

Factors Influencing Mastery of 3Rs among Learners of Primary Schools in Ilala District, Tanzania

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Abstract: This study investigated on factors influencing mastery of reading, writing and arithmetic (3Rs) among learners of primary schools in Ilala District using descriptive and inferential statistics. Data was collected from 231 teachers in 13 sampled schools through questionnaires. The questionnaire was subjected to pilot testing, where Cronbach's alpha results ranged between 0.760 and 0.923. The study established that school administrative support, teaching methodologies and teacher and learner related factors significantly influence pupils' mastery of 3Rs. Pupils are perceived by their teachers to master 3Rs and school administration is concerned with pupils' mastery of 3Rs by setting effective strategies. Pupils are perceived by teachers to attend schools regularly but they don't have independent reading, writing habits and self discipline toward learning. Based on these findings, the study recommended that school administration should continue to support teachers' efforts to improve pupils' mastery of 3Rs. School administration should ensure conducive environment for learning, support reading culture, provide seminars on how to teach 3Rs and seek for support from the government and non-government organizations. Finally, teachers should encourage pupils to engage in independent reading, writing habits and self discipline toward learning.

Keywords: Mastery, 3Rs, reading, writing, arithmetic, Ilala, Tanzania

INTRODUCTION

Three Rs refer to the foundations of a basic skills-oriented education program in schools reading, writing and arithmetic. Mastering of 3Rs is a common problem in many primary schools all over the world and in Tanzania, particularly, where some students pass through primary education and still they fail to read, write and do arithmetic. Reading, Writing and Arithmetic are essential for every child learning development. Of all the core competencies recognized to contribute to lifelong learning and sustainable development, none is quite as central as the ability to read and write [1] in Ssentanda [2]. On the contrary, poor literacy and numeracy are common problems that affect primary education system in Tanzania and elsewhere in the world particularly developing countries [3]. While reasons and explanations for the situation need to be investigated, strategies for improvement of the situation are highly needed. Being literate can therefore be seen as one of the basic conditions for successful schooling, and for a productive adult life. Various studies which have been conducted on this issue support this assumption.

Research done in America, for instance, shows that the basic skills of reading, writing, and arithmetic have morphed into the 'hard skills' of basic mathematics, problem solving, and reading at higher

levels and the 'soft skills' of working effectively in groups, making effective oral and written presentations, and using computers well [4]. Research done by UNESCO [5] in Asia recognizes that reading development in early grades is crucial for literacy competence and for ensuring success in learning of other subjects. A research done in Kenya found that literacy is facilitated by the readiness to comprehend fluently written language and this requires accurate and fluent basic reading skills, good mastery of the language to be read and a lot of practice in reading the particular language [6]. In Uganda, a study by Ssentanda [2] shows that children in the country find themselves in different types of learning environment, but they all face considerable challenges in beginning to learn to read: those in rural schools going through different challenges such as lack of teachers and teaching and learning material as compared to those of urban schools. While this problem is global, Tanzania is not exceptional. Kumburu [7] shows that Tanzanian government began to pay greater attention in 2009 to improving reading and writing skills but an assessment of reading abilities in 2010 found that the reading abilities of children in early grades were very poor.

Primary education is basic and compulsory in Tanzania, which means a child registered in Class One must complete seven years of full Primary Education

[8]. Primary education is divided into two levels: lower primary education, which consists of four years of schooling (class1-4), and upper primary, which consists of three years of schooling class5-7) where one can find a large number of children completing primary education without adequate basic literacy skills, which would lay the foundation for a child to listen, speak, read and write in the target language throughout the academic journey [9].

The South and Eastern African Consortium for Monitoring Educational Quality Report by Mrutu, Ponera and Nkumbi [10] indicates that Tanzania was among countries with the lowest literacy level in primary schools compared to other SACMEQ countries. The report also indicated that the pupils had difficulty in all areas of reading, writing and arithmetic. Thus, it was recommended that assessment with the purpose of analyzing children's literacy problems should be conducted so as to provide a clear reflection on the child's potential ability to learn (Ibid.). In a recent study in Tanzania, which included 40,000 children, it was found that at grade three, 7 out of 10 children are poor in basic Kiswahili language skills. The findings further indicate that only 42% of the sample could read a simple story at the level of class II [7]. Since Mastery of 3Rs is a problem in Tanzania, there must be factors which can facilitate or hinder mastery of 3Rs in Primary Schools. This study is therefore intended establish the factors influencing mastery of 3Rs among learners of primary schools in Ilala District in Dar es salaam.

While authorities and studies have indicated the importance of learners' mastery of 3Rs, the mastery is still a burning issue in Tanzania since some pupils pass through Primary Education without mastering reading, writing and arithmetic something which affects their academic performance in the rest of their academic journey. This study therefore investigated on factors that influence mastery of 3Rs among learners of primary School in Ilala district in Dar es salaam City. Particularly, the study concentrated on the influence of such factors as Administrative Support, Teaching methodologies and learner related factors. Findings of this study will be beneficial to various education stakeholders such as head teachers, teachers,

pupils themselves and even parents to identify important factors that can facilitate mastery of 3Rs.

Theoretical Framework

This study was guided by Social learning theories by Vygotsky [12] which stress on social interaction and communication as the basic factor for effective teaching and learning. Lev Vygotsky, a Russian teacher and psychologist, stated that we learn through our interactions and communications with others. He examined how our social environments influence the learning process and suggested that learning should take place through the interactions students have with their peers, teachers, school administration and other school stakeholders. Consequently, teachers can create a learning environment that maximizes the learner's ability to interact with each other through discussion, collaboration, and feedback. The social learning theories as it is used to guide this study, is so important since mastering of 3Rs is a result of good learning environments which include school administrative support, teaching methodologies and learner-related factors.

According to Ahmad, Rauf, Zeb, Rehman, Khan, Rashid and Ali, [12], teacher- student interaction and communication might be getting problems in the process of teaching and learning. In mastering of 3Rs, teachers can get problems in creating learning environment that maximizes the learner's ability to interact with each other and their learning materials through discussion, collaboration and feedback which is very important in mastering of 3Rs. In mastering of 3Rs, both teacher and learners must control the class using the established rules, skills and abilities. While mastering of 3Rs needs good interaction between learners and teachers in the process of learning, well designed learning environment is another factor which can influence mastering of 3Rs for primary school.

Conceptual Framework

While conceptual framework describes and explains the concepts used in the study, their relationships with each other, and how they are to be measured [13], this study was guided by a conceptual framework which diagram is indicated in Figure One.

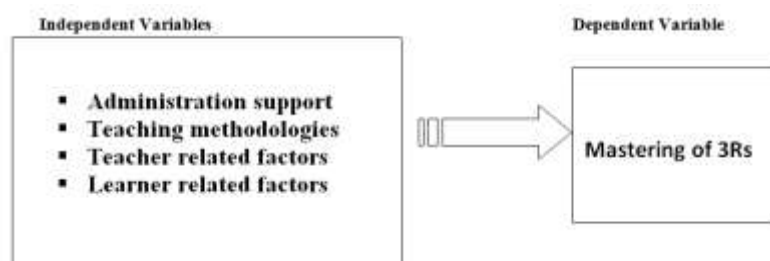


Fig-1: Conceptual Framework

REVIEW OF RELATED LITERATURE AND STUDIES

Mastering of 3Rs

Mastering of 3Rs is a common problem in most developing countries in the process of teaching and learning. Studies and authoritative information show different magnitude to solve the problem by identifying factors influencing mastering of 3Rs. Geske and Ozola [14], for instance, did a research in Latvia Russia and established that there are many different and usually very complex causes for the difference in the pupils' achievement level. They also consider those factors to be beyond school influence, such as the income level and education, but there are quite many other factors that can influence students' learning achievements at school. The results of the research have also proved that there is a close coherence between the meaning of education to parents and students' learning achievements, i.e., if education is regarded as a value in the family, there is a big possibility that children will have high learning achievement. Socio-economical conditions are also significant for early achievements in reading.

Morrow, Gambrell, Duke and Nero [15] in his study advocate that during literacy teaching, teachers should break down the reading and writing into smaller parts that are easily learnable by pupils such as phonics, phonemic awareness and spelling. These could make easy for learners to master reading and writing. Also he identified evidenced based best practices for literacy instruction such as, classrooms should reflect a culture that fosters literacy motivation as reading and writing for pleasure to be informed and performing task in the process of learning 3Rs. Promoting independent reading, time for self-selected reading and opportunities to use technologies accommodate the needs of individual students in mastering of 3Rs.

School Administration Support

Research done by Tyson [16] argued that school administration should support pupils to read, write and do arithmetic effectively. The school administration should support this by creating a rich environment in classroom that encourages and supports speaking, listening, reading, and writing which could highly help pupil in mastering of 3Rs. The school administration can further support pupils' mastery of 3Rs by ensuring the schools have enough books, pupil have enough time to read and ensuring teachers attend classes regularly.

The school administration should also support by improving school financing and management practices by finding various sources of school income such as donors and other volunteers to ensure the schools have enough money to buy books for reading and teaching. Research done by Rise Tanzania [17]

found that different funding and grants were introduced to provide school management with resources to buy books, learning aids and school supplies, but have been marred by problems such as non-delivery and waste. The school administration must therefore make sure that resources and books provided are well kept and are used effectively to improve mastery of 3Rs. Management and funding have therefore been identified as important factors in ensuring pupils' mastery of 3R.

Teaching Methodologies

Texas Education Agency [18] in their research found that teaching methodologies are among factors that closely influence mastering of 3Rs. They argue that pupils expand their speaking and listening skills, their background and vocabulary knowledge in formal and informal activities as they engage in story time discussions, journal keeping, wide reading, and purposeful writing. Teaching methodologies therefore, help pupils in mastering 3Rs. Such methods as the use of pictures, independent practice, numbers, figures and sound can easily help pupils in mastering 3Rs. Mediation in the teaching and learning process is another thing of importance. To mediate is simply to "bridge". The teacher should therefore act as a bridge in the learning process by creating an environment which helps learners' interaction with both the teacher and the learners.

Chunga [19] in his research shows that methodologies used in teaching reading and writing rely on the use of a combination of approaches such as language and phonic approaches to teaching literacy. Teachers should therefore incorporate various methodologies and strategies that facilitate interaction. Teaching methodologies are very essential in ensuring pupils' master 3Rs as they play a big role in ensuring pupils are able to read, write and to do arithmetic.

Assessments used in teaching 3Rs can also influence mastering of 3Rs. Gough and Tunmer [20] suggested that reading difficulties can be assessed cognitively and the assessment should look into the mental processes, e.g. the ability of the child to decode and recognize words and symbols. A concrete experience is to be found in Tanzania where classroom teaching is mainly through cramming, reciting singing and copying notes from chalkboards. Letters and sound naming, which are the most important skills in the development of literacy skills, are learned by memorization. Children are given charts of letters to recite and reproduce to teachers as a way to improving mastering of 3Rs.

Matusevich [21] in his research stated that in constructivism method of teaching children as most important. Children are not passive in knowledge, but active at making meaning, testing out theories, and

trying to make sense out of the world and themselves. In mastering of 3Rs as pupils learn through interaction with others in the groups as they construct their own understanding of the world they live in. Constructivist classrooms are diverse due to the fact that the teacher takes in the culture of the children. The teacher's role is to build an environment that allows children to make choices. The teacher is a facilitator and observer. Constructivist classrooms do more at promoting the children's social, cognitive, and moral development than teacher-centered programs and as a result, pupils' mastery of 3Rs can be realized.

Teacher Related Factors

Teachers should have time to work with and to consult each other, to visit each other's classrooms, and to make instructional decisions that improve the coordination. A teacher is a guider in pupils' learning process of mastering of 3Rs. According to Tyson [16], teachers must take part in professional development that focuses on the implementation 3Rs mastery. He further explains that teachers play a big role to guide pupils in mastering 3Rs. The ability, knowledge, methods of teaching and learning, assessment methods, professional development in 3Rs and instructional decisions of the teacher play a great role to ensure pupils in primary school are able to read, write and do arithmetic effectively.

Teachers must be respected and motivated by ensuring that they enjoy their work in terms of better salaries and good working environment. On the contrary, research done by Ngorosho and Lahtinen [22] in Tanzania shows that most teachers are not satisfied with their working environments. In order for teachers to have morale in teaching 3Rs, their working environment must be conducive so as they can teach well. Most teachers are not satisfied with working conditions, their salaries and the workload. There is shortage of houses for teachers in many schools in Tanzania. According to Sumra [23], the salaries are small and emoluments are not paid on time. Generally teachers are not satisfied with working conditions, their salaries and the workload. Having a very big number of pupils in a classroom makes it difficult for a teacher to assist each learner. Solving teachers' problems will therefore help pupils in primary schools in mastering of 3Rs as teachers will be comfortable with the working environment and as a result, they will teach well.

Learner Related Factors

Individual effort made by learners can help them master 3Rs in different ways including independent reading at home and at school. Kumburu [7] in his research shows that in schools it is common to find children struggling with reading and writing, but no substantial steps are taken to help those children improve their literacy skills and school performance.

Many pupils in primary school try their level best to master 3Rs but lack enough support from their teachers. Some children supplement their studies by enrolling themselves in commercially-based tuition classes after school hours, but majority do not have access to these classes due to their high costs and end up dropping from school probably due to the problems related to reading and writing selected learner related factors should therefore be identified and worked upon to see to it that pupils do their part to master 3Rs.

RESEARCH METHODOLOGY

Research Design

The study employed quantitative techniques for data collection, analysis, interpretation and presentation. Creswell [24] indicates quantitative approaches as appropriate when studies intend to identify factors which influence dependent variables for necessary recommendations. Particularly, survey research design was employed to guide this study. According to Lockesh [25], survey studies are used to obtain a persistent and precise information concerning the current state of phenomena and to draw varied conclusions from the facts discovered. With this design the study sought to determine how selected factors influence mastery of 3Rs among learners of Primary Schools. Survey design is considered to be appropriate for non-experimental studies because it provides a detailed description of existing phenomena, with the intent of employing data to justify the current situation [26].

Data Collection Methods

Data was collected through questionnaires which contained a list of items which were provided to teachers to express their views. According to McMillan and Schumacher [8], questionnaires possess scaled items followed by potential responses. Respondents check the place on the scale that best reflects their beliefs or opinions about the statement. The Questionnaire had closed ended items with various options for respondents to choose.

Population and Sampling Procedures

Ilala municipal council is one of the Districts in Dar es salaam City in Tanzania. The researcher selected Ilala District because it is one of many districts in Tanzania which pupil have problem in mastering of 3Rs. Ilala municipal council consists of 128 government primary schools. To determine the sample, systematic sampling procedures was employed. Systematic sampling procedure is more convenient because it ensures that each unit has equal probability of inclusion in the sample. With systematic sampling, every Kth item is selected to produce a sample of size from the population [27]. With this regard, 10% of the schools was used among 128 schools, thus 13 schools were selected as sample.

Validity and Reliability

Validity refers to how well a test measures what it is supposed to measure. The researchers sought help from a group of experts from the University of Arusha to validate the questionnaire. They went through the questionnaire and commented where necessary adjustment needs to be done before data collection.

According to McMillan and Schumacher [8], reliability refers to the consistency of the measurement- the extent to which the results are similar over different forms of the same instrument or occasions of data

collection. Another way to defining reliability is that, it determines the extent to which measures are free from error. If the instrument has little error, then it is reliable and if it has great amount of errors, then it is unreliable. Reliability has to do with the accuracy and precision of a measurement procedure. To guarantee acceptable reliability, the questionnaire was subjected to pilot testing which took place at one school in Ubungo District, Dar es Salaam City where Cronbach's alpha coefficient ranging between 0.760 and 0.923 as seen in Table 1. Therefore, all items in the questionnaire were reliable to be used for data collection.

Table 1: Reliability Test

SN	VARIABLE IN QUESTION	CRONBACH'S ALPHA	COMMENT
1.	Mastering of 3Rs	0.884	Reliable
2.	School Administrative Support	0.858	Reliable
3.	Teaching Methodologies	0.825	Reliable
4.	Teacher-Related Factors	0.836	Reliable
5.	Learner-Related Factors	0.923	Reliable

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

This part presented responses to various research questions and subsequent hypothesis. It also gave analysis and interpretation of results with a support of reviewed literature and studies as shown below:

1. *What is teachers' perception on pupils' mastery of 3Rs among primary schools in Ilala Municipality?*

This research question sought to establish perception of teachers on their pupils' ability to master 3Rs. The scale of mean scores interpretation used was as follows: 3.50-4.00 = Strongly Agree, 2.50-3.49 = Agree, 1.50-2.49= Disagree and 1.00-1.49 = Strongly Disagree.

Table 2: Pupils' Mastery of 3Rs

SN	Pupils' Mastery of 3Rs	Mean	Interpretation
1.	My pupils are able to recognize numbers written in Kiswahili.	2.7792	Agree
2.	My pupils are able to read in Kiswahili language	2.7478	Agree
3.	My pupils are able to add numbers correctly.	2.7435	Agree
4.	My pupils are able to subtract numbers correctly	2.7359	Agree
5.	My pupils are able to minus number correctly	2.7013	Agree
6.	My pupils are able to write in Kiswahili language.	2.6883	Agree
7.	My pupils can construct Kiswahili sentences correctly.	2.6826	Agree
8.	My pupils can clearly understand meaning of Kiswahili words.	2.6696	Agree
9.	My pupils are able to divide number correctly	2.6500	Agree
10.	My pupils are able to do arithmetic in Kiswahili language.	2.6304	Agree

As Table one indicates, respondents' mean scores in all 10 items ranged between 2.50 and 3.49, meaning agreement. Thus, teachers agreed with all the ten items. Particularly, they agreed that their pupils recognize numbers written in Kiswahili (M=2.7792), that their pupils are able to read in Kiswahili Language (M=2.7478), they are able to add numbers correctly (M=2.7435), they are able to subtract numbers correctly

(M=2.7359) and they are able to minus numbers correctly (M=2.7013). This finding is contrary to what was previously discovered in the South and Eastern African Consortium for Monitoring Educational Quality Report by Mrutu, Ponera and Nkumbi [10] which indicated that Tanzania was among countries with the lowest literacy level in primary schools as compared to other SACMEQ countries. Particularly, the report

indicated that pupils had difficulty in all areas of reading, writing and arithmetic and it was recommended that assessment with the purpose of analyzing children's literacy problems should be conducted so as to provide a clear reflection on the child's potential ability to learn (Ibid).

Furthermore, teachers agreed that pupils are able to write in Kiswahili language (M=2.6883), can construct Kiswahili sentences correctly (M=2.6826), they can clearly understand meaning of Kiswahili words (M=2.6696), they are able to divide numbers correctly (M=2.6500), and they are able to do arithmetic in Kiswahili Language (M=2.6304). It is worth to find that teachers perceive their pupils to be able to master reading, writing and arithmetic. These findings still expose the fact that pupils in Ilala Municipality are competent in the mastery of 3Rs. The finding, though, is against what previous studies had concluded that poor literacy and numeracy are common problems that affect primary education system in Tanzania and elsewhere in the world particularly developing countries [3].

The perceived pupils' mastery of 3Rs is very important because Reading, Writing and Arithmetic are essential for every child learning development. Of all the core competencies recognized to contribute to lifelong learning and sustainable development, none is quite as central as the ability to read and write [1] in Ssentanda, [2]. Teachers should therefore be encouraged to ensure that their pupils continue to improve their level of 3Rs mastery.

2. *Is there significant relationship between mastery of 3Rs and selected school related factors?*

This research question sought to establish correlations between school administration support, teaching methodologies, teacher-related factors and learner-related factors' correlation with the 3Rs mastery. It called for testing of a null hypothesis which states: *There is no significant relationship between mastery of 3Rs and selected school related factors:*

The research question was analyzed through inferential statistics namely Pearson Product Moment Correlational Coefficient as reflected in Table 3. The strength of correlations was interpreted by the use of the following scale: Greater or Equal to 0.7 = Strongly Relationship; Greater or Equal to 0.5 = Moderate Relationship and lesser or Equal to 0.5 Weak Relationship. As it can be seen in Table 3, all the four factors under investigation correlate with mastery of 3Rs, though the strength of relations varies.

Particularly, there is a weak yet positive correlation between school administration support and mastery of 3Rs. This implies that school administrative support factors have positive influence on primary school learners' mastery of 3Rs. The more the administrative support, the more the mastery of 3Rs. Therefore, school administrative factor significantly influences mastery of 3Rs. Tyson [16] argued that the school administration should ensure that pupils read more and enjoy reading. According to Rise Tanzania [17], different funding and grants should be sought by school administration in order to purchase books and other learning aid. The school administration must also make sure that resources and books provided are well kept and used accordingly to improve mastery of 3Rs.

Table 3: Correlates of 3Rs Mastery in Primary Schools of Ilala Municipality

		MASTERIN G	ADMINISTR ATION	METHODOL OGY	TEACHER	LEARNER
MASTERING	Pearson Correlation	1	.450**	.360**	.298**	.557**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	266	266	266	266	266
ADMINISTRATI ON	Pearson Correlation	.450**	1	.422**	.435**	.508**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	266	266	266	266	266
METHODODOLOG Y	Pearson Correlation	.360**	.422**	1	.335**	.225**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	266	266	266	266	266
TEACHER	Pearson Correlation	.298**	.435**	.335**	1	.391**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	266	266	266	266	266
LEARNER	Pearson Correlation	.557**	.508**	.225**	.391**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	266	266	266	266	266

** . Correlation is significant at the 0.01 level (2-tailed).

Secondly, there is a weak yet positive correlation between teaching methodologies and mastery of 3Rs. This implies that teaching methodologies have positive influence toward primary school learners' mastery of 3Rs. The better the teaching methodologies, the better the mastery of 3Rs.

Thirdly, there is a weak, yet positive correlation between teacher's related factors and mastery of 3Rs. This implies that teacher -related factors have positive influence toward primary school learners' mastery of 3Rs. The better the teacher-related factors, the better the mastery of 3Rs. This finding is in harmony with the argument of Tyson [16] who explains that teachers play a big role to guide pupils in mastering 3Rs. The ability, knowledge, methods of teaching and learning, assessment methods, professional development and instructional decisions of the teacher play a great role to ensure pupils in primary school are able to read, write and do arithmetic.

Lastly, there is a positive and moderate correlation between learner-related factors and mastery of 3Rs. This implies that learner-related factors have positive influence toward primary school learners' mastery of 3Rs. The better the learner-related factors, the better the mastery of 3Rs. Therefore, these factors significantly influence mastery of 3Rs in schools under investigation.

3. *What is the perception of teachers toward school administration support, teaching methodologies, teacher-related factors and learner-related factors?*

Having seen that school administration support, teaching methodologies, teacher-related factors and learner-related factors have positive correlations

with mastery of 3Rs, it was necessary to establish perception of teachers toward these factors in schools under investigation. The scale of mean scores interpretation used was as follows: 3.50-4.00 = Strongly Agree, 2.50-3.49 = Agree, 1.50-2.49= Disagree and 1.00-1.49 = Strongly Disagree.

a. **School Administration Support**

As it can be observed in Table 2, the mean score of six items about school administration support ranged between 2.50 and 3.49 meaning that respondents agreed with the statements. Particularly, respondents agreed that school administration is concerned with pupils' mastery of 3Rs (M=2.9844), school administration sets strategies to help pupils mastery of 3Rs (M=2.9695), school administration ensures conducive environment for learning (M=2.9509) school administration supports reading culture in the schools (M=2.9502, school administration provides seminars on how to teach 3Rs and school administration seeks for support from the government and non-government organizations (M=2.8610). This implies that school administration is generally perceived by teachers to be supportive in the struggle to raise learners' mastery of 3Rs. The school administration seems to be supportive to ensure that pupil mastery of 3Rs. According to research done by Tyson [16], school administration should support pupils to read, write and do arithmetic effectively. The school administration can do this by creating a rich environment in classroom that encourages and supports speaking, listening, reading, and writing which could highly help pupil in mastering of 3Rs. It can further support pupils' mastery of 3Rs by ensuring the schools have enough books, pupil have enough time to read and ensuring teachers attend classes regularly.

Table 4: School- Administration Support

SN	School Administration Support Factors	Mean	Interpretation
1.	School administration is concerned about pupils' mastery of 3Rs.	2.9844	Agree
2.	School administration sets strategies to help pupils' mastery of 3Rs.	2.9695	Agree
3.	School administration ensures conducive environment for learning	2.9509	Agree
4.	School administration supports reading culture in the school	2.9502	Agree
5.	School administration provides seminars on how to teach 3Rs.	2.8966	Agree
6.	School administration seeks for support from the government and NGOS	2.8610	Agree
7.	School administration ensures availability of teaching- learning resources.	2.4340	Disagree

However, teachers disagreed that school administration ensures availability of teaching and learning resources (M=2.4340). This suggests that teaching and learning resources are not sufficient enough to support the mastery of 3Rs. The school administration should ensure that the teaching and learning and learning resources are sufficient enough to support the mastery of 3Rs.

b. Teaching Methodologies

As it can be observed in Table 3, the mean score of all five items teaching methodologies ranged between

2.50 and 3.49 meaning that teachers agreed with all the items. Particularly, teachers agreed that they use pictures and symbols in teaching (M=3.1673), pupils are learning by doing (M=3.1472), teachers use playing games and songs in teaching (M=3.0943), they use reciting as instructional strategy (M=3.0476) and they combine approaches such as language and phonic in teaching (M=3.0229). Research result shows that teachers trying to use various methods such as the use pictures and symbols playing games and songs in teaching to ensure pupil mastering of 3Rs.

Table 5: Teaching Methodology

SN	Teaching Methodology Factors	Mean	Interpretation
1.	I use pictures and symbols in teaching	3.1673	Agree
2.	My pupils are learning by doing	3.1472	Agree
3.	I use playing games and songs in teaching	3.0943	Agree
4.	I use reciting as instructional strategy	3.0476	Agree
5.	I combine approaches such as language and phonic in teaching	3.0229	Agree

c. Teacher-related Factors

As it can be observed in Table 4, the mean score of the first two items about teacher-related factors ranged between 2.50 and 3.49 meaning that teachers agreed with these two statements. Particularly, they agreed that they have sufficient knowledge and expertise on 3Rs

(M=2.8068) and they have job security (M=2.5096). The result shows that teachers have enough knowledge and expertise on 3Rs which help pupil mastery of 3Rs. The mean score of five items regarding teacher related factors, however, was between 1.50-2.49 meaning disagreement.

Table 6: Teacher-related Factors

SN	Teacher related Factors	Mean	Interpretation
1.	I have sufficient knowledge and expertise on 3Rs.	2.8068	Agree
2.	I have job security.	2.5096	Agree
3.	I am comfortable with the working environment.	2.4394	Disagree
4.	I am committed to teaching in school.	2.3840	Disagree
5.	I am paid salaries and other benefits on time.	1.9887	Disagree
6.	I am motivated by my employer.	1.9434	Disagree
7.	I am respected and appreciated for good work.	1.9065	Disagree

This means that teachers disagreed that they are comfortable with their working environment (M= 2.4394), they are committed to

teaching profession (M= 2.3840), they are paid salaries and other benefits on time (M=1.9434), they are

motivated by their employers (M=1.9434) and they are respected and appreciated for good work (M=1.9065). The result shows generally, teachers are not comfortable with their working environment and they are not respected in their work. To improve mastering of 3Rs there must be good working environment and teachers must be respected, appreciated, and motivated by their employer.

d. Learner related Factors

As it can be observed in Table 5, the mean score of one item about learner-related factors ranged between 2.50 and 3.49 meaning teachers agreed that learners attend schools regularly.

However, teachers disagreed that learners have independent reading and writing habits (M=2.5150), learners have self discipline toward learning (M=2.4642), learners perform independent reading at home (M=2.4466), learners manage their time properly (M=2.4340) and learners have personal efforts in reading, writing and arithmetic (M=2.4335). This means that a lot needs to be done to improve learner related factors with regard to mastery of reading and writing. The mean score of five items regarding teacher related factors, however, was between 1.50-2.49 meaning disagreement. This means that teachers disagreed that they are comfortable with their working environment.

Table 7: Learner Related Factors

SN	Learner-related Factors	Mean	Interpretation
1.	Learners attend school regularly.	2.5150	Agree
2.	Learners have independent reading and writing habit.	2.4943	Disagree
3.	Learners have self discipline towards learning.	2.4642	Disagree
4.	Learners perform independent reading at home.	2.4466	Disagree
5.	Learners manage their time properly.	2.4340	Disagree
6.	Learners have personal efforts in reading, writing and arithmetic.	2.4335	Disagree

This is in harmony with what Ngorosho [22] shows that most teachers in Tanzania are not satisfied with working environments. In order for teachers to have morale in teaching 3Rs, their working environment must be conducive so as they can teach well. Sumra [23], shows that the salaries are small, though the government tried to increase it in 2009, and emoluments are not paid on time. Generally teachers are not satisfied with working conditions, their salaries and the workload, for example having a very big number of pupils in a classroom makes it difficult for a teacher to assist each one of them properly. Tyson [16], teachers must take part in professional development that focuses on the implementation 3Rs mastery.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In the context of factors influencing mastery of 3Rs among learners of primary schools in Ilala District, it was concluded that:

1. There is a significant influence of school administrative support, teaching methodologies, teacher related factors and learner related factors on pupils' mastery of reading, writing and arithmetic. The four variables influence ability to read, write and do arithmetic positively and therefore are determinants of learners' mastery of reading, writing and arithmetic.
2. Pupils master reading, writing and arithmetic. They are able to read in Kiswahili Language

and to add and subtract numbers correctly. They can also clearly understand meaning of Kiswahili words.

3. School administration is concerned with pupils' mastery of 3Rs by setting strategies to help pupils' mastery of 3Rs, ensuring conducive environment for learning, supporting reading culture in the schools, providing seminars on how to teach 3Rs and seeking for support from the government and non-government organizations.
4. Teachers believed to have sufficient knowledge and expertise on 3Rs and they have job security and enough knowledge and expertise, something which fosters the mastery of 3Rs.
5. Pupils attend schools regularly. However, they don't have independent reading, writing habits and self discipline toward learning at home.

Recommendations

Based on the findings and conclusions of this study, it is recommended that:

1. School administration should continue to support teachers' efforts to improve pupils' mastery of reading, writing and arithmetic. Particularly, they should struggle to improve both teacher and learner related factors which seem to influence pupils' mastery of reading, writing and arithmetic.
2. School administration should further ensure conducive environment for learning, support reading culture in the schools, provide seminars

on how to teach 3Rs and seek for support from the government and non-government organizations to improve pupils' mastery of 3Rs.

3. Teachers should encourage pupils to have independent reading, writing habits and self discipline toward learning at home.

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