

**INSTRUCTIONAL STRATEGIES AND LITERACY SKILLS DEVELOPMENT  
AMONG LEARNERS IN SELECTED PRIMARY SCHOOLS IN MUKONO  
CENTRAL DIVISION**

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**UGANDA CHRISTIAN  
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## DECLARATION

I, Nalunkuma Bbosa Violet, declare that this dissertation entitled “Instructional Strategies and Literacy Skills Development Among learners in Selected Primary Schools in Mukono Central Division” is my own original work, compiled through my personal effort, research, and analysis.

Signature: 

Date: May 2026

## APPROVAL

I confirm that this dissertation was prepared under my direct guidance and supervision, and I am satisfied that it is now ready for examination.

Sign: 

Date: May 2026

Dr. KAGOIRE OCHEIENG MARY

## **DEDICATION**

I dedicate this dissertation to my dear husband, Mr. Tamale Frank, and our wonderful children. Your unwavering love, encouragement, and constant companionship have been my strength throughout this academic journey. Thank you for standing by me every step of the way.



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## **ABBREVIATIONS**

|        |                                                               |
|--------|---------------------------------------------------------------|
| UNESCO | United Nations Education Scientific and Cultural Organization |
| MoES   | Ministry of Education and Sports                              |
| EFA    | Education for All                                             |
| UPE    | Universal Primary Education                                   |
| UNEB   | Uganda National Examinations Board                            |
| NAPE   | National Assessment of Progress in Education                  |
| RTI    | Research Triangle Institute                                   |
| NAEP   | National Assessment of Educational Progress                   |
| SCT    | Social Cultural Theory                                        |

## **ABSTRACT**

This study explored the effect of the instructional strategies on the development of literacy for primary school learners in Mukono central division, Uganda. The inquiry focused on three objectives: examining the effectiveness of teaching methods; assessing the role of instructional materials; and evaluating how scaffolding practices support literacy growth. Using a qualitative multiple case study design, the research focused on two primary schools. Structured interviews were conducted with eight literacy teachers, four focus group discussions with thirty eight learners, twelve classroom observations, and document reviews.

Findings indicated that activities like reading aloud, paired reading, or the Jolly Phonics (JP) approach had a positive effect on the development of phonemic awareness and fluency, but little effect on comprehension. The teacher created charts, phonic word cards and realia were helpful for engagement and building vocabulary, and however, they were not always available, of good quality or in sufficient quantity to be effective. Literacy development was supported with scaffolding techniques such as modeling, providing feedback and connecting lessons to real world experiences, but individual support was limited by large class sizes (average of eighty students per teacher) and set lesson times.

The study also concludes that although instructional strategies have potential in improving the basic literacy skills, this is dependent on contextual challenges like class size, material availability and preparedness of the teacher. They suggest ongoing professional development in phonics and comprehension strategies, more funding to support a graded readers, smaller class sizes and a gradual and systematic integration of scaffolding techniques into regular classroom practice. In addition to these practical steps, the study provides empirical evidence from a resource limited context in Uganda and adds to Vygotsky's Sociocultural Theory by identifying contextual moderators for the application of the Zone of Proximal Development (ZPD).

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

Literacy skills are essential to success in formal education. Literacy is also an important skill that we need outside of the classroom, for use in a variety of areas of life. Particularly important is early literacy development these skills give learners the ability to improve in all subjects. This chapter, therefore, gives the background, problem statement, purpose, objectives, research questions, significance, and scope, definitions of key terms and conceptual framework of the study.

#### **1.1 Background**

The background is organized under four themes namely, the historical, theoretical, conceptual and contextual.

##### **1.1.1 Historical Background**

Literacy has always been regarded as a priority in many countries in the world. Quinn (2011) notes that literacy is considered a key policy objective in most countries. The governments have adopted diverse educational plan and pedagogical methods to improve literacy outcome as stated by Mumpuniarti (2017). A program of this kind is the Early Grade Reading Assessment (EGRA) which aims to assess the learning of early reading skills in infant classes. Mwoma (2017) emphasizes that the results from the EGRA will give teachers a better means of tracking pupils' progress from learning to read to reading to learn.

In the western world there has been a systematic focus on the development of literacy. For example, the United States has been collecting data of its school-age population's reading proficiency through the National Assessment of Educational Progress (NAEP) since 1969. The test must be administered to learners to determine his or her grasp of

text at the grade level (NAEP, 2019). Finland, a perennial top performer in literacy, focuses on systematic phonics teaching, reading independently every day, and extensive home / school partnership (OECD, 2019). Likewise, the National Literacy Strategy in the United Kingdom, which was launched in 1998, requires daily literacy hours that embrace word level, sentence level and text level tasks to support comprehension development (Department for Education, 2020).

The 2006 Education for All Global Monitoring Report showed that almost a fifth of the world's population remained out of school and not even literate. UNESCO (2016) also reported that in Africa, 40 of the 100 people are still unable to read and write, while in emerging countries, 25 of 100 people are still unable to do so. In Africa, West Africa is the African region with the highest issue of illiteracy as compared to Eastern and Southern Africa. Healey (1984) has blamed this enduring challenge on the effects of population growth, the lack of universal primary education, poor follow up on the use of literacy and frequent failure to learn to read. Zimmerman (2018) also highlighted literacy as a critical issue in literacy in Africa. For instance, pupils in South Africa have great difficulty with reading and writing in any language. According to Teshome (2014), an infant reading assessment was carried out in 2010 in Ethiopia and it had revealed that students' reading skills were below expectations.

The government of Uganda has made an effort to solve these problems by training teachers. The Ministry of Education and Sports (MOES) initiated some programmes to build up the competence of the teachers in the field of Literacy. The Teacher Initiative for Sub Saharan Africa (TISSA), which was established in 2013, was directed towards enhancing the deployment, utilization and management of teachers. In the more recent National Teacher Policy (2019), it was noted that all teachers had to engage in continuous professional development (CPD). Nevertheless, Uwezo (2021) discovered that pedagogical content knowledge (PCK) on early grade reading instruction was low among primary school teachers, at 39.5%, which impacts pupils' literacy outcomes directly.

The roots of literacy in Uganda go back to the church mission schools of the 1800s. As cited by Sebunya (2016), these schools focused on reading, writing, and rhetorical abilities. As pointed out by Ssekamwa (1997), literacy is such an integral part of education that in many Ugandan languages, school attendance is referred to as “going to read books.” Khadidja (2014) noted that curricula varied from one region to the other with some schools in remote areas giving emphasis on basic reading, writing and arithmetic skills and others in urban centers such as Kampala, Hoima, Kabale and Kabarole, providing English in addition to grammar, geography and dictation. Religious teaching and Bible reading were the backbone of teaching and pupils were sometimes good readers. But Mazaki (2017) reminds us that this trend reversed in the 1970s with political instability wracking the country and having an impact on literacy indicators.

### **1.1.2 Theoretical background**

The approach for this study is based on Vygotsky’s Sociocultural Theory (SCT) in which learning is a process that is socially mediated. The theory suggests that children learn to be literate most effectively when they are provided with structured support through teachers, peers or caregivers of more knowledgeable individuals. Learning to read, therefore, is not an isolated activity but one that thrives on social interaction and assistance. Seni (2022) emphasizes that teaching and learning is not just the responsibility of the teacher, but is co-created through dialogue. This is a process in which trainers “scaffold” the learning of learners by constructing knowledge step-by-step and then step back and carefully remove the supports as the trainees become independent.

On this, Dufficy (2005) and Gibbons (2009) suggest that this interaction extends the Zone of Proximal Development (ZPD) - the zone where children can help themselves to an issue and complete it with support that they would not have been able to complete on their own. In the ZPD, teachers observe pupils’ capabilities and modify teaching through dividing content into micro steps to match learners’ levels.

Moore (2020) provides a practical example of the use of SCT, by highlighting that play based learning in kindergartens in the USA improves phonics and phonemic awareness. The following example illustrates how early literacy skills are promoted by social interaction and guided activities.

This theory was particularly useful to this study as literacy learners are not isolated. They are influenced by interaction with their surroundings, particularly the teaching methods used by teachers, in their learning process. Through SCT, it offers a lens to help understand the potential for these strategies to be used in scaffolding literacy development in Ugandan classrooms.

### **1.1.3 Conceptual background**

Literacy skills are described by Mullis (2007) as the ability to read, understand and apply written language structures that enable people to interact with the world. So, any skill that is needed to read and write is regarded as literacy skills.

Heilporn (2022) argued that teachers' instructional activities that help to establish a learning atmosphere in class which can facilitate students' effective learning are called instructional strategies. This study defines instructional strategies as how a teacher implements the learning objectives in literacy classes.

According to Yusta (2016), the instructional items used in the form of graphics are physical materials in the form of charts, picture board, letter and word cards, tracing paper, puzzles, matching cards, picture books, reading board, cartoon books and stacking toys.

Literacy ability refers to the ability to read, write and perform basic mathematical operations (Franklin, 2007). Literacy in this study is defined as the ability of the pupil to read, write and spell English words.

The ability to hear and play with the sounds of the language to create new words is known as phonemics.

Reading comprehension: The ability to make deductions and spot patterns and hints in a text is part of reading comprehension. A youngster may deduce that someone is anticipating rain or that rain may play a role in the story if they are reading about someone who chooses to wear an umbrella.

Consider the following sources of instructional material: a variety of tools and resources used by teachers to support and promote learning.

In classes, scaffolding shows itself as a way of structuring the content in parts that allows learners to easily obtain the grasp of the concepts.

#### **1.1.4 Contextual background**

Gove (2017) identified two significant interventions by the Ugandan government to boost learners' reading skills: the School Health and Reading Program (SHRP, 2012-2019) and the Literacy Achievement and Retention Activity (LARA, 2015-2020). The two efforts, which were both carried out by the Research Triangle Institute (RTI), focused on early grade reading and engaged almost 6 million children in nearly 9,750 schools representing approximately 80% of public elementary schools. These programs offered literacy teachers pedagogical training, literacy resources, and embedding reading in pre service teacher training programs.

In addition to government initiatives, other stakeholders in the education sector also have played a role in the promotion of literacy. For instance, the Ugandan government has budgeted resources for government assisted primary schools for instructional materials (Republic of Uganda, 2018). Teachers have also been encouraged to make classroom charts using materials in their immediate vicinity (Kijambu 2009). In actual practice, the school has used visual aids like sculptures, ropes, and fibers from bananas to enrich the learning environment.

Despite the efforts, literacy outcomes are problematic. According to a study done by Masembe (2018), only 25% of grade 3 learners possessed good reading abilities and there was limited progress since 2015. Numerous children do not acquire basic literacy skills during the primary cycle. Only 3 in 10 grade P3-P7 could read an English story and only 2 in 10 sixth graders could read and comprehend an English story, according to the Uwezo Report (2016). At P5, about half could read and understand a short text at the P2 level in English, with only full P2 level reading being achieved in later grades. Even then, only two in ten pupils (P5 upwards) could complete reading assignments, indicating that many pupils leave primary school without the reading skills they need to access further learning and/or independent living.

A report on the Uwezo National Learning Assessment (2021) also pointed to poor results. The number of learners unable to read any of a P2 level English story increased almost by double between 2018 and 2021 (from 6.2% to 11.6%). In particular, 25.8% of P3 learners could not read a word but could recognize a letter and over a quarter could not read any of the text in a P2 level book. There were also weak numeracy outcomes with more than 10.8% of the P3 learners unable to solve P2 level problems.

## **1.2 Problem Statement**

Bruner (2010) points out that reading and writing at the foundation level is a significant milestone in a child's education journey and highly correlated with academic achievement. Similarly, early literacy is a long-term influence on later learning, explained Sibanda (2017), as learning that rests on a weak foundation will have a negative influence on all learning that follows. UNESCO (2010) also emphasizes that all skills start with the knowledge of reading and writing, which should be learned early in the learner's educational process. However, even with this recognition, a large number of kids are still lacking these necessary skills. Early literacy development thus has a vital impact on academic success but also on lifelong personal development.

Dorrell (2002) suggests that the effective literacy environment can inspire learners to be active in language and literacy activities and that classroom materials and resources

are important incentives for readers' interest. Ideally, all children who finish the primary school should be equipped with the basic literacy skills needed for future education and living. The Government of Uganda has invested heavily in education including paying teachers' wages, recruiting qualified teachers, upgrading schools' facilities, and procurement of learning materials like literacy books, teaching kits, among others. In addition, government aided institutions have also received capitation funding to aid these activities (Mukono Municipality Education Report, 2021).

Despite all these interventions, the literacy rates in public primary schools are still low. Only 11.6% of lower primary learners were literate, according to a report in 2021 by the Ministry of Education and Sports (MOES 2021). Likewise, the Uwezo study (2021) reported that 8.5 million children attend schools, yet, only 39.5 per cent of pupils (Primary Three to Primary Seven) attained good reading standards. Low reading comprehension (25.8% of P3 pupils can read and comprehend a Primary 2 level English story) high numbers of learners who leave primary school without being able to read and write on a basic level, inadequate instructional materials despite government funding, overcrowded classrooms with an average of 80 learners per teacher (which is 45 learners per teacher as recommended by the government) and a lack of teacher training in evidence based literacy instructional strategies are all examples of persistent literacy challenges in primary school in Uganda.

The challenges bring up important inquiries as to the effectiveness of teachers in implementing literacy development strategies and as to whether or not there is a relationship between the lack of skill in these strategies and pupils' enduring literacy struggles. Importantly, there is shortage of empirical evidence to guide effective implementation of instructional strategies in the Mukono Central Division context and the connection between teacher competence and literacy outcomes.

It's upon the above background that the study aims to find out the effect of instructional strategies on the acquisition of reading skills in primary school students at Mukono central division, Mukono municipality.



### **1.3 Purpose of the study**

The purpose of the study was to assess the influence of instructional strategies on learners' literacy skills development in primary schools in Mukono central division.

### **1.4 Objectives**

- i) To explore the effectiveness of methods used by teachers for teaching literacy in primary schools in Mukono central division
- ii) To establish the effectiveness of instructional materials used by teachers to engage pupils with literacy skills in primary schools in Mukono central division
- iii) To assess the role of scaffolding practices in developing literacy skills among learners in primary schools in Mukono central division

### **1.5 Research Questions**

- i) What is the effectiveness of the methods used by teachers for teaching literacy in developing literacy skills among learners?
- ii) How effective is the use of instructional materials in developing literacy skills among learners in primary schools in Mukono central division?
- iii) How effective are the scaffolding practices in developing literacy skills among learners?

### **1.6 Scope of the Study**

The scope of the study is presented under three themes;

#### **1.6.1 Geographical scope**

The study was carried out in the Central Division of Mukono Municipality due to frequent complaints of poor literacy performance in the lower primary schools in the study area. For the purpose of capturing a variety of experiences, one school of the private sector and one of Universal Primary Education (UPE) was included.

#### **1.6.2 Content Scope**

The research focused on four key areas: Teaching methods used by teachers to promote literacy. Use of methodologies in classroom practice, instructional materials used to promote literacy learning, and scaffolding practices/scaffolding and its role in supporting literacy development.

### **1.6.3 Time Scope**

The study explored the existing literacy teaching by observing what was happening in the classroom during the study period.

### **1.7 Justification**

Poor literacy foundation during early childhood can have long term consequences of low academic performance, low self-esteem, behavioral problems and dropping out of school. Not only are these consequences of concern to an individual's wellbeing, but they are also of concern to social and economic development on a wider scale. This study aims at giving guidance for the strengthening of literacy supervision and the improvement of literacy teaching quality in public primary schools by investigating the instructional practices that influence the achievement of literacy.

### **1.8 Significance**

Practical Significance for Teachers and Head teachers the study provides evidence-based insights into strategies which are effective in local classrooms such as reading aloud, paired reading, Jolly Phonics and scaffolding. Teachers receive hands-on strategies for improving literacy instruction even in high-needs, high-density classrooms. Findings will help head teachers to enhance instructional supervision and develop professional development plans to meet literacy needs.

For Parents and Communities, significance means that they get a better understanding of effective literacy practices as key partners in education. This allows them to help

children to develop their reading skills at home by using shared reading, storytelling and environmental print. Where home and school work together, pupils' literacy experiences are extended beyond the classroom, leading to richer experiences.

Policy Significance for Policymakers and District Education Officers, the findings are of a practical value for policy decisions. They call for: More funding for instructional materials including graded readers and phonic word cards, more teacher development both pre and in-service, especially in the area of literacy and comprehension strategies, and Revised capitation grants based on the needs of literacy resources.

Significance to Curriculum Development, the results can be used to help inform the revision of the lower primary literacy curriculum at the Curriculum Development Centre. More attention could be given to comprehension skills as well as phonics, and more explicit instructions provided on how to differentiate instruction and scaffold for pupils to not only learn how to decode words, but also comprehend them.

Significance to future research: The study provides baseline information about instructional strategies in Mukono Central Division. This serves as a basis for future longitudinal research and experimentation on literacy interventions in similar contexts in Uganda, as a basis for deeper understanding of literacy interventions for the development of pupils' reading.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The literature reviewed for the present study is presented in this chapter with a focus on the study variables. It investigates the strategies that teachers employ in teaching literacy, the pedagogy that they employ in teaching literacy to engage pupils and the scaffolding that teachers utilize to support the development of literacy in primary schools.

#### **2.1 Theoretical background**

The study is anchored on the Vygotsky's sociocultural theory (SCT), which offers a perspective on how the instructional strategies promote literacy development through social interaction and guided participation. Russian psychologist Lev Vygotsky (1896-1934) proposed that cognitive development takes place in a social process and with the mediation of cultural instruments. The basic idea of SCT is that learning is essentially a social process, in which children learn what they must to acquire knowledge and skills from other people who are more knowledgeable, for example, teachers or peers (Vygotsky, 1978). Vygotsky said that each function in a child's cultural development is repeated two times: the first is interpsychological (social) and the second is intrapsychological (individual). In literacy instruction, this implies that the children learn to read in the first place with the guidance of interaction and then they are able to learn independently.

An important idea in SCT is the Zone of Proximal Development (ZPD) which Vygotsky (1978) explained as “the distance between the actual developmental level, as revealed in independent problem solving, and the level of potential development, as indicated by problem solving with the help of adults or with the help of more capable peers” (p. 86). In the literacy domain, ZPD is the difference between what a child can read independently and what he/she can read with assistance. Good teaching focuses on this

zone, providing the necessary scaffolding to enable pupils to complete tasks which they are struggling to do without support.

On this theme, Wood, Bruner, and Ross (1976) suggested the notion of scaffolding - the temporary supports teachers provide for learners to enable them to complete tasks. Scaffolding refers to the techniques used to gain the student's interest, break tasks down, maintain attention on the task goal, emphasize important elements, control frustration, and show solutions. Scaffolding can be used in a variety of ways within literacy instruction, including modeling fluent reading, breaking words into sounds, providing corrective feedback, and providing less and less support as students become more confident.

For this study, SCT is a very suitable method since literacy learners do not learn skills in isolation. Their development is influenced by their experiences of interaction in their immediate surroundings, particularly their teachers' teaching approaches. The theory also focuses on the idea that learning is mediated through the use of cultural tools like charts, books, and realia that are important to literacy instruction. Furthermore, SCT offers a way to understand the relationship of scaffolding practices with modeling, feedback, and connection to the real world in literacy development. Lastly, the theory has effectively been used in literacy research across the whole world, such as in the United States with kindergarten reading studies (Moore, 2020); in Australia in reading instruction (Gibbons, 2015); and in Africa in research on early grade reading (Mwoma, 2017).

## **2.2 The methods used by teachers for teaching literacy in primary schools**

Instructional strategies have always been shown to be consistent factors that affect literacy development. Reading to preschoolers is similar to the way that written words are read aloud to them, including in terms of intonation, emphasis, and phrasing, as explained by Young (2020). Reading Aloud helps learners become familiar with text, to interpret text, to articulate ideas and to motivate to read, as also Kale and Demir (2023) note. This is supported by evidence from the United States: The

National Early Literacy Panel (2008) found that reading aloud was one of the most powerful predictors of subsequent reading success with moderate to large effect sizes in multiple studies.

A common method of instruction is the paired reading method. Topping (2014) calls it a type of oral reading support in which the learner can access the texts at a level slightly beyond independent access with regular and unobtrusive error correction. Paired reading has been seen to have a significant impact in the United Kingdom and has been found to result in accuracy, comprehension and self-esteem improvements, and these are long-term effects (Topping & Lindsay, 1992). Likewise, think pair share technique presented by Usman (2015) is a technique that asks students to think about a topic, brainstorm ideas, and then discuss them with their partners. This approach combines both social and cognitive aspects of learning and encourages critical thinking and shared knowledge building (Sari, 2015).

The use of phonics has also been a featured issue in literacy debates. The bottom up theory of reading was discussed by Amadi (2019) and compared with the top down whole language approach to reading. Lloyd (2010) pointed out Jolly Phonics which helps children to identify, blend and decode sounds and then begin to write. Jolly Phonics, in using the multimodal approach (visual, auditory, and kinesthetic approach), is more applicable to young learners' developmental needs as stated by Nejadansari (2015). It features a synthetic phonics system that develops five essential skills: letter formation, blending, phonological awareness, irregular word recognition and letter sounds. All these make a good foundation for reading skills.

Shared reading has also been found to be effective. McGill Franzen (2006) noted that children move from word recognition to sentence reading by engaging in shared reading activities. Honchell (2012) discovered that shared reading between the ages of 3-6 years is important for literacy development when implemented effectively. Holdaway (1979) has shown in Australia that the use of big books and enlarged texts in shared reading can be used to show the strategies for all pupils at the same time.

Teacher competence is further illustrated in regional studies in Africa. Clearly teaching phonemes was recommended by Ngema (2023) as this was not evident among isiZulu teachers in South Africa. Zimmerman (2018) found that high performing schools in South Africa used systematic phonics, independent reading on a daily basis, and regular assessment along with immediate feedback. The lack of skills among teachers in the use of interactive methods (brainstorming, cooperative learning, play) was identified as one of the reasons for poor achievement in literacy in Tanzania by Ochieng (2024). The study conducted by Kamanzi and Abdallah (2024) also revealed that many teachers in Tanzania were not well trained in reading, writing and arithmetic, but appreciated the use of teaching aids and synthetic phonics. Amadi (2019) emphasized on the importance of systematic phonics training of early grade teachers to achieve better reading results in Nigeria.

Mwoma (2017) investigated the literacy problems in Kenya, which he found to be inadequate reading materials, large class size and poor teacher training. He suggested a multi-faceted strategy that included staff training, provision of resources and parent engagement.

Literacy has a long history in Uganda. During the 1800s, mission schools focused on reading, writing, and rhetorical abilities (Sebunya, 2016). Ssekamwa (1997) pointed out that in many Ugandan languages the school-going experience is defined as “going to read books,” emphasizing the importance of literacy in school. More recently, the government has introduced other large-scale initiatives, including the Literacy Achievement and Retention Activity (LARA, 2015-2020), and the School Health and Reading Program (SHRP, 2012-2019), which are run by the Research Triangle Institute (RTI). These programmes were delivered to 80% of public primary schools, affecting 6 million pupils across 9,750 primary schools, and delivering teacher training, reading materials, and embedding literacy practices in pre service curricula (Gove, 2017). According to Masembe (2018), third grade learners only had 25% reading competency. According to the UWEZO Report (2016), only three of the ten learners in grades P3 - P7 can read an English story, while only two of the ten sixth graders can

understand an English story. The Uwezo National Learning Assessment Report (2021) showed even further drops; the number of learners who could not read any English text in a P2 story almost doubled between 2018 and 2021 (from 6.2% to 11.6%)

### **2.3 The type of instructional materials used by teachers to engage pupils with literacy skills**

It is well-established that the instruction that takes place in the classroom is a key factor in the development of literacy. Rwamwenge (2020) highlights the significant effect of using materials like graphics, audiovisuals and realia on the variations of English reading literacy in primary school pupils. The study conducted found that using a variety of teaching materials is crucial to the development of strong reading skills. However, evidence is inconclusive. According to Ajoke (2017), there was no significant difference in the performance of the learners between the two groups of learners (VIMs and NVIMs). The work of Fajemidagba (2017) however, showed that there was a significant higher mean gain score in the learners who were given graphical aids, thus indicating that the effectiveness of graphical aids could depend on their nature and use.

Baglama (2017) also found that the integration of images well into classroom instruction helps children to better acquire reading skills.

There has been focused discussion regarding the use of realia (real objects) in teaching. Utibe Abasi (2016) asserted that the use of realia in lessons helps it to give learners first-hand learning experience that makes it more tangible and engaging. This was again emphasized by Nusrat (2017) as it can activate the mind, stimulate creativity and engage more senses during learning process. Olatoye (2017) highlighted that realia helps to improve understanding and recall abilities of learners and also makes the learning-to-teach process enjoyable. The results of this study underscore the need to further investigate the impact of realia and other instructional materials on literacy in primary schools in Uganda, where there may be contextual issues that impact on the use of the materials.

Instructional resources also have been found to play a role in international research. In a study on Helsinki elementary schools (2023), Listiani discovered that the use of



teaching materials was significant to students' literacy. This indicates that, in a variety of contexts, the careful use of instructional supports can enhance literacy learning.

## **2.4 Teacher's use of scaffolding when developing pupils' literacy skills**

Scaffolding has long been recognized as an effective teaching method to facilitate literacy growth. S. Gibbons (2015) describes it as dividing lessons into small segments to be learned over time. Mohamed (2017) builds upon this by detailing a number of classroom practices that demonstrate scaffolding. Show and tell is a technique that involves students in making a point by describing and demonstrating, thus aiding their retention of the information. By connecting the abstract concepts to real-life situations, pupils can see how these concepts are used in the real world, and by ensuring pupils grasp key vocabulary before they enter a lesson, they are less likely to become confused and to comprehend the meaning of the key words. It has also been demonstrated that the ability to develop phonological awareness, letter knowledge, and orthographic skills can be enhanced through visual examples, environmental print, and collaborative writing tasks (Alonzo & Gotwals, 2012; Aram & Biron, 2004).

However, teachers may find it difficult to consistently incorporate scaffolding. In Norway, Camilla (2023) designed and led a long-term PD program for teachers on three scaffolding practices that are challenging for many teachers: modeling, feedback, and strategy instruction. The results indicated that the most frequently used method was feedback, followed by strategy instruction and modeling.

Taber (2018) suggested scaffolding could be done by using direct communication with the student by the teacher, but this will need activities to be carefully planned and designed to keep the student within their comfort zone and to gradually increase the student's abilities.

Further research also points to a lack of awareness among teachers. This study by Mohamed (2017) used a qualitative method and revealed that the majority of the non-native English teachers did not have a clear understanding of scaffolding techniques which resulted in their inability to enhance students reading comprehension. Hammond (2021) stressed that scaffolding should be timely, purposeful, and appropriate in difficulty level, challenging students to go beyond their current level of competency

without overwhelming them, and also needs to be properly scaffolded for student success.

All of these studies demonstrate that scaffolding is not just about task breakdown, but rather the process of providing carefully planned, supportive, and flexible scaffolding that is responsive to the learner at each stage of their development. However, when used appropriately, strategies like modeling, feedback, and linking to the real world can be very effective in improving literacy learning in low-resource classrooms.

## **2.5 Literature summary**

The three strategies mentioned by the literacy teachers in primary schools are reading aloud, paired reading, and think pair share approach as noted in the studies by Lagrone and McCauley (2020), Kale and Demir (2023), Topping (2014), Gamze and Basak (2023), and Kagoire Ochieng et al. (2024). Children's ability to read has been enhanced through reading aloud as it enables them to engage with and understand the text they are reading; it allows them to express ideas which may not be in their mind; it makes learners love reading. It also enables learners to develop important reading and writing skills.

Although these strategies were effective, the reviewed studies reported that the teachers of literacy rarely used the cooperative learning, brainstorming and play based strategies in teaching reading. This disparity points to the fact that the traditional methods are used widely but the learner-centred and interactive methods are not widely used.

With regards to instructional materials, previous studies conducted by Rwamwenge et al., (2020), Ajoke (2017) and Akanmu and Fajemidagba (2017) discovered that realia and graphic materials are common tools used in the teaching of literacy in the elementary grades. Both of these studies found that graphic, audiovisual and realia are needed to improve pupils' reading comprehension. These materials provide a more hands-on, engaging, memorable learning experience to deepen the relationship between instruction and literacy.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

In this chapter the researcher describes the research method used in the study which covers research design, study area, population, sampling technique, data collection method and instrument, data analysis procedure, quality control, and ethical consideration.

#### **3.1 Research approach**

A qualitative approach was used for the study as it aimed to gain the meaning, the experiences and the practice of teachers and pupils in their actual environment. Qualitative inquiry permits inquiries into the ‘how’ and ‘why’ questions (Creswell & Poth, 2018), as opposed to quantitative approaches that are concerned with measurement and statistical relationships. The study was qualitative since it sought to gain insight into how the authoring strategies affect literacy development and why some strategies are more effective than others.

#### **3.2 Research Design**

A multiple case study with a qualitative approach was used. It employed case study method, applying two bounded cases of primary schools, namely two primary schools in Mukono Central Division to explore teaching strategies for literacy skills development in the lower primary classes. This design enabled the phenomenon to be viewed in the context in which it occurs, with the use of several types of data, providing a deep understanding of instructional practices and its impact on pupils' reading and writing skills.

If the researcher wants to gain an understanding of complex phenomena in their natural setting, particularly when the boundaries between the phenomenon and setting are not clearly defined, he should use the case study design (Yin, 2018). The case study design is the most appropriate form of research in this study because the study cannot be separated from the classroom environment, teacher traits, availability of teaching resources and the culture of the school.

### **3.3 Study Area**

The study was carried out in Bishop's East Primary School and His Grace Junior School in Mukono Central Division, of Mukono Municipality, Uganda. These schools have been chosen as they represent certain common issues of primary schools in the region, including class size, resource availability, teaching methods, etc. The Mukono Central Division is about 21 km from the Uganda's capital city Kampala. The Mukono Municipal Education Report (2023) indicates that there are 15 government aided Primary schools in the division, 23 private Primary schools and a projected enrolment of 12,500 Primary school going children. In 2022, the division's average literacy pass rate at Primary Leaving Examination (PLE) was 58.3%, which was lower than the national average of 65.7%. This under-performance prompted this location to be used for the study.

### **3.3 Sources of information**

The sources of information are explained as indicated under the subsequent subheadings:

#### **3.3.1 Primary source**

Primary data sources are original sources of information that provide information that is new to the researcher and has been collected for a specific study project or objective. Primary data can be collected in various ways (Neil 2010). Field observations and interviews were used by the researcher. Primary data is needed for all types of research because it is through primary data that information about the variables being investigated will be appropriately collected.

### 3.3.2 Secondary source

Secondary data are data that have been gathered by others from Primary data and are readily available for scholars to use in their research. Previous research has collected this type of data (Kothari, 2019). Some of the Secondary sources of information consisted of UWEZO National Learning Assessment Report (2021) , Mukono Municipality Education Report (2021) UNESCO (2010, 2016) - global literacy reports, MoES (2021) - Uganda Ministry of Education report on competence-based approach and NAEP (2019) ;National Assessment of Educational Progress

### 3.4 Target Population

The target group was made up of 8 literacy teachers for lower primary (P1-P3) in the two schools and 45 pupils in classes P1, P2 and P3, a total of 53. Teachers were targeted as they directly teach literacy skills and pupils were targeted to develop a measure of literacy competence.

### 3.5 Sample Size and Sampling Techniques

A sample of 46 participants was selected from the population of 53, based on Krejcie and Morgan's (1970) table.

**Table 1: Sample size and sampling technique**

| Category of respondents | Population | Sample size | Sampling techniques    |
|-------------------------|------------|-------------|------------------------|
| Teachers of Literacy    | 8          | 8           | Purposive sampling     |
| Learners                | 45         | 38          | Simple random sampling |
| Total                   | 53         | 46          |                        |

Source: primary data 2024

#### 3.5 .2 Sampling technique

For this study, two schools were chosen through the use of purposive sampling procedures. This was purposive sampling because it is a non-probability sampling

method, which is based on samples selected based on the aim of the study and the characteristics of the population.

Purposive sampling method was also used in the study to select the classes observed. Random sampling was used to decide the stream to be observed in Schools with more than one stream. The researcher also employed simple random sampling to identify the learners to measure their competence in reading and writing.

Moreover, parents, teachers of literacy and learners were selected using simple random sampling technique.

### **3.6 Study variables and indicators**

In this study the independent variable was the strategies used for teaching literacy. The indicators of the strategies were: reading aloud, shared reading and Jolly Phonics.

The dependent variable was literacy skills development with its indicators being: awareness of the sounds of language, awareness of print, relation between letters and sounds. Vocabulary, Spelling and comprehension.

### **3.7 Data collection Methods**

Qualitative methods were utilized and triangulation was employed to improve the accuracy of data with data from more than one source. The data-gathering instruments used included a structured interview, classroom observation, focus group discussion with learners and document review.

Interviews: Eight teachers of literacy were individually interviewed, using a structured interview guide. The interviews were on teaching strategies that they use (e.g. reading aloud, shared reading, Jolly Phonics), challenges they encountered, the materials that they use and the perceptions of their pupils' development of literacy skills.

Focus Group Discussions (FGD): Four FGD were held with learners (two for each school). A class of 8-10 pupils from classes P1-P3 from each group (mixed classes). Pupils'

experiences of literacy activities, preferred teaching/learning approaches and challenges in reading and writing were discussed.

Observations: 12 literacy lessons in the classroom (6 at each school, P1, P2 and P3). Foundational literacy skills are taught in the lower primary level classes so this covered those classes. The focus of the observations was on teachers' teaching methods, learners' engagement, the use of materials, and the learning context. A teacher activities and learners responses observation checklist (Appendix), reading and writing tasks checklist, and a physical/social checklist of the classroom were used to record the activities of the teachers, learners' responses, reading and writing tasks, and physical and social aspects of the classroom.

Document Review: The following documents have been reviewed with relevant documents checklist (attached in Appendix). These were in the form of teachers' literacy lesson plans, schemes of work, the lower primary's literacy curriculum and learners' exercise books. The evidence reviewed included information about planned teaching techniques, integration of phonics, reading activities and evaluation of literacy skills.

### **3.8 Research Instruments**

Four key instruments of qualitative data collection were used to collect in-depth data on teaching strategies and development of literacy skills. The instruments were designed to collect data from various angles so that the data obtained are triangulated and rich. Each instrument is briefly explained below, including its purpose and how it was used.

#### **3.8.1 Structured Interview Guide**

A structured interview guide was used to conduct individual interviews with the eight teachers of literacy. The guide included a series of pre-determined open-ended questions around the following issues: The teaching strategies used (e.g. reading aloud, shared reading, Jolly Phonics),

Steps taken during literacy lessons, Instructional materials and resources used; Challenges faced when developing learners' reading and writing skills and Teachers' perceptions of learners' progress in phonemic awareness, vocabulary, spelling, and comprehension. This instrument enabled similar questions to be asked for each participant and also leave room for teachers to expand their experiences. Permission was granted to audio record and transcribed interviews (See Appendix A for interview guide).

### **3.8.2 Focus Group Discussion (FGD) Guide**

A FGD guide was created to help guide the discussion with learners in groups. Four FGD's were conducted (two per School) with 8-10 learners from P1-P3 in each group. The guide contained age-appropriate, simple questions and prompts about:

Learners' favorite literacy activities in class, how learners learn to read and write (e.g., sounds, stories, games), the difficulties learners have with reading or writing and what helps them to understand the lessons better. This instrument facilitated learners to give interactive responses, which was a way of revealing common experiences and preferences that individual assessments could not. Discussions were facilitated and everyone participated. (Use the FGD guide located in Appendix B.)

### **3.8.3 Observation Checklist**

Classroom observations of the non-participants focused mainly on an observation checklist which was used for 12 literacy lessons (six per school, P1, P2 and P3). Structured checklist items to record: Activities of teachers of literacy using phonics, read aloud, group work. Learners engagement and responses (e.g., participation in reading/writing tasks, comprehension demonstrated), Instructional materials and resources utilized and Classroom environment.

Yes/no responses and rating scales were added to the checklist as well as open spaces for narrative notes. This enabled a systematic and objective recording of the real time



practices without any impact on the lesson. The researcher sat at the rear of the classroom to minimize disruption.

#### **3.8.4 Document Review Checklist**

The school records were reviewed using a document review checklist. The following documents were analyzed: Teachers' of literacy lesson plan, Lower primary literacy curriculum documents, Learners exercise books (selected).

The checklist was targeted on evidence of planning for the integration of literacy strategies, evidence of phonics-based activities, assessment practices and how well the assessment tools aligned with curriculum goals. This instrument was able to give tangible evidence for planned vs. actual teaching practices. Reviews were conducted with head teachers' permission. Please refer to Appendix D for the document review checklist. All instruments were pre-tested on small similar groups for clarity and relevance and adjustments were made accordingly so that the instruments would be valid and reliable.

#### **3.9 Data Collection Procedure**

The heads of schools and the Principal Education Officer, Mukono municipality, gave permission. Teachers and parents (for learners) were provided with consent forms and only those who consented were included. Data collection was conducted through scheduled visits for interviews, observations during the classes (the researcher sat in the back), conducted FGDs after classes and with permission of the documents.

#### **3.10 Data analysis**

The qualitative data from interviews, FGDs, observation and documents were analyzed thematically. This included transcribing recordings, becoming familiar with the data, coding, finding patterns, making themes (such as common teaching strategies, barriers to literacy development and how this relates to research objectives).

### **3.11 Quality Control**

Triangulation of methods and sources was used to ensure validity. The reliability was obtained by standardizing the procedures and pre-testing the instruments on a similar group. Credibility was enhanced through prolonged engagement in the field and detailed field notes.

### **3.12 Ethical Considerations**

The study has been conducted in accordance with the strict ethical standards that were observed to safeguard the rights, dignity and welfare of all participants, especially children amongst school participants. Ethical approval was given before data collection and the following measures were taken throughout the research:

#### **3.12.1 Institutional Approval and Permissions**

Ethical clearance was obtained from the School of Education Research Ethics committee at Uganda Christian University. Besides, an introductory letter was acquired from the Dean of the School of Education and permission to carry out the study in schools was obtained from the Principal Education Officer of Mukono Municipality. These letters were presented to the head teachers of Bishop's East Primary School and His Grace Junior School who gave the researcher written permission to conduct the research on their premises.

#### **3.12.2 Informed Consent & Assent**

All adult participants were informed and signed up. A written consent form was given to them that clearly communicates the purpose of the study, the procedures involved, potential risks, benefits, confidentiality measures and the right to retract from the study at any time without repercussions.

Parental/guardian consent for learners was gained using consent forms sent home through the schools. Focus group discussions, observations, and assessments were limited to learners whose parents gave written permission. Further, verbal consent of the learners was obtained prior to each activity. They were told what the research entailed (e.g., "talking about how you learn to read and write" or "watching your class lesson") and that they could withdraw if they wanted to.

### **3.12.2 Voluntary Participation**

There was complete voluntary participation. No incentives were provided and it was disclosed that refusal and withdrawal from the study would not have any impact on their job (for teachers) or school (for learners). There was no compulsion for teachers or learners to do any question or activity that they were uncomfortable with.

### **3.12.3 Confidentiality and Anonymity**

Utmost confidentiality was observed with all the data. All the names of the participants, schools and any identifying information were anonymized when the material was transcribed, analyzed and reported. All audio recordings, field notes and transcripts were kept safely on a password protected device which was only used by the researcher. As per University guidelines, the raw data was destroyed after completion of the study.

### **3.12.4 Minimizing harm and ensuring benefit.**

There was very little risk, but measures were taken to ensure no discomfort. The classroom observation method was non-intrusive (researcher sat at the back) and there was no focus on the performance of specific individual learners such as could cause embarrassment. The discussions with the focus groups were held in a secure, comfortable setting with a sensitive approach to the moderation of the discussion so that no learner feels pressured. The aim of the study was to contribute to the education community by providing data for reflection and consideration in the development of improved literacy instruction.

### **3.13 limitations**

The study had some limitations. The study was only generalizable to two schools. The use of qualitative data and brief observation period may not reflect long term effects. These were limited to a certain degree by triangulation.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS, AND INTERPRETATION OF FINDINGS**

#### **4.0 Introduction**

The results of the study on how instructional styles affect learners' development of literacy skills in Mukono Central Division primary schools are presented in this chapter. Classroom observations, document checks, and structured interviews with teachers of literacy and learners from Bishop's East Primary School and His Grace Junior School-Kauga were used to gather the data.

#### **4.1 Effectiveness of Methods Used by Teachers for Teaching Literacy.**

The first focus studied the effect of instructional strategies on learners' literacy learning. Interviews, classroom observations and discussions with the focus groups revealed three dominant strategies; reading aloud, paired reading and Jolly Phonics.

##### **4.1.1 Reading Aloud: Evidence of Effectiveness for Phonemic Awareness and Fluency**

Seven of the eight teachers of literacy indicated that they read aloud to learners every day as a teaching method. Observations indicated, however, that in 10 of 12 lessons, the instruction in reading aloud was largely pronunciation modeling, with very little attention to comprehension. "Reading aloud helps students hear exactly how words are supposed to sound, and soon they'll be imitating my pronunciation" (Teacher3, female).

A P2 lesson was observed on 15th October 2025 in which the teacher of literacy read the story "The Cat in the Hat" with expression and intonation. However, only one further question was raised about the meaning of the story and only three of the 42 learners could explain what happened. The teacher failed to provide any opportunity for students to reflect on understanding during the 20-minute reading period.

Results of the observations supported that reading aloud was an effective technique for developing phonemic awareness. For P3, approximately half of the learners were able to identify initial sounds in words from listening to teacher's reading. However, only 15% of the learners could say the main idea of the story when asked, so comprehension was low. A gap identified by a P3 learner was: "I like when teacher reads stories, I can hear how word sounds, but sometimes I don't know what story is about because teacher does not ask questions to us" (learner FGD 2, School A).

Reading aloud was also found to be more effective with smaller classes. Teachers in smaller classes taught fewer than fifty students per class, and thus were able to make individual checks for comprehension with 8-10 learners per lesson. In larger classes with more than seventy learners, teachers used whole group choral responses, thus concealing the issues of understanding of individual learners. This discovery indicated that reading aloud had a positive impact on children's phonemic awareness, but this effect was moderated by instructional practices and class size on children's comprehension.

**A teacher supervising paired reading in primary one class fig 1**



## Primary one learners blending sounds to form words fig2



### 4.1.2 The effectiveness of teaching methods in delivering literacy skills

#### Paired Reading: Evidence of Effectiveness for Fluency Development

Based on classroom observations, the implementation of paired reading showed that classroom reading fluency was increased significantly. Eighty per cent of learners involved in paired reading were able to read one full sentence fluently after the session, whereas forty per cent did not before paired reading.

Teachers were aware of the advantages and the disadvantages of this. One literacy teacher said, “If the stronger student is paired with the weaker one, the weaker student’s confidence grows; if it is too big of a difference, then the weaker student becomes frustrated and stops reading altogether.”

Three of the eight teachers of literacy documented systematic procedures for pairing learners by ability level in their lesson plans, on reviewing the documentations. The other five pairs were assigned randomly, usually because of seat placement. This imbalance was seen in action: during the four of six paired reading sessions that were observed, the weaker reader got less than twenty percent of the text and the stronger reader got more than the weaker one. However, when you match up the two people read the same text more or less equally, with each reading roughly half of it.

This disparity was echoed by learners' voices. Learner from P2 said: "I like reading with my friend but sometimes my friend reads everything, I just listen, I want to read too" (learner FGD 1 at school B).

These results reflect the potential of paired reading as a fluency and confidence development strategy and the need for strategic pairing. However, if thoughtfully matched up, weaker readers can fall through the cracks and have a negative reading experience if the matching goes wrong.

#### **4.1.3 Children's learning how to recognize words and comprehend texts**

It was found that only two of the eight teachers of literacy were using Jolly Phonics, both of whom had been formally trained in the use of Jolly Phonics. Observation data revealed that in classes where Jolly Phonics was used, seventy five percent of the learners were able to blend sounds to make consonant vowel consonant words like "cat" and "dog" whereas just thirty percent were able to do this in the classes that did not use Jolly Phonics.

Interviews with teachers of literacy, however, indicated that it was not always used and was therefore not as effective. One teacher believed that they had attended a one day training workshop about Jolly Phonics three years ago, and tried to use it when they remembered but did not think they were using it appropriately: "I learned about Jolly Phonics three years ago in a one day workshop - I try to use it when I remember



but I don't think that I am using it properly - we need follow up training.” (Teacher 2, female).

Document reviews supported this gap. Of the two teachers whose lesson plans included Jolly Phonic activities, six used whole word approaches and there was no evidence of any phonics teaching in weekly schemes of work.

The results of these two studies paint a picture of the potential and the vulnerability of Jolly Phonics in action. Where training and planning exist learners make good progress in sound blending and word formation. However, if not well supported and well structured, the approach may be discarded and most learners depend on lesser effective approaches to literacy learning.

Primary one literacy learning environment in one of the schools' figure 3



#### 4.1.4 Analysis of learners' Literacy Results:

Basic phonic awareness was generally good with some able to blend sounds and read fluently at P.3. Comprehension scores were very low however, with very few learners able to comprehend a P.2 level story.

The learners' books of literacy class work were observed and teachers routinely set phonics/writing tasks. However, feedback was not always consistent as some workbooks

had a lack of tasks, implying that some learners were not consistently led to complete or correct their work.

In literature instruction, teachers of literacy described the use of repetition and visual images as the key methods for word recognition and comprehension during interviews. These techniques helped the learners remember the words but they didn't comprehend the words. This difference was attributed by teachers to the exposure to texts, as they found that students did not often get to interact with texts beyond word recognition level.

These together indicate a big imbalance: learners are learning to decode words but are not learning to make meaning of them. Comprehension is the most fragile aspect of literacy learning when there is no regular input of feedback and more complex texts.

## **4.2 Effectiveness of Instructional Materials in Developing Literacy Skills**

The second objective studied the effectiveness of the instructional material.

### **4.2.1 Teacher-Made Chart: Evidence of effectiveness for Letter Recognition**

The observation showed that six classrooms (75%) had teacher made charts. When charts were visible and well maintained, 65% of the learners could correctly identify the letters when asked. Only thirty percent could identify the same letters in classrooms where the charts were in poor condition or poorly displayed.

A P1 learner said that the difference between them was clear: “I look at the alphabet chart on the wall, it helps me to remember what it is, I look at the ‘A’ for apple and the ‘B’ for ball, but some charts are torn and I can’t see the pictures anymore” (learner FGD 3, School A).

The learner’s exercise books were subjected to document analysis and these reinforced this finding. Seventy percent of learners did letter writing successfully in classes where

teachers used charts every day. Only thirty five percent of classrooms where charts were not used or were damaged were able to do the same.

When combined, these results emphasize the combined value of availability and quality. Not all charts are just pretty pictures; they are tools that when consistently maintained and used, can be effective visual reminders of literacy learning. However, when neglected or left to decay, their educational value is null and void, and learners are deprived of the visual support in learning basic skills.

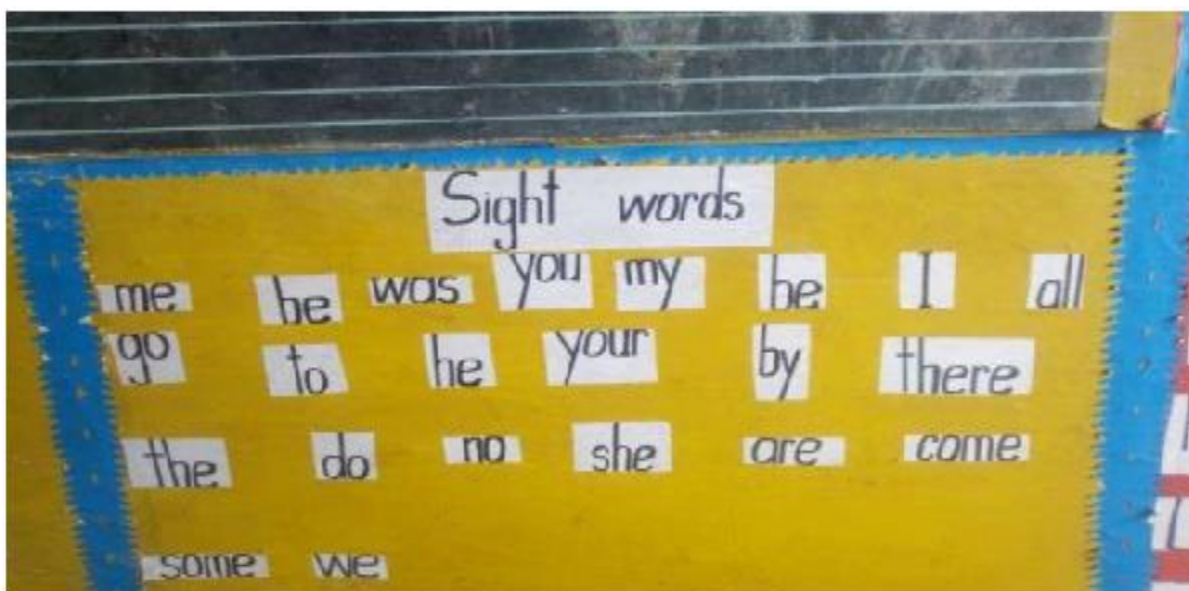
**A teacher made chart displayed in primary one class in one of the school's figure 4**



Figure 5 teacher made chart in primary two class in one of the schools



Teacher made chart displayed in primary two class fig.6





#### 4.2.2 Phonic Word Cards:

Results showed that phonic word cards were utilized in four classrooms from the eight classrooms. In the former, the results from observation data were clear: 55% of the learners could spell three letter words correctly when tested while only 20% could do the same in classrooms where there were no word cards.

However, scarcity of this tool was the obstacle to its effectiveness. The lean to card ratio averaged 8 to 1, that is, for a class of 80 learners, only 10 cards were available. One teacher explained the difficulty as follows: “I have one word card up and students in the back of the room can't read it well, they stand up, push forward and there is a lot of noise. I can't teach when this is going on” (Teacher 7, female, ).

This shortage was confirmed through observation data. In classes where word cards were not enough, about half of the time spent on phonics activities was cut as the teacher had to demonstrate the activities to small groups rather than to the entire class in one sitting. The outcome was negatively impacted learning, access, and slower learning for many learners.

**Figure 7; Teacher made word cards displayed in primary three class room**



### **4.2.3 Realia:**

The results showed that only two teachers of literacy out of the eight teachers used realia in teaching. The use of realia proved to be effective in the classrooms in which the realia was used: 85% of the learners could name the object (mango, spoon, or cup) and could remember that even a week later. In contrast, only forty per cent of the learners retained this information in classes where only pictures or verbal descriptions were used.

One teacher of literacy explained the distinction: “I have to spend my own money to get the objects that I use to teach. When I teach the word ‘mango,’ I bring a mango to class. The learners touch it and smell it, and they never forget the word.” (Teacher 1, female, 18 years' experience, School A).

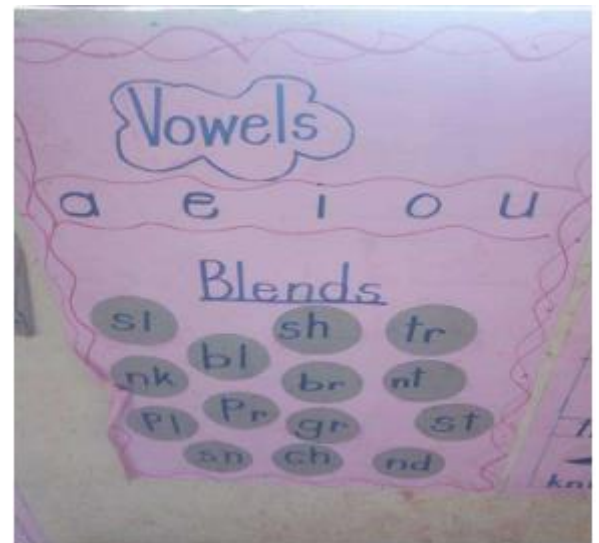
The accounts illustrate the didactic value and the pedagogical burden of realia. Learners learn more deeply when they have to do with real objects, but the price of the regular acquisition of these objects can end up on the teacher's shoulders. Consequently, the use of realia remains underdeveloped although it is very effective in promoting vocabulary retention and meaningful literacy learning.

### **4.2.4 Condition of Instructional Materials**

Data from observation showed that almost half of the teacher made charts were badly kept in a state where the edges are torn, the text is faded and the letters were very faint. Although these charts have been developed, they have not been employed in any of the lessons that were observed. They were shabby and inadequate and lost any educational benefit they may have offered and were not suitable for pupils to use as aids.

The picture is clear: If instructional materials deteriorate, they are not seen in practice. They can be displayed on walls in the classroom but if the learners can't read the letters or see the pictures, these will not be used as teaching tools. What is left is a classroom devoid of visual aids and learning takes place almost entirely from verbal directions.

Some of the dilapidated literacy teacher made charts fig 10





#### **4.2.5 Challenges Associated with Instructional Materials**

Teacher interviews highlighted three major challenges in creating instructional charts. First, the majority of the eight teachers of literacy (seven of them), said they lacked the basic supplies needed to make visual aids, such as markers and Manila paper.

Secondly six teachers mentioned low capitation grants, stating that when the government provided money, the money provided for the teachers was soon used up to pay for their meals, cleaners, administration etc., and they could not buy books or charts. Third, four teachers stated that they did not have the skills to create the long-lasting, high-quality charts necessary and those that did, they found that they wore out rapidly.

Some teachers vividly expressed the financial burden as it was expressed: “The government gives 10,000 shillings per term for each learner, but we pay for the learners’ meals, cleaning materials, administration and almost nothing remains to buy books or make charts, sometimes I use my own money to buy Manila paper” (Teacher 4, male).

These stories help spotlight the combination of lack of resources and skills. Despite teachers’ interest in incorporating visuals into their lessons, systemic economic constraints and inadequacies in teacher training pose significant obstacles to their work. What this means is that learners do not always receive continuous exposure to quality instructional charts in the classroom, when the teachers are aware of their significance.

#### **4.3 Role of Scaffolding Practices in Developing Literacy Skills.**

The third objective evaluated the role of the scaffolding practices. Through observations and interviews, three scaffolding techniques were identified: modeling, feedback, and linking to real-world scenarios.

#### **4.3.1 Modeling: Evidence of Effectiveness for Letter Formation and Blending:**

Observations showed that all eight teachers of literacy used modelling of reading and/or writing that learners could observe as a key feature of literacy lessons. This worked well in P1 classes - seventy per cent of the learners were able to mimic the letter formation correctly when they had been modelled, while only thirty per cent managed without the teacher modelling.

However, in classrooms with overcrowding, modeling was less effective. With over seventy learners per class, the back row learners had difficulty seeing the chalkboard. The results of observation data revealed that the number of errors that were made by the learners in the rows 6-8 was 40% while in rows 1-5 it was 10%.

A learner from FGD 4 (School B) described the problem as follows: “When the teacher writes on the board, the children in the front can see clearly; I sit at the back and other children are blocking my line of sight; I am unable to see how the teacher writes the letter properly.”

The results indicated the potential and the challenges of modeling. It can be very powerful for literacy learning but its potential for good effect is undermined by large class size and physical barriers that are limiting the equal access to demonstration. The location in the classroom matters to many students when it comes to compliance with letter formation - either they enjoy the teacher's modeling or they remain challenged with basic letter formation.

#### **4.3.2 Feedback: Evidence of Effectiveness for Pronunciation and Spelling Correction**

Oral feedback was reported by all eight literacy teachers who typically provided such feedback when errors occurred in pronunciation or spelling. Observation data showed that this practice was beneficial: 80% of the errors made by learners were corrected with immediate feedback, whereas the errors that were left were more likely to reappear in the following lessons.

One teacher explained this problem in great detail: “When I correct a learners pronunciation it is remembered the next time and when I don't correct them, they repeat the same error week after week; but I have eighty learners in my class and can't correct every learner in one lesson; I can only correct ten learners in one lesson” (Teacher 6, female).

The figures convey the same message. Teachers were able to give individual feedback in a typical 35-minute lesson to no more than 10 learners. This translates to each learner in a class of eighty learners only getting individualized correction about once every eight lessons, or once a month if daily literacy instruction is given. Many learners had little opportunity to be corrected and guided, and gaps in learning build up.

#### **4.3.3 Real-World Connections: Evidence of Effectiveness for Comprehension**

The interviews showed that the three of eight teachers of literacy (37.5 percent) regularly made connections with the real world in their literacy instruction, connecting the content of these lessons to students' lives. Observations revealed that, in these classrooms, half of the learners were able to explain a story by relating it to something from their own experiences, whereas only fifteen percent were able to make a similar relation in classrooms that didn't make such connections.

This approach was well illustrated in the following statement from a learner, P3, FGD2, School A: “Teacher talked about fruits we bought at market, I know mango and orange, because I am going to market with mother, when teacher read a story about market, I know, it is because I have been there.”

The testimonies captured the impact of learning experiences that were grounded in familiar contexts and how these experiences not only enhanced comprehension, but also validated the identities and lived realities of learners. When teachers used learners' everyday experiences, literacy learning was more meaningful and memorable.

#### **4.3.4 Issues with the implementation of Scaffolding.**

Interviews with teachers of literacy created a vivid picture of the daily lives of teachers in overcrowded classrooms. Teachers reported being unable to provide support for learners who were struggling: with on average eighty learners on a teacher and only thirty five minutes for lessons. “Clearly, we want to do everything to help all the learners; it would be difficult in a room of 60 to reach the ones who need extra help, I know who they are but I can't reach them at the same time (Teacher 8, female).

Having limited knowledge of scaffolding as a formal teaching method added to this feeling of frustration. From the eight teachers of literacy interviewed, only two had a clear understanding of what is meant by scaffolding and which practices are specific to literacy instruction and would not be considered scaffolding in the general classroom. Others, however, used more intuitive, un-codified techniques, including modeling tasks or providing feedback without realizing that such techniques are part of a larger pedagogical framework. Consequently, scaffolding was not used consistently in all instances and teachers were not equipped to provide systematic scaffolding for learners who required more support.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents a synthesis of the findings of the study in relation to the research problems set, discusses the implications of the findings, draws conclusions and makes recommendations for improving the skills development in literacy for primary school children in Mukono Central Division.

#### **5.1 Summary of Findings**

Certain teaching techniques were found to be particularly good for enhancing pupils' phonemic awareness and reading fluency, including: reading aloud, paired reading, and Jolly Phonics. While they made some progress, they did not significantly impact their ability to read for deeper content.

Learners' engagement was maintained and vocabulary development was promoted through the use of teacher made charts, phonic word cards and realia. But they failed to make much headway due to lack of supply and quality problems.

The use of a range of scaffolding techniques, such as modeling, giving appropriate feedback, and connecting classroom lessons to real-world experiences, was beneficial for promoting literacy development. However, issues including overcrowding in classrooms and limited instructional time prevented them from being routinely used.

The results are in line with the ideas of Vygotsky's Sociocultural Theory, which highlights the importance of guided interaction and social context in the growth of cognition. To sum up, the strategies and materials used are promising but some of the physical and material limitations affect their ability to promote literacy skills for primary school learners in Mukono central division.

## **5.2 Discussion of Findings**

### **5.2.1 Effectiveness of Teaching Methods**

Reading aloud emerged as one of the most widely used approaches, effectively supporting phonemic awareness and oral fluency. This finding resonates with Kale and Demir (2023), who highlight its role in boosting motivation and sound recognition. Classroom observations showed teachers modeling intonation and expression, which learners readily imitated to improve pronunciation. Yet, its influence on comprehension was limited few learners could articulate the meaning of stories. This points to the need for complementary activities such as guided questioning and group discussions to deepen textual understanding.

Paired reading fostered fluency and peer collaboration, echoing Topping's (2014) conclusions. Learners demonstrated noticeable gains in sentence-level fluency during practice sessions. However, mismatched ability levels often led to frustration among weaker readers. This suggests that teacher oversight in pairing and continuous monitoring is essential to ensure all pupils benefit equitably from the method.

Jolly Phonics proved effective in building phonological awareness through its multisensory approach. Learners successfully blended sounds to form simple words, consistent with Nejadansari (2015). Nonetheless, inconsistent application largely due to insufficient teacher training limited its long-term impact. Moreover, the underuse of cooperative learning strategies, in contrast to Sari (2015), highlights a pedagogical gap that may be contributing to weaker literacy outcomes overall.

### **5.2.2 Effectiveness of Instructional Materials**

The study identified teacher made charts, phonic word cards and realia as effective tools as they became available and were maintained to improve literacy skills, but were

severely constrained to have any impact. In six of the eight classrooms teacher made charts were available, and almost 60 percent of these were worn and unused. In a sample of charts that were well-maintained, sixty-five percent of the learners could identify correctly the letters displayed in the chart; in a sample of charts that were poorly maintained, only thirty percent could identify correctly letters in the chart. This finding complements that of Rwamwenge (2020) who found that graphics have significant effect on reading literacy, which is dependent on continuous maintenance. Against Ochieng's (2024) claim that interactive techniques were hardly used by teachers at the Tanzanian primary schools, it was observed that none of the teachers used charts in any of the lessons visited, although some were found on the walls but used for decoration. The three major problems that were discovered through teacher interviews were the scarcity of basic materials such as Manila paper reported by seven teachers, inadequate capitation and the funds being spent for meals, and cleaning supplies reported by six teachers, and the lack of skills to produce durable charts reported by four teachers.

Spelling skill improved from twenty per cent to fifty-five per cent when using the activity of the Phonic word cards, which is consistent with the results of Baglama (2017) in the use of visual materials. Classrooms with fewer cards, though, had an average pupil-to-card ratio of eight to one and lesson time spent on phonics activities was cut by about forty percent. Teachers reported that the back learners had poor visibility and that there was noise which affected learning. Resource scarcity, as found, has an impact both on access to the resources and on instructional time and classroom management.

The realia was the most effective item used in this study, retaining eighty-five percent of the vocabulary as compared with forty percent with the pictures and forty percent with the verbal description. The result is consistent with the results of Utibe-Abasi (2016) and Nusrat (2017) which state that realia is useful in the enhanced multi-sensory approach. Only two teachers used realia, but they did it at their own expense. When learners are required to remember words and are made to touch and smell the real

thing, they never forget, but the cost of real objects each week was quite costly, teachers explained. This agrees with what Olatoye (2017) concluded about the effectiveness of realia which showed that realia is expensive and is out of reach from the non-willing teachers who do not have financial means to subsidise the instruction personally.

### **5.2.3 Role of Scaffolding Practices in Literacy Skills Development**

The study determined that modelling, feedback and links to the real world promoted literacy development and were inconsistently provided in the context of structural constraints. All eight teachers employed modeling, and seventy percent of learners modelled correctly in their letter formation, which is similar to Gibbons' (2015) definition of scaffolding. However, those sitting in the back row had a 40 per cent error rate, whereas those at the front row had a 10 per cent error rate. The discovery of this previously unexplored equity problem in Vygotsky's (1978) Zone of Proximal Development: ZPD not only is socially constructed, but is also mediated by space. Children who do not have access to scaffolding when learning cannot benefit from it, and in classes of more than seventy children, the place of learning is the place of learning results.

In 80% of observed cases, feedback was used to correct errors, which is consistent with Mohamed's (2017) finding of feedback as a scaffolding practice. Teachers were however able to reach about 10 learners in a class of about thirty five minutes' duration. In an 80 learner's daily Literacy class, each student receives one-to-one corrections about once every 8 lessons, about once a month. Uncorrected errors remain and grow into learning gaps that become larger with age. Teachers explained the conundrum: learners remember when teachers correct their pronunciation, but with 80 learners, teachers cannot correct all. This discovery raises doubts on the possibility of teacher feedback being enough in crowded classrooms and implies that, in any particular lesson, about 75% of the learners might be committing mistakes.



Real world connections were most successful for comprehension, with 50% of the learners explaining stories with real world connections compared to 15% in classrooms without real world connections. This discovery can be called an extension of Vygotsky's theory because it demonstrates that the distance in the Zone of Proximal Development becomes smaller when the cultural relevance is increased. Only three teachers consistently used this approach and gave it as a reason that they did not have enough time and too many pupils. There was a high level of professional development need around scaffolding, with only two teachers being able to articulate this clearly. The results show that scaffolding can be effective, but class size, time, training, and the physical setting of the classroom are important variables that affect the effectiveness of scaffolding, extending Vygotsky's Sociocultural Theory by demonstrating that scaffolding is materially, spatially, and structurally constrained in a resource-limited environment.

## **5.3 Conclusions**

### **5.3.1 Effectiveness of Methods Used by Teachers for Teaching Literacy**

The study concludes that reading aloud, paired reading, and Jolly Phonics are effective tools for building phonemic awareness and oral fluency among primary school learners in Mukono Central Division. However, their impact on reading comprehension remains limited. This is largely because teachers seldom follow oral reading with comprehension-focused activities such as guided questioning, discussion, or individualized checks. Evidence from classroom observations showed that 10 out of 12 lessons emphasized oral reading without comprehension questions, while interviews revealed that 6 of 8 teachers struggled to explain how they assess comprehension beyond accuracy in oral reading. These findings highlight the need to integrate comprehension-focused practices alongside fluency-building strategies.

### **5.3.2 Effectiveness of Instructional Materials**

The study also concludes that teacher-made charts, phonic word cards, and realia enhance pupil engagement and vocabulary acquisition when they are available and of good quality. Yet, their effectiveness is severely constrained by three key challenges:

**Insufficient quantities:** For example, one school had only 5 staged readers for 40 pupils, while another had just 3 readers for 80 pupils.

**Poor physical condition:** Many charts were dilapidated, with faded or illegible text, reducing their instructional value.

**Inconsistent availability:** Teachers reported difficulty producing new materials regularly due to time and resource limitations. These conclusions are supported by document reviews showing pupil-to-book ratios as high as 27:1, observation checklists noting the poor condition of charts, and teacher interviews in which 7 of 8 teachers cited material scarcity as a major barrier to literacy instruction.

### **5.3.3 Role of Scaffolding Practices in Literacy Skills Development**

The study concludes that modeling and feedback are the most commonly applied scaffolding strategies, and they have a clear positive impact on pupils' letter formation and pronunciation. These practices help learners progress within their Zone of Proximal Development by providing timely guidance and correction.

However, the effectiveness of scaffolding is significantly compromised by structural challenges. Large class sizes averaging around 80 learners per teacher make it nearly impossible to provide individualized support, particularly for slower learners. Classroom observations confirmed that in lessons with more than 70 learners, teachers could only deliver individual feedback to about 10 learners per session.

Linking literacy instruction to real-world scenarios was found to enhance comprehension, as it made lessons more culturally and contextually relevant. Yet, teachers reported that consistent implementation of this approach requires careful planning and additional time, both of which are in short supply. Interviews revealed that 6 out of 8 teachers identified “too many pupils” and “lack of time” as the main barriers to supporting struggling readers effectively.

These findings underscore the need for targeted professional development and structural interventions such as reducing class sizes or providing teaching assistants to ensure scaffolding practices can be applied equitably and consistently across classrooms.

## **5.4 Recommendations**

### **5.4.1 Effectiveness of Methods Used by Teachers for Teaching Literacy**

It is important that teachers continuously develop their skills in Jolly Phonics, cooperative learning, and comprehension strategies. School administrators can help this by providing frequent in-service training to help teachers better understand how to address the needs of students with a variety of needs while utilizing differentiated instruction.

### **5.4.2 Effectiveness of Instructional Materials**

It is important for teachers to create long-lasting, affordable materials that utilize available resources, to lessen the dependence on limited outside resources. Educators and policy makers should focus on budget allocations to provide access to graded readers and instructional materials so that learners have access to quality curriculum materials.

### **5.4.3 Role of Scaffolding Practices**

Literacy instruction should be systematically connected with real world applications in order to make it meaningful and meaningful aspects should be built into lesson plans. School administrators should implement measures to decrease class sizes and implement additional training for teachers in responsive scaffolding techniques to be able to give individualized support to students, particularly for those who struggle with reading.

### **5.5 Areas for Future Research**

There are several areas where further research is needed.

How cooperative learning affects literacy achievement in primary schools in Uganda.

Parental involvement in the development of literacy in Mukono Central Division.

Longitudinal study of scaffolding and its effects on academic achievement.

### **5.6 Contribution of the Study**

This study offers empirical evidence of teaching and learning in a low-resource educational environment. It provides suggestions for teachers, administrators and policies and reaffirms the importance of the Sociocultural Theory of Vygotsky in literacy instruction through structured, interactive teacher support.

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## APPENDICES

### APPENDIX 1: DOCUMENT REVIEW

Dear participant,

All information regarding the learner's literacy skills development will be used for research purposes and you will not be held accountable for providing them. The researcher shall review the teachers' schemes of work, lesson plans, get literacy results of any ten children in your class and these will randomly have chosen.

| Document reviewed               | Remarks |
|---------------------------------|---------|
| Teacher lesson plans            |         |
| Teacher schemes of work         |         |
| Pupils literacy results         |         |
| Pupils literacy classwork books |         |

#### Appendix 11 OBSERVATION CHECK LIST

Dear respondent,

This observation checklist is meant to collect information on the literacy teaching methods, instructional materials and scaffolding practices in your class. All information collected is used for research purposes.

a. Teachers

| Area                       | Remarks | Date of assessment |
|----------------------------|---------|--------------------|
| Competence                 |         |                    |
| Instructional Practices:   |         |                    |
| Differentiated Instruction |         |                    |
| Engagement and Motivation  |         |                    |
| Pupil -Centered Learning:  |         |                    |
| Assessment of pupils       |         |                    |

|          |  |  |
|----------|--|--|
| Feedback |  |  |
|----------|--|--|

## b) PUPILS

| AREAS                     | Remarks | Date of assessment |
|---------------------------|---------|--------------------|
| Phonic awareness          |         |                    |
| Hearing sounds            |         |                    |
| Blending sounds           |         |                    |
| Segmenting words          |         |                    |
| Recognizing letter sounds |         |                    |
| Fluency                   |         |                    |
| Vocabulary                |         |                    |

### a. Instructional materials

| Instructional materials | Status |
|-------------------------|--------|
| Staged Readers          |        |
| Phonic Word Cards       |        |
| Reading Books           |        |
| Alphabet Posters        |        |
| Teacher made Charts     |        |

## APPENDIX 111:

# INTERVIEW GUIDE FOR TEACHERS OF LITERACY

Dear participant, all information regarding the learner's literacy skills development will be used for research purposes and you will not be held accountable for providing them. Your participation in this interview is highly appreciated. Thank you.

1. What is your Gender?

- a) Male                      b) Female

2. Highest level of education

- a. certificate b) diploma c) bachelor's degree c) postgraduate

3. Experience

- a) 1-5 years b) 6-10 years c) 11-15 years d) above 15 years

**The effectiveness of methods used by teachers for teaching literacy in primary schools**

4. Which methods do you often use to teach literacy in your class?

.....  
.....

5. Which methods do you effectively use to teach writing skills in your class?

.....  
.....  
.....

6. Which methods do you use to teach reading skills in your class?

.....  
.....

.....  
.....

7. Comment on the effectiveness of your teaching methods in delivering literacy skills in your class

.....  
.....  
.....

8 How do young children learn how to recognize words and comprehend texts

.....  
.....

9. What instructional strategies are most beneficial for literacy learners?

.....  
.....

### **Instructional materials used by teachers to engage learners with literacy skills**

#### **Teachers**

11. How often do you make instructional materials?

.....  
.....?

12. Which instructional materials do you use in developing learners reading skills in classs?

.....  
.....

13 .How do you use the available instructional materials mentioned above contribute to effective reading among learners

.....  
.....  
.....



14. Explain how you use the available instructional materials in the teaching and learning process

.....  
.....  
.....

15. What challenges do you encounter when using instructional materials in literacy lessons?

.....  
.....  
.....

16. What coping strategies do you use to overcome the above challenges?

.....  
.....

#### **The scaffolding practices used by teacher in developing pupils' literacy skills**

17. How do teachers support learners in developing literacy skills?

.....  
.....

18. what support activities do teachers employ to enhance literacy skills development in children

.....  
.....  
.....

19. Which aspects of literacy been effectively developed through extra teachers support?

.....

20. How do you connect new information to what the learners already know?

.....

21. How does teachers support affects learners ' engagement and focus during learning of literacy

.....

## APPENDIX IV

### Observation check list

#### 1. Teachers

| Area                       | Remarks | Date of assessment |
|----------------------------|---------|--------------------|
| Competence                 |         |                    |
| Instructional Practices:   |         |                    |
| Differentiated Instruction |         |                    |
| Engagement and Motivation  |         |                    |
| Pupil -Centered Learning:  |         |                    |
| Assessment of pupils       |         |                    |
| Feedback                   |         |                    |

#### 11) PUPILS

| AREAS                     | Remarks | Date of assessment |
|---------------------------|---------|--------------------|
| Phonic awareness          |         |                    |
| Hearing sounds            |         |                    |
| Blending sounds           |         |                    |
| Segmenting words          |         |                    |
| Recognizing letter sounds |         |                    |
| Fluency                   |         |                    |
| Vocabulary                |         |                    |

## APPENDIX VII; CONCENT FORM

I have read and I understood the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature .....Date .....

Investigator's signature ..... Date .....

### Appendices

## Appendix I: Document Review Summary

| Document         | Remarks                                                           |
|------------------|-------------------------------------------------------------------|
| Lesson Plans     | Clear objectives but lack differentiation                         |
| Schemes of Work  | Aligned with curriculum, need progression for struggling learners |
| Literacy results | 50% phonic awareness, 20% fluency, 10% comprehension              |
| Classwork books  | Regular exercises, inconsistent feedback                          |

## Appendix II: Observation Checklist Summary

| Area                       | Remarks                                           |
|----------------------------|---------------------------------------------------|
| Teacher Competence         | Good phonics knowledge, needs advanced strategies |
| Instructional Practices    | Effective phonics, teacher-led                    |
| Differentiated Instruction | Limited, uniform activities                       |

|                     |                                                   |
|---------------------|---------------------------------------------------|
| <b>Engagement</b>   | High during storytelling, low in writing          |
| <b>Assessment</b>   | Formative but infrequent written tests            |
| <b>Pupil Skills</b> | 60% phonic awareness, 20% fluency, low vocabulary |

### Appendix III: Instructional Materials Status

| Instructional material | Status                          |
|------------------------|---------------------------------|
| Staged Readers         | Limited (5 books for 40 pupils) |
| Phonic Word Cards      | Teacher-made, insufficient      |
| Reading Books          | Scarce, worn out                |
| Alphabet Posters       | Few available, actively used    |
| Teacher-Made Charts    |                                 |

## APPENDIX VII

### Krecjie and Morgan table (1970) for sample size determination

| N  | S  | N   | S   | N   | S   | N    | S   | N       | S   |
|----|----|-----|-----|-----|-----|------|-----|---------|-----|
| 10 | 10 | 100 | 80  | 280 | 162 | 800  | 260 | 2800    | 338 |
| 15 | 14 | 110 | 86  | 290 | 165 | 850  | 265 | 3000    | 341 |
| 20 | 19 | 120 | 92  | 300 | 169 | 900  | 269 | 3500    | 346 |
| 25 | 24 | 130 | 97  | 320 | 175 | 950  | 274 | 4000    | 351 |
| 30 | 28 | 140 | 103 | 340 | 181 | 1000 | 278 | 4500    | 354 |
| 35 | 32 | 150 | 108 | 360 | 186 | 1100 | 285 | 5000    | 357 |
| 40 | 36 | 160 | 113 | 380 | 191 | 1200 | 291 | 6000    | 361 |
| 45 | 40 | 170 | 118 | 400 | 196 | 1300 | 297 | 7000    | 364 |
| 50 | 44 | 180 | 123 | 420 | 201 | 1400 | 302 | 8000    | 367 |
| 55 | 48 | 190 | 127 | 440 | 205 | 1500 | 306 | 9000    | 368 |
| 60 | 52 | 200 | 132 | 460 | 210 | 1600 | 310 | 10000   | 370 |
| 65 | 56 | 210 | 136 | 480 | 214 | 1700 | 313 | 15000   | 375 |
| 70 | 59 | 220 | 140 | 500 | 217 | 1800 | 317 | 20000   | 377 |
| 75 | 63 | 230 | 144 | 550 | 226 | 1900 | 320 | 30000   | 379 |
| 80 | 66 | 240 | 148 | 600 | 234 | 2000 | 322 | 40000   | 380 |
| 85 | 70 | 250 | 152 | 650 | 242 | 2200 | 327 | 50000   | 381 |
| 90 | 73 | 260 | 155 | 700 | 248 | 2400 | 331 | 75000   | 382 |
| 95 | 76 | 270 | 159 | 750 | 254 | 2600 | 335 | 1000000 | 384 |

## PARENTAL/GUARDIAN CONSENT FORM.

Dear Parent/Guardian,

I am, Nalunkuma Violet, a student at Uganda Christian University .Iam conducting a study on the development of literacy skills among pupils. The objective of the study is to evaluate the effect of instructional approaches on the development of literacy skills for the learners in lower primary classes (P1-P3) in Mukono Central Division.

Your child is invited to join this research study. Please read the information below carefully prior to consent.

If you allow your child to participate, he/she will engage in the following activities, which are part of the regular school day:

Observations in the classroom of regular literacy instruction.

One focus group discussion of about 20 minutes duration.

Review of literacy classwork books.

Short informal word recognition and fluency assessment.

Confidentiality: All data gathered will be kept confidential and your child's identity will be anonymous.

Participation is completely voluntary. You or your child can drop out of the study at any time without any penalty or impact on the child's school relations.

Consent: I agree to the information I have read above. I agree that my child will participate in this study.

Child's Name: .....Class: P.....

Parent/Guardian Signature: .....Date:.....

Researchers Signature: .....Date: .....

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