

**CHALLENGES FACING LITERACY TEACHING IN RURAL PRIMARY SCHOOLS OF  
HLANGANANI –NORTH CIRCUIT IN MAKHADO MUNICIPALITY**

By

**Humbulani Alex Mashamba**

**9414064**

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Institute for Rural Development  
School of Agriculture**



**University of Venda**

**SOUTH AFRICA**

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**Supervisor: Prof A.P Kutame**

**Co-Supervisor: Prof. J. Francis**

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## ABSTRACT

Many studies conducted in the past indicated that literacy teaching forms the foundation of learning. Other school subjects depend on basic literacy for meaning, performance and knowledge acquisition by learners, however, in South Africa, the majority learners in primary school cannot read and write more particularly those learners who are in rural primary school. The aim of this study was to find out the challenges facing literacy teaching in rural primary schools. In this study the researcher used quantitative research design for data collection through a self-administered questionnaire. The target population in this study consisted of all primary school teachers in Hlanganani North Circuit in Makhado Municipality of Vhembe District in Limpopo Provinces of South Africa. A simple random sampling procedure was used in selecting the sample of this study. The sample of this study was made up of primary school teachers who are offering English language in the intermediate phase. Simple random selection method was used whereby hundred and fifty respondents participated. After data collection, it was coded and analysed using the statistical package for social sciences version 21. Results showed that many teachers are left with few years before retiring from the teaching profession. Literacy, in particular, is facing a serious challenges in the next few years because a substantial number of teachers are retiring and others are passing on. The department of Education in South Africa should come up with new strategies in order to solve the challenges facing literacy teaching in primary schools.

**Key words:** literacy, rural, schools, teaching, literacy teaching