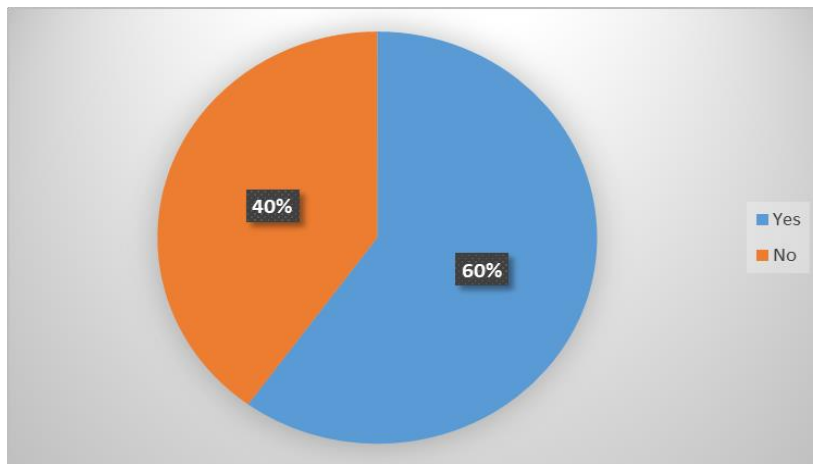


**Figure 4.5: Recognition of Parents' Roles to end Illiteracy**
**Source;** Field Data, 2022.

The finding from Figure 4.5 implies that many people do recognize roles of parents in ending illiteracy. The findings are in line with Mmasa (2016) who noted that the sources of illiteracy are the pupils' parents' level of education. Most of time parents

with lower or no level of education tend to be not supportive to their children because of their illiteracy they have.

### 4.3.3   Causes of Illiteracy

In figure 4.6 the identified causes of illiteracy were as follows; matrimonial conflicts 28%, lack of early childhood education 25%, lack of parental guide 20%, lack of teachers necessary skills 15%, and the last identified cause of illiteracy was family status/poverty with 12%.
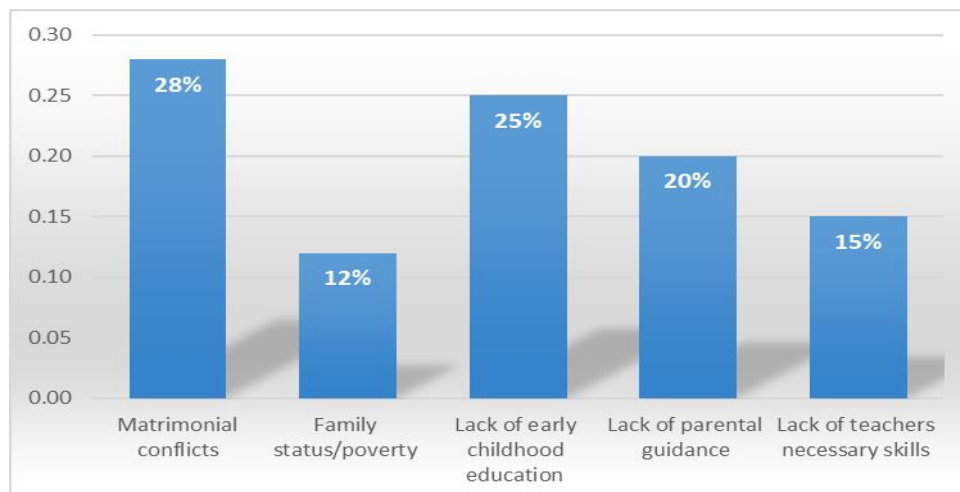


**Figure 4.6: Identified Causes of Illiteracy**
**Source:** Field Data, 2022.

The qualitative findings which were collected from parents, social workers, teachers and pupils revealed that children who are especially living in an abusing families are likely to experience the problem of illiteracy. In first position, parents have no  time to make follow up on the education development of their children but also most of their time, even when at home, do not have time to support their children. This was narrated as follows,

> "*For every child to get knowledge of literacy, parents have a significant role to play. When parents are not available for their children, this role has no one to take care of it. The reason for many*

*children to experience illiteracy*".

In agreement with the above observation, Pupils narrated,

> "*Due to matrimonial conflict which forces parents to separate, children at any level of study are disturbed. Parents make their decision without considering the challenges that children are likely to encounter after their separation of divorce*"

Cementing the above narration, social workers revealed,

> "*In this location, early childhood education has not receive attention as it deserve. Children who have gone through early childhood education have a better position to acquire literate skills and knowledge than children who have not*"

The quantitative findings as indicates from figure 4.5 and the qualitative findings as presented above implies that illiteracy is caused by various factors. Some of the remarkable factors as per as findings of this study includes matrimonial conflicts and missed opportunity for early childhood education among children with illiteracy. Hence, the quantitative and qualitative findings were both supported by the work of Mmasa (2016) who noted that matrimonial conflicts that in most cases leads to separation and divorce are the leading causes of illiteracy to primary pupils. It was further reported that children from marital conflict families were performing poor in their studies compared to those with good parenting (Macky Hassan, 2017). According to Cornel D. Bubelwa (2014) broken marriages contribute a lot to student's poor academic performance, psychological problems academic performance and delinquent behavior among students.

Using System Theory which shows various systems that work together, education is also an organization of sub systems that depend each other (Montouri, 2012). This is to say, in order for pupil to do well in his or her studies teachers and parents have to

work cooperatively by providing the needed care and support to the pupil. The failure of one part may direct or indirect contributes to disturb the pupils studies and hence can bring about illiteracy to the particular pupils/children.

## 4.4 Examination of Methods Used by Teachers to Reduce Illiteracy among Pupils

This specific objective is presented using two variables, namely, the awareness of illiteracy problem among teachers; and Methods Used to Reduce Illiteracy. More details on each of them are presented below;

### 4.4.1  Awareness of Illiteracy Problem among Teachers

According to figure 4.7 show that, Out of the total 85 respondents, the majority (81 respondents, 95.3%) reported being aware of the illiteracy problem among primary school pupils. In contrast, only 4 respondents (4.7%) indicated that they were not aware of the problem. The finding implies that despite of majority teachers aware of the illiteracy problem but still some of the teachers are not aware of illiteracy problem. These findings are in line with Chavan (2016) who proposed that people or teachers are convinced to use assessment data in improving learning levels for children.
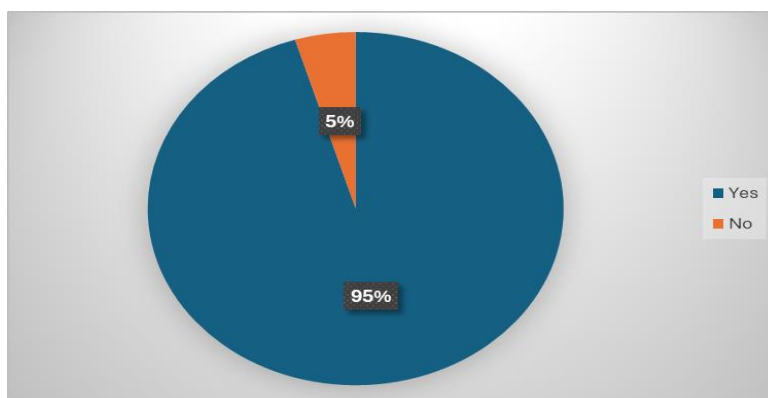
**Figure 4.7: Awareness of Illiteracy Problems among Teachers**
**Source;** Field Data, 2022.

**4.4.2   Methods Used to Reduce Illiteracy**

In figure 4.8, the researcher identified various methods used to reduce illiteracy. The

following are the methods used to reduce illiteracy; Out of the total 85 respondents,

the highest proportion (21 respondents, 24.7%) reported that the selection of specific

tools for teaching was the most important strategy in addressing illiteracy. This was

followed by professional development, mentioned by 19 respondents (22.4%), and

teaching pupils in groups, which was identified by 14 respondents (16.5%). A further

12 respondents (14.1%) highlighted the use of a specific period for teaching.

The use of assessment methods and reading approaches were each cited by 7

respondents (8.2%), while the least frequently mentioned strategy was the use of

seminars or workshops, reported by only 4 respondents (4.7%). On the other hand,

the qualitative findings in agreement of the quantitative results as indicated in above

figure, were gathered from parents, social workers, teachers and pupils revealed the

following as presented with these narrations;

> "*Learning process invites different stakeholders; all of them depend
> on each other. However, parents and the family environment have a
> major role than others. With this views, parents, pupils and teachers,
> all depend on one others in order to impart literate skills to children*".
> One of the social Workers during the in depth interview,
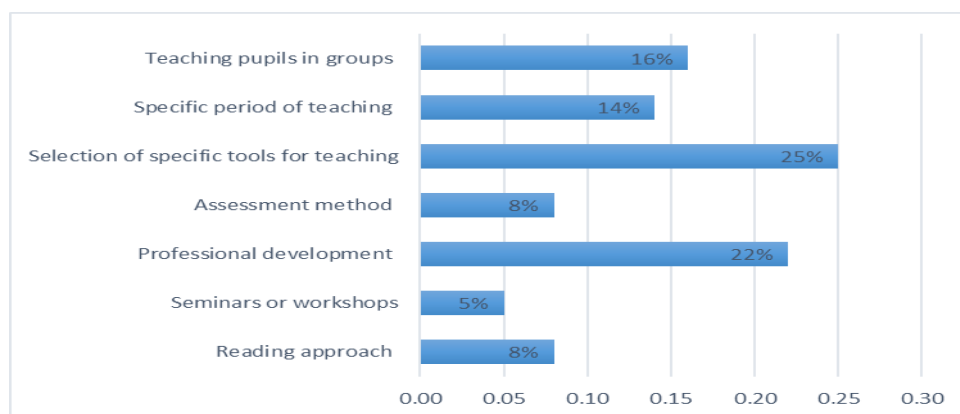


**Figure 4.8: Methods used to reduce Illiteracy**
**Source;** Field Data, 2022.

Supporting the above observation, pupils narrated,

> "*Teachers uses the old means of teaching, which may not be applicable to impart literate skills, this includes some of the tools uses. Further, some teachers lack profession capacity of the work they are doings*"

In addition to above, parents narrated,

> "*Teachers need to be taken for seminars or workshops where can learn new skills and techniques. By doing this, they can be informed of the specific needs or demands for each child; develop means to deal with each child*".

Both the qualitative and quantitative findings as presented reveals that there is a problem with the current teaching approaches or techniques. Hence, selection of specific tools for teaching, profession development which can be done through workshops and seminars can be used to reduce illiteracy in the study area. The finding implies that selection of specific tools for teaching is the most method used to reduce illiteracy.

These results are supported by Jukes et al., (2016) who presents that professional development and the selection of specific tools for teaching as the most effective means to end or improving literacy among pupils. By applying System theory which was at first developed so that to find a new approach to studying life. The theory describes that in order for pupils to do well in their studies, family, friends, social settings, religious structure, economic class, and home environment, all collectively have to work together so that to influence how a pupil or individuals to act and think (Montouri, 2012).

**4.5 Assessment of the Roles of Social Workers in Reduction of Illiteracy among**

   **Pupils**

This specific objective is informed by three variables, namely; awareness of Social Workers roles in reduction of illiteracy; roles of Social Workers in reducing illiteracy among pupils; and proposed solution towards ending illiteracy among pupils. More details on each of the variables is presented below;

**4.5.1   Awareness of Social Workers Roles in Reduction of Illiteracy**

The findings as presented in figure 4.9 reveal that Out of the total 85 respondents, the majority (54 respondents, 63.5%) recognized the role of social workers in reducing illiteracy rates among pupils. In contrast, 31 respondents (36.5%) reported that they were not aware of such roles.
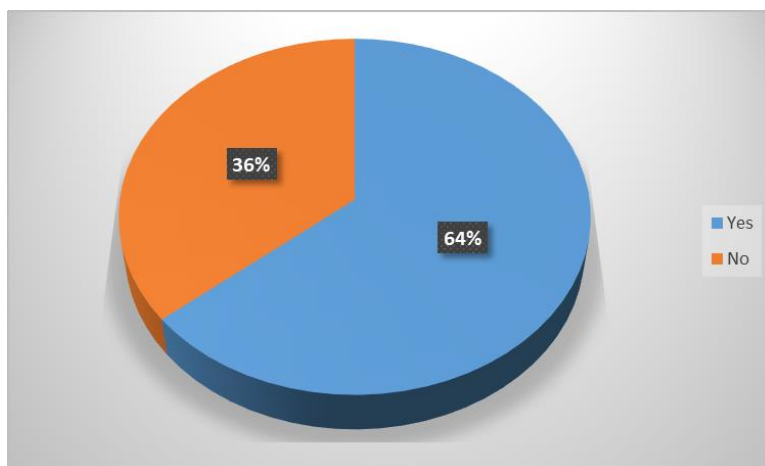


**Figure 4.9: Awareness of Social Workers Roles in Reduction of Illiteracy**
**Source:** Field Data, 2022.

The findings implies that social workers roles is recognised in the study area, as such the roles of social work towards creating learning environment for pupils is very important; actually social workers have to make sure that teachers are informed of the significance of creating learning environment in order to end illiteracy in the

study area.

## 4.5.2  Roles of Social Workers in Reducing Illiteracy among Pupils

The study findings show that Out of the total 85 respondents, the most frequently identified role of social workers was imparting parenting skills, mentioned by 29 respondents (34.1%). This was followed by supporting slow learners, which was cited by 20 respondents (23.5%). Both community sensitization and working closely with teachers were equally recognized, each being reported by 14 respondents (16.5%). The least frequently mentioned role was follow-up with parents, highlighted by only 10 respondents (11.8%).
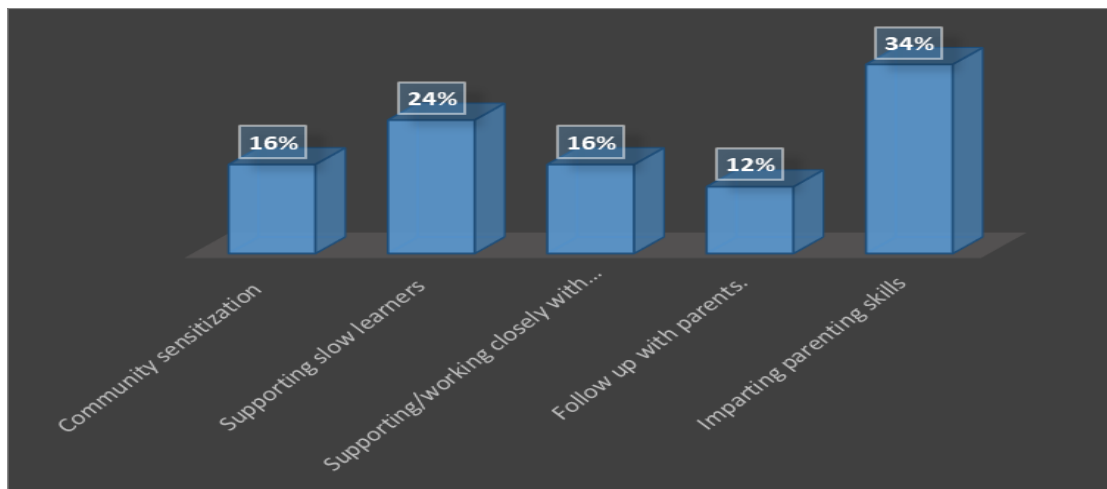


**Figure 4.10: Role of Social Workers in Reducing Illiteracy among Pupils**
**Source;** Field Data, 2022.

The qualitative findings which were collected from parents, pupils, teachers and social workers on the role of social workers to end illiterate identified community sensitization, follow up with parents and imparting parenting skills among others. This was narrated as follows,

> "*Social workers are very instrumental into sensetising community members to be aware of the problem under study; it is the awareness which would then help them to develop measures to deal with it*".

Social workers and teachers.

In addition to above, parents narrated,

> "*Social workers can help us parents with the skills of parenting, to a large extent we are not conversant with these modern skills, so even if we resist them, we will not change anything. It is better we get such skills so that we can be aware of how to support our children with illiteracy skills*".

During the Focus group discussion with pupils the noted, It is common that teachers treat all pupils in a class equally, they forget that some are fast while other are slow learners. Without this consideration, the problem under study is here to stay for a long time. Further, community members have not taken this as a serious problem, hence with community creation of awareness about it, all are likely to be aware of it and play the expected roles. Both the qualitative and quantitative findings on the role of social workers in reduction of illiteracy shows that parents have to be imparted with skills on how to care and support their children. Further, it seems the community members are still unaware of the illiteracy problem hence, they need to be sensitized of the same.

The presented findings were in agreement with the study conducted by (Meenu Anand 2021), Social work has much to contribute to schools development. While teachers develop the potential of students through transmitting knowledge, skills and values, social workers can provide support for students' well-being so they are ready to learn. Through system theory to evaluate and solve problems, school social workers can play an instrumental role in creating an enabling school environment, guiding children and youth to their reach their potential intellectually, emotionally and socially. System Theory as per the context of this study amplifies that the

production of illiterate people depends on a system of dealings and persons who involve the pupils themselves, teachers, and social workers (Montouri, 2012).

### 4.5.3 Proposed Solution Towards Ending Illiteracy among Pupils

The following were proposed ways to deal with illiteracy among children, namely community sensitization, encourage early childhood development, strengthening marriage and families, and capacitate primary school teachers on various skills to deal with illiterate pupils.

The findings show that Out of the total 85 respondents, the majority (31 respondents, 36.5%) indicated that encouraging early childhood education was the most important measure in reducing illiteracy. This was followed by strengthening marriage and family, mentioned by 20 respondents (23.5%). Community sensitization and capacitating primary school teachers on various skills to deal with illiterate pupils were each identified by 17 respondents (20.0%).
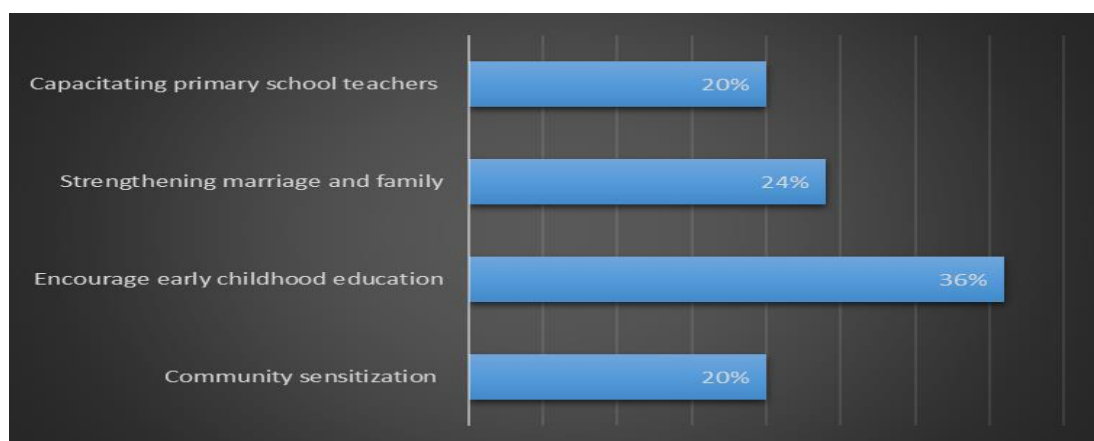


**Figure 4.11: Proposed Ways to end Illiteracy among Pupils**
**Source:** Field Data, 2022.

Using the qualitative data as collected from pupils, parents, teachers and social workers on the ways which can be used to end illiteracy they identified factors such

as encouragement of early childhood education, strengthening families and marriage instution, while others noted of community sensetisation and capacity building among teachers. The following were their narration below,

> "*In the study area there are very limited awareness of early childhood education. Few parents actually allows their children to attend to such arrangement. Many of us, we consider it as making a child to get tired of school early, so we do not take them*"

In agreement of such narration, they further noted,

> "*Children are subjected to unneccasary pressure, where may of them are forced to live with parents who are not their biological while others have to be moved from one location to another. All these arrangements are done after matrimonial conflicts*"

Pupils while supporting the above narration, they indicated the following during focus group discussion, Teachers need to be capacitated on how best can deal with illiteracy issues among pupils; many of them still holds on the old ways of teaching which may be relevant to these eras. Further, many of the families and marriages are going through constant conflicst, which does not allow a child to learn. Morovers, some parents are very occupied and have not time to support their pupils. The end it, the child remains illiteracy as cannot get any support from either teachers or parents.

The finding implies that early childhood education is very important skills and knowledge to imparted to all pupils before joining primary schools. It is very instrumental as it exposes children to fundamental skills which are later on needed to challenge their thinking and learning process.. These findings are reflected that with work of (Sabilah Alwani, 2019). Those who noted that participating in early education should improve overall attainment by providing children with the skills to succeed academically.

## CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.1 Introduction

This chapter presents summary, conclusions, and recommendations in relation to social-economic factors influencing illiteracy among primary school pupils.

### 5.2 Summary

This study assessed social and economic factors influencing illiteracy among primary school pupils. This study was guided by three specific objectives namely; to identify factors causing illiteracy among pupils, to examine methods used by teachers to reduce illiteracy among pupils, and lastly to assess the role of social workers in the reduction of illiteracy among pupils. System Theory guided this study. The theory looks forward at the environment in which the education system is conducted. Further, the theory presents that as a system, education is said to have components that work with to achieve the goal. The study used descriptive research design. The researcher used questionnaire, observation and interview methods used during data collection.

### 5.2.1  Factors causing Illiteracy among Pupils

The following were the identified factors causing illiteracy among primary pupils; matrimonial conflicts, family status, lack of early childhood education, lack of parental guidance, and lack of teachers necessary skills.

### 5.2.2   Methods used by Teachers to reduce Illiteracy among Pupils

These study findings identified the following methods used by teachers to reduce illiteracy among pupils; teaching pupils in groups, specific period of teaching,

selection of specific tools for teaching, assessment method, professional development, seminars/workshops, and lastly is reading approach.

### 5.2.3 The role of Social Workers in the Reduction of Illiteracy among Pupils

The identified roles are as follows; community sensitization, support slow learners pupils, supporting and working closely with teachers, following up with parents, and also imparting parenting skills.

### 5.3 Conclusion

In the main, the study concludes that majority people are not aware of the causing factors of illiteracy. Also, some of teachers are not aware of illiteracy problem.

### 5.2 Recommendations

i. Some teachers do not know illiteracy problem, so the researcher recommends capacitating teachers in primary schools.

ii. The researcher recommends strengthening marriage. This is because some pupils become illiterate due to family separation.

iii. Periodical follow up on development of early child hood education in rural areas in order to identify and take corrective action where necessary.

# REFERENCES

Abbas, M. J. D. Q., & Husssain, S. (2021). Low Literacy Rate at Primary Level: Identification of Causes and Impacts. *Pakistan Social Sciences Review*, *5*(2), 492-506.

Balli, D. (2016). Role and challenges of school social workers in facilitating and supporting the inclusiveness of children with special needs in regular schools. *Academicus International Scientific Journal*, *7*(14), 148-157.

Banerji, R., & Chavan, M. (2016). Improving literacy and math instruction at scale in India's primary schools: The case of Pratham's Read India program. *Journal of Educational Change*, *17*(4), 453-475. Ngussa, B. M., & Mjema, N. (2017). Factors Influencing Mastery of 3Rs among Learners of Primary Schools in Ilala District, Tanzania. *Saudi Journal of Humanities and Social Science*, *2*, 523-533.

Banerji, R., & Chavan, M. (2016). Improving literacy and math instruction at scale in India's primary schools: The case of Pratham's Read India program. *Journal of Educational Change*, *17*(4), 453-475.

Eldredge, J. D., Weagel, E. F., & Kroth, P. J. (2014). Defining and Identifying Members of a Research Study Population: CTSA-Affiliated Faculty Members. *Hypothesis: the newsletter of the Research Section of MLA*, *26*(1), 5–11.

Haji, K. A., Khatib, B.O., Obi, E., Dimoso, K., Koenker, H., Babalola, S., Greer, G., Serbantez, N., Abbas, F., Ali, A., Blaufuss, S., Olapeju, B. & Kilian, A. (2020). Monitoring the durability of the long-lasting insecticidal nets Olyset[®] and PermaNet[®] 2.0 in similar use environments in Zanzibar. *Malar*

*J.,* 19, 187.

Impcenter, (2021). Illiteracy: Meaning, Causes, Effects, Consequences, And Solutions. Retrieved January 29, 2022, from https://imp.center/i/illiteracy-meaning-causes-effects-consequences-solutions-5371/.

Jukes, M. C., Turner, E. L., Dubeck, M. M., Halliday, K. E., Inyega, H. N., Wolf, S., ... & Brooker, S. J. (2017). Improving literacy instruction in Kenya through teacher professional development and text messages support: A cluster randomized trial. *Journal of Research on Educational Effectiveness*, *10*(3), 449-481.

Kalhoro, N. A. (2020). Illiteracy in Pakistan. *Pakistan Review of Social Sciences,* 1(2), 60-73.

Krueger, R. A., & Casey, M. A. (2015). *Focus Groups: A Practical Guide for Applied Research* (5th ed.). SAGE Publications.

Kayongo-Male, D. & Onyango, P. (1994). The Sociology of the African Family. England: Longman.

Kibuacha, F. (2021). How to determine sample size for a research study.

Knox, K. M., Gherardi, S., & Stoner, A. (2020). Rules, Roles, and Practices: Exploring School Social Worker Preparation for Practice. *International Journal of School Social Work*, *5*(2), 6.

Lyimo, W, J. (2017). Social Construction of Premarital Sex and Adolescent Pregnancy in Arusha City, Tanzania. The Thesis Submission for the Degree of Doctor of Philosophy in Sociology. Moi University – Kenya.

M, S. (2022). *The illiteracy rate among all adults (over 15-year-old) in 2019, by world region*. Retrieved January 28, 2022, from

https://www.statista.com/statistics/262886/illiteracy-rates-by-world-regions/#main-content.

Mikkelsen, B. (2018). *Methods for Development Work and Research* (2nd ed.). London: SAGE.

Mmasa, M., & Anney, V. N. (2016). Exploring Literacy and Numeracy Teaching in Tanzanian Classrooms: Insights from Teachers' Classroom Practices. *Journal of Education and Practice*, *7*(9), 137-154.

Munisi, J. G. (2021). An Assessment of the Community Involvement in Enhancing Children's Access to Early Childhood Education in Tanzania. The Case of Mwanga district-Kilimanjaro Region.

Ngussa, B. M., & Mjema, N. (2017). Factors Influencing Mastery of 3Rs among Learners of Primary Schools in Ilala District, Tanzania. *Saudi Journal of Humanities and Social Science*, *2*, 523-533.

Nordquist, R. (2019). *Definition and Meaning of Illiteracy*. Retrieved January 26, 2022, from https://www.thoughtco.com/what-is-illiteracy-1691146.

Pearce, T., 2020. *Pragmatism's Evolution: Organism and Environment in American Philosophy*, Chicago: University of Chicago Press.

Roser, M., & Ortiz-Ospina, E. (2018). *Literacy-Our World Data*. Retrieved January 29, 2022, from https://ourworldindata.org/literacy#:~:text= While%20only% 2012%25%20of%20the,1960%20to%2086%25%20in%202015.

Ross, C., Kennedy, M., & Devitt, A. (2021). Home School Community Liaison Coordinators (HSCL) perspectives on supporting family wellbeing and learning during the Covid-19 school closures: critical needs and lessons learned. *Irish Educational Studies*, *40*(2), 311-318.

Social Work License Map. (2022). *Theoretical Approaches in Social Work: Systems Theory*. Retrieved January 27, 2022, from https://socialworklicensemap.com/ social-work-resources/theories-and-practice-models/systems-theory/#:~:text= Systems%20theory%20in%20social%20work%20is%20based%20on%20the %20idea,work%20together%20as%20a%20system.&text=In%20this%20part icular%20theoretical%2.

The Citizen. (2021). *Zanzibar restores the seventh-grade system*. Retrieved January 28, 2022, from https://www.thecitizen.co.tz/tanzania/news/-zanzibar-restores-seventh-grade-system-3664572.

The New York Times. (1998). *Unicef Study Predicts 16% World Illiteracy Rate Will Increase*. Retrieved January 26, 2022, from https://www.nytimes.com/ 1998/12/09/world/unicef-study-predicts-16-world-illiteracy-rate-will-increase.html.

UK Essays, (2018). *UK Essays*. Retrieved January 29, 2022, from https://www.ukessays.com/dissertation/proposal/business/does-university-shape-the-young-entrepreneurs.php?vref=1.

Walker, S. (2019). Effective Social Work with Children Young People and Families: Putting Systems Theory into Practice. In *Effective Social Work with Children Young People and Families: Putting Systems Theory into Practice* (p. 15). London: Sage.

Wikipedia, (2022). *Malala Yousafzai*. Retrieved January 29, 2022, from https://en.wikipedia.org/wiki/Malala_Yousafzai.

World Literacy Foundation. (2015). *The Economic & Social Cost of Illiteracy*. Grandville: World Literacy Foundation.

## APPENDICES

### Appendix I: Introduction letter

May name is Kassim Mtoro Abu, I am a student at Open University Tanzania (OUT) pursuing a Master of Social Work. I am researching "ASSESSING FACTORS INFLUENCING ILLITERACY AMONG PRIMARY SCHOOL PUPIL: A CASE OF SOUTH DISTRICT IN ZANZIBAR". I kindly request your ideas and opinions on this topic.

Your knowledge will be extremely be beneficial in the advancement of this study and the development of intervention strategies to improve literacy levels among our students. I would appreciate a small amount of your time and assistance in completing this questionnaire and providing feedback. There are no wrong or right answers, in your opinion. So, please express yourself freely, and the information you provide will be strictly confidential and used solely for academic purposes while maintaining your anonymity. Thank you in advance for your assistance.

**Appendix 2: Demographic information**

1. Gender

    a. Male

    b. Female

2. Under what range is your age?

|     |     |     |
| --- | --- | --- |
| (a) | 8 – 10 | [  ] |
| (b) | 11 – 13 | [  ] |
| (c) | 25 – 29 | [  ] |
| (d) | 30 – 34 | [  ] |
| (e) | 35 – 39 | |
| (f) | 40+ | [  ] |

3. Level of education attained

|     |     |     |
| --- | --- | --- |
| (a) | Primary education | [  ] |
| (b) | Secondary education | [  ] |
| (c) | Diploma | [  ] |
| (d) | Degree | [  ] |

**Appendix 3: Questionnaires to teachers**

1. What challenges do primary schools have in the South District?

………………………..………………………………………………………

……………………………………………..………………………………………

………………………………………………..………………………………………

How many pupils are in a class

(a)     20-50

(b)     50-100

(c)     more than 100

2. How many pupils have problems with reading and writing in the class

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

Do you think the syllabus is adequate

(a)     Yes

(b)     No

3. What number of female pupils are illiterate

………………………………………………………………………………….

………………………………………………………………………………….

………………………………………………………………………………….

What number of male pupils are illiterate

………………………………………………………………………………….

…………………………………………46………………………………………

………………………………………………………………………………….

Are all the teachers qualified to teach the pupils

    (a)    Yes

    (b)    No

4. Do you get support from the Ministry of Education?

    (a)    Yes

    (b)    No

5. Do schools have enough teaching Aids?

    (a)    Yes

    (b)    No

6. Is there a regular meeting between parents/teachers to assess pupils performance

    (a)    Yes

    (b)    No

7. Does the school have extra classes for slow learners

    (a)    Yes

    (b)    No

8. Do you have meetings with parents/guardians of pupils who are illiterate

    (a)    Yes

    (b)    No

9. Do pupils who have reading and writing problems counseled

    (a)    Yes

    (b)    No

10. Is there a government policy that encourages extra help for illiterate pupils?

    a. Yes

    b. No

11.    Are there any family-related challenges that you are aware of for

pupils with    reading and writing problems

……………………………………………………………………………

……………………………………………………………………………

……………………

What is the average age of illiterate pupils?

12.    Have these pupils been repeating classes since they started

school?

    (a)    Yes    (b)    No

13. What methods are you currently using to help reduce illiteracy amongst the

pupils?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

…………………………………

**Appendix 4: Questionnaires to Social workers**

1. If there is a method that you are using to help reduce illiteracy levels is it effective?　　(a)　　Yes

　　　　(b)　　No

2. Have you ever sought outside help to improve illiteracy levels in the school?

　　　(a)　　Yes

　　　(b)　　No

3. 　　Does the school need external help in the reduction of illiteracy level?

　　　(a)　　Yes

　　　(b)　　No

4. 　　Should there be a follow-up of pupils who are illiterate to the family level?

　　　(a)　　Yes

　　　(b)　　No

5. Should there be advocacy to the government in reducing illiteracy?

　　　(a)　　Yes　　　　(b)　　　　No

6. Is there a need to call the community in sensitizing the need to help illiterate pupils?

　　　(a)　　Yes

　　　(b)　　No

**Appendix 5: Questionnaires to Parents**

1. Do you have a child in primary school?

     a. Yes

     b. No

2. Is your child knows how to read and wright?

     a. Yes

     b. No

3. Do you have time to teach your children to read and wright?

   a. Yes

   b. No

4. Is there special method that you are using to help reduce illiteracy to your children? (a)  Yes

    (b)   No

5. Have you ever sought outside help to improve literacy levels to your children's primary school?

     (a)    Yes

     (b)    No

6.       Does the school need external help in the reduction of illiteracy level?

     (a)    Yes

     (b)    No

7.  Should there be a follow-up of pupils who are illiterate to the family level?

     (a)    Yes

     (b)    No

**Appendix 6: Interview guide to teachers**

  1. What challenges do primary schools have in the South District?

……………………..…………………………………………………………

………………………………………………..……………………………

………………………………………………..……………………………

Why do some primary pupils in your school not know how to read and

write?

…………………………………………………………………………

…………………………………………………………………………

What are the reasons for most of public primary school pupils not know how

to read and write?

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

Why public primary school education not better?

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

What do you propose to be done for public primary schools education to

reduce illiteracy level?

…………………………………………………………………………

…………………………………………………………………………

………………………………………51…………………………………

**Appendix 7: Interview guide to Pupils**

1. In which class are you studying?

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

How do you study in your classes?

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

When did you know to read and wright?

…………………………………………………………………………

…………………………………………………………………………

………………………………………………………………………….

What do you propose to be done to improve literacy level in your school?

…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

…………………………………

**Appendix 8: Interview guide to social worker**

1. Why most of public primary school pupils not know how to read and write?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

What challenges do primary schools have in the South District?

………………………..………………………………………………………

………………………………………………………..………………………

………………………………………………..………………………………

What way forward towards reduction of illiteracy in public primary schools?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

…………………………………

**Appendix 9: Interview guide to Parents**

1. Why pupils have problems with reading and writing in the class?

………………………………………………………………………………

………………………………………………………………………………

What methods do you use in teaching?

………………………………………………………………………………

………………………………………………………………………………

What support do you get from the Ministry of Education?

………………………………………………………………………………

………………………………………………………………………………

What are the teaching Aids available in your school?

………………………………………………………………………………

………………………………………………………………………………

When do you do a regular meeting between parents/teachers to assess pupils'

performance?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

What do you propose to be done to reduce illiteracy level in primary school?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

…………………………………

Thank you so much for the participation

**Appendix 10: Research Clearance**

**THE OPEN UNIVERSITY OF TANZANIA**

**DIRECTORATE OF POSTGRADUATE STUDIES**

P.O. Box 23409
Dar es Salaam, Tanzania
http://www.out.ac.tz

Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Our Ref: PG201610917                                    16th June 2022

Principal Secretary,

Second Vice President Office,

P.O Box 230,

VUGA  ZANZIBAR.

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007.In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. ABU, Kassim Mtoro, Reg No: PG201610917 pursuing Master of Arts in Social Work (MSW). We here by grant this clearance to conduct a research titled "Assessing Social – Economic Factors Influencing Illiteracy in Primary School Pupil: The Case of the South District in Zanzibar"** He will collect his data at your area from 30th June 2022 to 31st August 2022.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O Box 23409, Dar es Salaam.Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours,
**THE OPEN UNIVERSITY OF TANZANIA**

Prof. MagrethS.Bushesha
**DIRECTOR OF POSTGRADUATE STUDIES.**

**Appendix 11: Ruhusa Ya Kufanya Utafiti**

SERIKALI YA MAPINDUZI YA ZANZIBAR

AFISI YA MAKAMU WA PILI WA RAIS,

Simu : 0242231926
Nakushi: 0242231926
Barua pepe: info@opr2.go.tz
Tweet : www.orepr.go.tz

S.L.P 239,
Mtaa wa Vuga
Zanzibar, Tanzania

24/06/2022.

KATIBU MKUU,
WIZARA YA ELIMU NA MAFUNZO YA AMALI,
ZANZIBAR.

KUH: RUHUSA YA KUFANYA UTAFITI

Kwa heshima, naomba uhusiane na mada ya hapo juu.

Serikali ya Mapinduzi ya Zanzibar imemruhusu Ndg. Kassim Mtoro Abu mwanafunzi katika Chuo Kikuu Huria Tanzania anasomea Shahada ya Uzamili katika fani ya Kozi za Elimu kufanya utafiti katika mada inayohusu "Assessing Social Economic Factors Influencing Illiteracy in Primary School Pupils: The Case of the South District in Zanzibar". Utafiti huu utafanyika katika Shuli za Msingi zitazopo ndani ya Wilaya ya Kusini, Unguja kuanzia tarehe 28/06/2022 mpaka 23/07/2022. Tunaomba asaidiwe ili aweze kukamilisha utafiti huo.

Kwa nakala ya barua hii mara baada ya kumaliza utafiti, mtafiti anashawishiwa kuwasilisha nakala (copy) 3 za ripoti ya utafiti huo, Afisi ya Makamu wa Pili wa Rais - Zanzibar.

Nyembatu ahsante na kivuli cha kikali cha kufanya utafiti

Wako mtiifu,

*Khamis H. Juma*

KHAMIS H. JUMA.
KATIBU MKUU,
AFISI YA MAKAMU WA PILI WA RAIS,
ZANZIBAR.

NAKALA: Ndg. Kassim Mtoro Abu (0757 050267681)