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# Contributions of the acquired literacy and numeracy education support (lanes) professional development skills on enhancing literacy skills to std I and II pupils in Tanzania

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**CONTRIBUTIONS OF THE ACQUIRED LITERACY AND NUMERACY  
EDUCATION SUPPORT (LANES) PROFESSIONAL DEVELOPMENT SKILLS ON  
ENHANCING LITERACY SKILLS TO STD I AND II PUPILS IN TANZANIA  
(Sumbangan Penguasaan Program Sokongan Pendidikan Literasi dan Numerasi (LANES)  
dalam Kemahiran Pembangunan Profesional untuk Meningkatkan Kemahiran Literasi kepada  
Murid Darjah I dan II di Tanzania)**

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**Abstract**

The study investigated the contribution of learned literacy and numeracy Education Support Programme (LANES) Teacher Professional Skills on Enhancing STD I and II Pupils' Literacy Skills in Tanzania. Andragogy Learning Theory guided the study in order to understand the impact of learned LANES teacher professional skills on enhancing STD I and II pupils' literacy skills specifically the extent to which the learned LANES professional skills enhanced children's reading and writing competence. The study consisted of 100 pupils from 10 primary schools, 20 Standard I and II teachers, 10 head teachers and 1 District Education Officer. Both qualitative and quantitative approaches were used to generate and analyse the data. The study revealed that LANES training has made a great contribution to improving teaching and learning of literacy skills. Teaching methodology such as interacting with the learner as using instructional aid during lessons as well as perceptions of positive changes in general teaching practices was improved. Moreover, the pupil's performance in reading and writing tasks were good. Averagely, 76% of STD I & II pupils were able to confidently read and write the tasks was given in a specified time. From these findings, the training proved to have a positive contribution and improved pupils' competence in reading and writing country wise. The study recommends that the government and other agencies should provide regular training to teachers as appropriate measures in updating their skills and knowledge for the improvement of pupils' literacy skills.

**Kata kunci:** Literacy skills, reading and writing competencies, LANES, professional, STD I & II

**Abstrak**

*Kajian ini meneliti sumbangan penguasaan Program Sokongan Pendidikan Literasi dan Numerasi (LANES) Kemahiran Profesional Guru dalam meningkatkan kemahiran literasi murid darjah I dan II di Tanzania. Teori Pembelajaran Andragogi membimbing kajian ini untuk memahami kesan kemahiran profesional guru LANES yang dipelajari terhadap peningkatan kemahiran literasi murid darjah I dan II kebususnyanya sejauh mana kemahiran profesional LANES yang dipelajari meningkatkan kecekapan membaca dan menulis kanak-kanak. Kajian ini terdiri daripada 100 orang murid dari 10 sekolah rendah, 20 orang guru darjah I dan II, 10 orang guru besar dan 1 orang Pegawai Pendidikan Daerah. Kedua-dua pendekatan kualitatif dan kuantitatif digunakan untuk menghasilkan dan menganalisis data. Kajian menunjukkan bahawa latihan LANES telah memberikan sumbangan besar untuk meningkatkan pengajaran dan pembelajaran kemahiran literasi. Metodologi pengajaran seperti berinteraksi dengan pelajar seperti menggunakan alat bantu mengajar semasa pelajaran serta persepsi terhadap perubahan positif secara keseluruhan menunjukkan penambahbaikan amalan pengajaran. Lebih-lebih lagi, prestasi murid dalam tugas membaca dan menulis adalah baik. Secara purata, 76% murid darjah I & II dapat membaca dan menulis tugas yang diberikan dengan yakin dalam masa yang ditentukan. Dari penemuan ini, latihan terbukti memberi sumbangan positif dan meningkatkan kecekapan murid dalam membaca dan menulis. Kajian ini mengesyorkan agar pemerintah dan agensi lain harus memberikan latihan secara berkala kepada guru sebagai langkah yang sesuai dalam mengemas kini kemahiran dan pengetahuan mereka bagi peningkatan skill literasi murid.*

**Keywords:** *Kemahiran literasi, kecekapan membaca dan menulis, LANES, Pembangunan profesional, Darjah I & II*

## 1.0 BACKGROUND OF THE STUDY

Literacy is among the most important life skills that the schools seek to achieve. It is globally believed that children with basic literacy skills participate effectively in future learning (UNESCO, 2015). Literacy is the ability to read and write. Therefore, literacy like any area of skills has a continuum of competence from beginner to expert. In responding to the necessity of literacy to children for development, United National contents that the world has officially begun to implement the 2030 agenda for Sustainable Development to address the urgent global challenges over the next 15 years. One of the goals of the agenda for the implementation is goal number 4, which focuses on the acquisition of foundational and higher-order skills, greater and more equitable access to technical and vocational education and training and higher education, training throughout life, and the knowledge, skills, and values needed to function well and contribute to the society (National, 2016).

It is believed that, for children to acquire acceptable quality basic life skills there should be support and instructions from effective and proficient teachers. The teachers should be technically and cognitively improved to make them competent in transferring knowledge, skills, and attitude to students (UNESCO, Education for All by 2015, will we make it, 2008). The education stakeholders have always perceived that teacher quality and teacher professional development have been a valuable national education agenda for acceptable outcomes of education. The global initiatives are being implemented towards the improvement of literacy among children in lower grade classes. UNESCO further reported that there is relatively low and unequal learning achievement in language and Mathematics in many countries, especially in sub-Sahara Africa (SSA) (UNESCO, 2008). These poor results are seen throughout basic schooling, but it is becoming increasingly clear that the first years of schooling are especially important. The report shows that teacher education has been identified as both parts of the problem and solution. It is obvious that teachers in lower classes need to be exposed to professional development to effectively improve their pupils' literacy competencies. The Government of Tanzania has been attempting to improve literacy among its people through different strategies to raise their life skills. Some of these efforts are reflected in the National Education and Training Policy of 2014. The Policy has clearly shown the importance of the teachers' professional development. Among other things, it intends to improve the quality of education and training through strengthening in-service teacher training programmes and supplying the teaching and learning materials (URT, 2014). It should be noted that, while the programmes to upgrade the qualifications on subject content knowledge, often available to teachers (for example from grade C/B to ordinary level certificates and, thereafter, to Grade A teacher training), this is not the case with the professional development courses. Further examples of continuous professional development (CPD) programmes included the Teacher Educator's Programme (TEP), Children's Book Project and Education (URT, 2017).

Moreover, the government has reformed the curriculum for standard I and II. Opportunities have been provided to the teachers who instruct the pupils in lower primary levels (Standard I and II) to improve their skills and knowledge on literacy. Those teachers have been the focus to shape the pupils' skills and knowledge, as appropriate to the need of the current curriculum (EQUIP-T, 2015; Connal, Strath, & Dihenga, 2019; URT, 2017). It is assumed that when teaching in lower classes is instructed with literacy skills effectively, they are likely to be able to build a required foundation for pupils to learn effectively and properly at higher class levels (URT, 2017). The competent teachers in numeracy and literacy skills can effectively make pupils acquire basic life skills, such as communication (including pre-literacy) skills, co-operation, autonomy, creativity, problem-solving and persistence (UNESCO, 2015; URT, 2017). However, the literacy skills to children are at a low level in most regions in Tanzania seems to low. (USAID, 2014; EQUIP-T, 2015; Uwezo, 2010). According to USAID when Early Grade Reading Assessment (Kiswahili) (EGRA) and Early Grade Mathematics Assessment (EGMA) were conducted, it was revealed that many children at the end of Standard II were unable to master the required 3Rs skills (USAID, 2014). Such a situation calls for an effective continuous professional development in numeracy and literacy among teachers. Therefore, this study investigated the contribution of the current initiatives of the LANES professional development for Standard I and II teachers, in enhancing literacy to pupils.

## 2.0 STATEMENT OF THE PROBLEM

Several studies indicated that there is poor mastery of literacy skills in primary schools across the country (DFID, 2012; Janus & Keijzer, 2015). Further a study by HakiElimu among the households in Tanzania, revealed that there was a low achievement in literacy skills among the pupils in primary schools (HakiElimu, 2012). Less than half of the pupils surveyed could read Standard II English book and one in four pupils could not read Standard II Kiswahili book. Furthermore, DFID reported that there has been a lack of attention to learning among most pupils and, as a result, the majority of them have been failing to achieve basic literacy skills (DFID, 2012). The effective pupil learning and achievement is hampered by the weaknesses in the teachers' pedagogical, content knowledge (PCK) and classroom practice

The pupils who fail to master literacy in STD I and II or in pre-primary education face difficulties in upper classes. The teachers' professional development in literacy is one of the measures towards enhancing the pupils' success in class I and II (UNESCO, 2015). LANES was introduced as an opportunity to address the challenges of poor mastering literacy skills to children that seem to be unsolved. The programme focused on improving the teaching and learning of the 3Rs for children aged 5 to 13 years through an improved methodology for the teaching and learning of the 3Rs, increased skills for teaching Basic Literacy and Numeracy, increased provision and interaction with 3Rs learning materials and increased school readiness (URT, 2014) (Connal, Strath, & Dihenga, 2019; MoEVET & PMO-LARG, 2014). It is now three years (from 2014 to 2017) since LANES trained 18000 STD I and II teachers on literacy in Tanzania (MoEVET & PMO-LARG, 2014). The training was conducted through the CASCADE model, whereby master trainer at national level trained trainers of the trainees (ToT) who were responsible to train teacher at the school base level. The study was focused on a school level to evaluate the extent to which competencies learned by STD I & II teacher during training on children's performance in reading and writing skills (Ibid). Among the skills learned during the training include mastery teaching of subject content (such as letter and syllable sounds, phonic awareness, reading comprehension, reading, writing), creating lesson plans, designing teaching and learning materials and helping learners with special needs (MoEVET & PMO-LARG, 2014). The contribution of this training to the teachers who attended this programme in assisting STD I and II pupils to acquire the required literacy skills was not known. This study was very important because the literature available has not adequately informed about how LANES has addressed the development of literacy skills among STD I and II pupils. Instead, the studies available (e.g. EQUIP-T, 2014; & HakiElimu, 2011; 2012) concentrated on the quality of primary education. Other studies (e.g. USAID, 2012; Moshia, 2011) generally addressed the factors that contributed to learning outcomes in primary schools. This study was, therefore, important to fill the gap by determining the influence of LANES on the development of literacy skills, and the factors which negatively affect LANES professional development programme for Standard I and II teachers.

## 3.0 OBJECTIVES OF THE STUDY

The study aimed to investigate the extent to which the acquired LANES professional skills such as facilitation of subject content like (letter and syllable sounds, phonic awareness, reading comprehension, reading, writing), creating lesson plans, designing teaching and learning materials in literacy have enhanced the pupils' competencies in reading and writing.

## 4.0 RESEARCH QUESTION

The research question which guided this study was "To what extent have the learned LANES professional skills enhanced the STD I and II pupils' literacy skills?"

## 5.0 THEORETICAL FRAMEWORK

The study was guided by the Andragogy Learning Theory to predict what would be considered in implementing the programmes related to professional development, which would mostly be pursued by in-service personnel who were usually adults. Teaching Excellence in Adult Literacy (TEAL) explains that adult theories make up the adult learning knowledge base (TEAL, 2011). The more adult trainees are

familiar with the knowledge base, the more effective their practice can be and the more responsive their practice can be to the needs of the learners.

### 5.1 Andragogy Learning Theories

According to Knowles for adult learning to be effective, some factors should be considered (Knowles, 1980). In his theory, posit that an adult learner moves from dependency to increasing self-directedness as he/she matures and can direct his/her learning, learners draw from the accumulated reservoir of life experiences to aid learning (Okoto & Gaikward, 2015). A learner is ready to learn when he/she assumes the new social or life roles. Andragogy Learning Theory suggests that because adults learn by doing, the effective instruction focuses on the tasks that adults can perform, rather than on the memorization of the content because adults are problem-solvers and learn best when the subject is of immediate use. Effective instruction involves the learner in solving real-life problems. The theory was founded on the principles that effective training should be Relevant, Engaged, Active, and Learner-centered as elaborated hereunder. The relevance of the theory is that the teachers involved in the LANES program under the CASCADE model at the school-based level. Head teachers and ward education officers who received the training made facilitation available to STD & II teachers in their respective schools. The study evaluated the contribution of competencies gained by teachers during the training on STD I&II children achievement in reading and writing. It should be noted that teachers who were exposed to this training were in-service teachers (adult learners) of which the theory counted on.

## 6.0 METHODOLOGY

The study employed both qualitative and quantitative approaches (mixed-method approach) to investigate the influence of LANES professional development for the Standard I and II teachers in enhancing literacy among the children. The utilization of the mixed-method research strategy enabled the researchers to solicit the primary data through questionnaires and interviews and used the existing information through documentary reviews to collect the secondary data. The design which was employed to investigate this phenomenon was a descriptive research design. The design was appropriate since it facilitated the collection of statistical data for the generalization and conclusion of the data that showed the respondents' views on the achievement of the programme. The study was conducted in Dodoma Municipality. It was relevant in conducting the study because the Dodoma Region is among the regions whose pupils in different primary schools have been identified to experience a low level in literacy and numeracy competencies (EQUIP-T, 2015). The study used a sample that constituted 131 respondents from ten (10) selected primary schools and officials from the Municipal office. The sample comprised of the pupils, teachers, heads of schools, and Municipal Education Officers.

### 6.1 Instruments

The study made use of various methods in collecting data, based on the nature of the research. The information from the teachers on the contribution of LANES training among the teachers in enhancing reading and writing competence among the children was collected through interviews and questionnaires. The questionnaires were used to collect the data, whereby Likert scale questions as part of closed-ended questions were used to assess the respondents' acceptance of the contribution of LANES to the improvement of the teachers' literacy skills. The questionnaires were administered to Standard I and II teachers. The semi-structured interview guides were also used to collect the data from key informants such as head teachers and the Municipal Education Officer who were the key informants. The interviewees gave the data concerning the influence of the implementation of LANES objectives. The test technique was also used in collecting the data from the pupils in Standard I and II while assessing the influence of LANES' training which was provided to Standard I and II teachers. The tests measured the reading and writing competencies of the pupils in Standard I and II. The tests constituted different tasks that were used to measure different reading and writing competencies. The tasks were prepared in Kiswahili and required the pupils to respond to them orally and in writing. The tasks measured the pupils' competencies in reading and writing skills. The reading was focused on the letter and syllable sounds, familiar and non-familiar words and reading comprehension; whereas the writing skills involved words and sentence writing. The tests were administered to ten (10) pupils from each school and five (5) pupils from each class. The collected

information from the tests was used in making the judgment on the impact of LANES professional development to Standard I and II teachers in improving the pupils' reading and writing.

## 7.0 FINDINGS AND OBSERVATIONS

This section presents the findings regarding the extent to which learned LANES professional development skills to teachers have enhanced children's literacy and numeracy skills.

### 7.1 Teachers' Views on the Extent to which LANES' Training has made them Competent in Improving Literacy and Numeracy to Pupils.

The findings in Table 1 show the teachers' views on the level of the contribution of training.

Table 1: Teachers' Views on the Contribution of LANES Training in Improving Literacy and Numeracy to Pupils

Level of Contribution	Frequency	Percent
To a great extent	6	30.0
Average	8	40.0
Little	2	10.0
Very little	2	10.0
Not at all (did not attend training)	2	10.0
Total	20	100.0

Source: Field data, 2017

Observations from the field indicated in Table 1 show that 6(30%) of the respondents perceive that LANES has assisted the teachers in improving pupil's literacy and numeracy to a great extent, 8(40) valued LANES training to have averagely contributed. Moreover, 2(10%) valued it to have little contribution and 2(10%) perceived it to have a very little contribution, while 2(10%) had not attended any training related to the teaching of literacy and numeracy. Teachers have shown positive perceptions on contributions LANES in-service training to teachers to equip them with the current knowledge and skills. The views from the interviewed teachers showed that LANES professional development through EQUIP-T has improved the teaching of lower classes and enhanced STD I & II pupils' literacy.

A Teacher of school B said that:

“The training by EQUIP-T on literacy made me more competent in teaching literacy and numeracy to pupils to improve 3Rs. I advise the government and other educational agencies to provide more training to teachers” (teacher school B, April 2017).

The headteacher of school E said that:

“...STD I and II teachers at my school now have changed their mode of instruction of literacy and numeracy skills; they are using more teaching aids than before and at least books are available for teaching though is not enough” (Headteacher, school E, April 2017).

The MEO explained:

“The Government should increase in-service training for teachers. This is because our teachers have changed the way of teaching. The training has also motivated and improved them in assisting pupils in improving reading, writing and arithmetic” (MEO Dodoma, April 2017).

### 7.2 Level of Achievement in Reading and Writing Competencies

Reading and writing tests were provided to children to determine their performance level. The test results were analyzed based on the class level.

#### 1. STD I Reading Test Results

The reading test was provided to Standard I pupils to determine the impact of the teachers' teaching ability to teach reading after the training. The pupils were required to independently read the words and sentences written on the board as instructed. The analysis of the data was categorized into the competencies tested

and the findings were categorized according to the number of correct scores as collected from a total of 50 pupils from 10 primary schools.

## 2. *STD I Pupils' Ability to Pronounce Vowels and Consonants*

Table 2 shows the results of the pupils' ability in pronouncing the vowels and consonants.

Table 2: Pupils' results on the ability to read vowels and consonants

Number of correct sounds	Sound			
	Vowels		Consonants	
	Frequency	Percent	Frequency	Percent
Pronounced 5 sounds correctly	42	84.0	26	52.0
Pronounced 4 sounds correctly	1	2.0	9	18.0
Pronounced 3 sounds correctly	1	2.0	6	12.0
Pronounced 1 to 2 sounds correctly	4	8.0	8	16.0
Did not pronounce any sound correctly	2	4.0	1	2.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>50</b>	<b>100.0</b>

Source: Field data (2017)

The research findings presented in Table 2 show that 42(84%) pupils pronounced all 5 vowels correctly, 1(2%) pupil pronounced 4 vowels correctly, 1(2%) pupil pronounced 3 vowels correctly, 4(8%) pupil pronounced 1 to 2 vowels, while 2(4%) pupils were unable to pronounce any of the vowels. At the same time, 26(52%) pupils were able to pronounce the displayed all 5 consonants correctly, 9(18%) pupils pronounced 4 consonants, 6(12%) pupils pronounced consonants correctly, 8(16%) pupils pronounced 1 to 2 consonants correctly while 1(2%) pupil could not pronounce any consonant correctly.

## 3. *STD I Pupils' Ability to Read Syllables and Familiar Words*

The STD I pupils' competencies in reading Kiswahili syllables and words were also assessed and the results are displayed in Table 3.

Table 3: STD I Pupils' results on the ability to read syllables and familiar words

Number of reading scores	Reading			
	Syllables		Familiar words	
	Frequency	Percent	Frequency	Percent
Not able to read any item	3	6.0	4	8.0
Able to read 1 to 4 items	1	2.0	3	6.0
Able to read 5 items	1	2.0	4	8.0
Able to read 6 to 9 items	22	44.0	12	24.0
Able to read all 10 items	23	46.0	27	54.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>50</b>	<b>100.0</b>

Source: Field data (2017)

The field data showed that 3(6%) out of 50 pupils failed to read any syllables, 1(2%) pupil managed to read 1 to 4 syllables, 22(44%) pupils read 6 to 9 syllables, 23(46%) pupils read correctly all the syllables displayed on the blackboard. Further, 4(8%) pupils failed to read all 10 simple and familiar words, 3(6%) pupils managed to read 1 to 4 words, 4(8%) pupils succeeded to read 5 syllables 12 (24%) pupils were able to read between 6 and 9 words, whereby 27 (54%) pupils were able to read all 10 words correctly (refer Table 3).

## 4. *STD I Pupils' Test Results on Writing Competence*

Table 4 summarizes the performance of the pupils in the ability to write familiar words.

Table 4: STD I Pupils' results on the ability to write words

Writing scores	Frequency	Percent
Not able to write any word	1	2.0
Able to write 1 to 4 words	9	18.0
Able to write 5 words	1	2.0
Able to write 6 to 9 words	1	2.0
Able to write all 10 words	38	76.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

The results summarized in Table 4. indicate that 38(76%) pupils wrote all 10 words correctly, 9(18%) pupils succeeded to write 1 to 4 words while the remaining pupils were able to write 5 words. This implies that most pupils, i.e. 90% are at an acceptable level of writing competence and little effort is needed to assist all pupils in writing competence.

### 7.3 Standard II Reading Test Results

The tests were also administered to standard II pupils to examine the level of competencies in reading. The tests examined the pupils' understanding of foundational literacy by using Kiswahili and they were evaluated both orally and in written form through sub-tasks. The sub-tasks consisted of level 2 tasks which included reading of the names of letters, familiar and unfamiliar words, simple comprehension passages and writing of simple sentences, recognizing reading and writing of names and letters.

### 7.4 STD II Pupils' Ability in Reading Names of Letters

The teachers were given different strategies for enhancing the pupils' ability in recognizing and reading the names and sounds of the letters, Therefore, the pupils' ability to read the letters was determined by giving them the task of naming the letters which were mixed with their sounds, and the preferred letters and sound were written on a flip chart which was fixed onto a table. This was considered essential in knowing whether or not the pupils have developed alphabetic language. Therefore, the mastery of the alphabetic units is critical for decoding or sounding out the letters. Table 5 shows the pupils' results on the application of literacy skills in reading letters.

Table 5: STD II Pupils' results on the ability to read the names of the letters

Pupils' score	Frequency	Percent
Failed to read any letters	2	4.0
Able to read 1 to14 letters	4	8.0
Able to read 25 to 40 letters	2	4.0
Able to read all 50 letters	42	84.0
Total	50	100.0

Source: Field data (2017)

The findings in Table 5 show that most of the pupils, that is 42(84%) out of 50 pupils managed to read all 50 letters correctly, 2(4%) pupils were able to read 25 to 40 letters correctly,4(8%) pupils were able to read to 1 and 4 letters correctly, while 2(4%) pupils did not read any letter.

### 1. STD II Pupils' Ability in Reading Names of Familiar and Unfamiliar Words

The pupils' ability to read familiar and unfamiliar words was also examined. The competence in reading words builds the foundational skills in becoming a fluent reader. Table 6 shows the reflection of the pupils' ability to reading competence.

Table 6: STD II Pupils' Results of reading the names of familiar and unfamiliar words

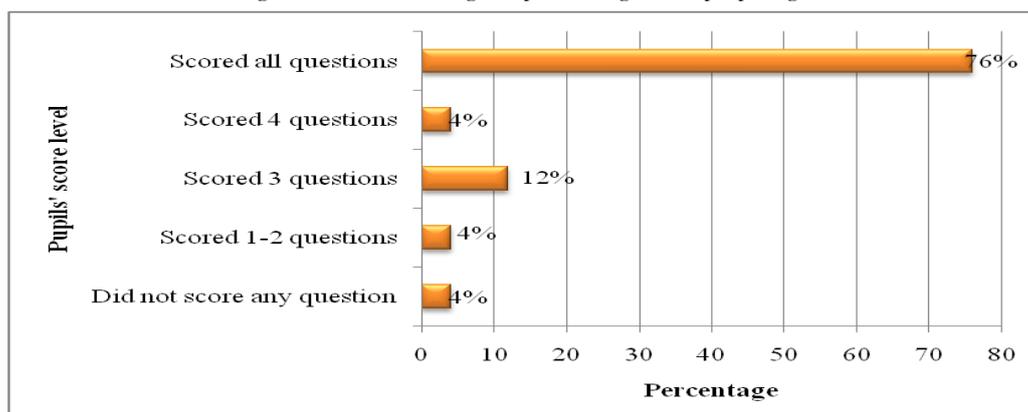
Pupils' scores	Reading familiar words		Reading unfamiliar words	
	Frequency	Percent	Frequency	Percent
Unable to read any word	2	4.0	2	4.0
Able to read 1 to 4 words	-	-	2	4.0
Able to read 5 to 6 words	1	2.0	4	8.0
Able to read 7to 9 words	2	4.0	6	12.0
Able to read all words	45	90.0	36	72.0
Total	50	100.0	50	100.0

Source: Field data (2017)

As depicted in Table 6 regarding the pupils' ability to read familiar words, most of the pupils that is, 45 (90%) out of 50pupils could confidently read all 10 words, 2(4%) pupils could read 7 to 9 words, 1(2%) pupil could read 5 to 6 words while 2(4%) pupils were unable to read any familiar word. Moreover, 36 (72%) out of 50 pupils were able to read all 10 un-familiar words, 6 (12%) pupils were able to read 7 to 9 words, 4 (8%) pupils were able to read 5 to 6 words, 2(4%) pupils were able to read 1 to 4 words, while 2(4%) pupils failed to read any word. According to these current study findings, there is a sign of positive contribution to the programme towards the pupils' development in the literacy skill3.3.3 STD II Pupils' Ability to Comprehend Simple Passage.

The Standard II reading comprehension level was examined among standard II pupils.

Figure 1 indicates reading comprehending the simple passage.



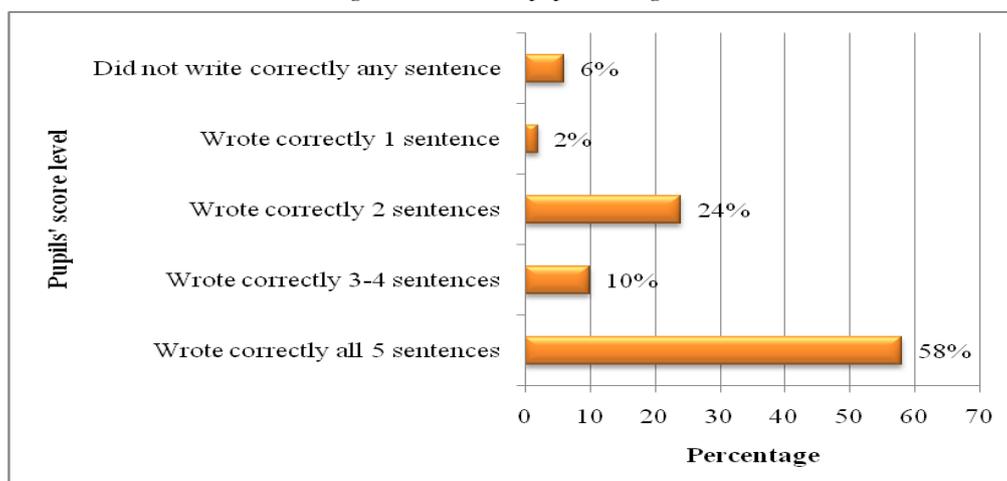
Source: Field data (2017)

The findings drawn from the field show that 38(76%) out of 50 pupils scored all 5 questions, 2(4%) pupils scored 4 questions, 6 (12%) pupils scored 3 questions, 2(4%) scored 1 to 2 questions whereas 4(4%) pupils failed to score any question (see Figure 1).

## 2. STD II Pupils' Writing Competence

The study sought to evaluate the writing competency level acquired by the pupils. The test results are displayed in Figure 2.

Figure 2: standard II pupils' writing test



Source: Field data (2017)

Figure 2 indicates the pupils' achievement in the examined writing skills. These findings show that 29(58%) of 50 pupils were able to write all 5 sentences correctly, 5(10%) pupils were able to write 3 to 4 sentences correctly, 12(24%)pupils were able to write 2 sentences correctly, 1(2%) pupil was able to write 1 sentence correctly while 3(6%) pupil failed to write any sentence.

## 8.0 DISCUSSION AND RECOMMENDATIONS

This part analyses the critical issues based on the study findings. The contribution of the study findings to programme evaluation and the role of the CASCADE model in improving professional development are among the issues raised during the study.

### 8.1 The Contribution of the Study Findings to the programme Evaluation:

The analysis of the findings obtained from the study reveals that there was a significant achievement in improving the teachers' knowledge and skills for effective instruction of literacy skills among STD I and II pupils. LANES training contributed to the improvement of literacy skills, increase in the pupils' performance, pupils' mastery of reading and writing according to their level of understanding. STD I and II pupils also performed well in the mock examinations of 2016. These current statistical results and respondent's views are different from the past studies which reported the pupils' poor performance at a higher level. For example, (Uwezo, 2010) claims that the study conducted in 2010 found out that large a number of the pupils in primary schools could not perform up to their level. All children in Standard II were able to perform up to Standard II level, but less than one-third of standard III pupils were able to do so. Further, through their baseline assessment (MoEVET & PMO-LARG, 2014; USAID, 2014) it was revealed that many pupils were unable to master the required 3Rs skills at the end of Standard II after the implementation of Early Grade Reading Assessment (EGRA) and Early Grade Mathematics which were conducted in Kiswahili (EGMA) (USAID, 2014). Moreover testimony from teachers themselves confirmed that the training programme has contributed a lot to their daily practice. Said teacher from school B:

“The training by EQUIP-T on literacy made me more competent in teaching literacy and numeracy to pupils to improve 3Rs. I advise the government and other educational agencies to provide more training to teachers” (teacher school B, April 2017). This was also supported by a head teacher from school E, who argued that:

“...STD I and II teachers at my school now have changed their mode of instruction of literacy and numeracy skills; they are using more teaching aids than before and at least books are available for teaching though they are not enough” (Headteacher, school E, April 2017).

Teachers' professional development (in-service training) is a valuable option in enhancing the teachers' professional competencies which consequently improve the pupils' academic achievement. Basing on the observation above, LANES professional skill gained by teachers made a positive contribution to the improvement of literacy skills to children in Tanzania. The study provided a full picture of the training outcome among the education stakeholders such as the Ministry of Education, teachers, policy developers and other educational practitioners on the extent to which LANES professional development for Standard I and II teachers have enhanced literacy to pupils. Thus, the result of the study findings should be a motive mechanism in its evaluation for more improvement.

### 8.2 School-Based Professional Development

The school-based professional development is vital. It allows updating their knowledge through sharing ideas, experience, and challenges faced in the course of their teaching. It also suggests the best approach to address them to improve the student's performance and quality improvement. Through school-based training, it is easier to spread the knowledge gained by a few teachers who attended the LANES training to other teachers who did not get such a training opportunity. This was also supported by (Chalchisa, 2010) who asserted that there are strong demands for teachers to continuously update their knowledge and skills due to the introduction of new curricula, changes in the characteristics and learning needs of students, new research on teaching and learning and increased pressure for accountability of school teachers and school performance. Moreover, the school-based training improves the relationship among teachers in the school by allowing them to meet and discuss the matters related to teaching and learning thus improving the efficiency and effectiveness in teaching and learning.

## 9.0 CONCLUSION

Based on the study findings and observations, it is concluded that LANES professional training provided the teachers with adequate literacy skills that have a positive contribution to literacy skills among the STD I and II pupils in Tanzania. A big number of pupils who were assessed in terms of reading and writing abilities performed excellently. More training should be provided to teachers regularly and, the follow up to guarantee the implementation, evaluation and feedback should be conducted to determine the success and failure of the programme.

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