

**THE IMPACT OF GUIDED READING ON PUPILS' LITERACY SKILLS IN
PRIMARY SCHOOLS IN KARAMBI VILLAGE KISUURA PARISH BWIKARA
SUBCOUNTY IN KAGADI DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF TECHNOLOGIES FOR
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Declaration

I KOKOI CHRISTINE, a student of African Rural University pursuing a Bachelor’s degree in Rural Development hereby declare that this report is my own work and has never been submitted to any institution for the award of a degree.

Sign

Name: Kokoi Christine

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Date:

Approval

This is to certify that this report on the impact of Guided Reading in pupils' literacy skills has been written under my supervision and is now ready for submission for examination for partial fulfillment for the award of a Bachelor of Rural Development.

Signed.....

Ms. Kasemiire Dorothy (Faculty Supervisor)

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Mr. Kajoka Martin (TWS)

Date

Signed.....

Ms. Nakiguli Oliver (Field Mentor)

Date

Dedication

This Report is dedicated to my beloved family, my father Mr. Opaku Paul Peter, mother Mrs. Among Hellen Christine, my sisters Apio Leah and Asianut Shalom, my brothers Opio Moses and Esawe Caleb Turyatunga Amos for their combined efforts throughout my stay in the field.

Acknowledgement

First and foremost, I wish to express my deepest appreciation to the Management of African Rural University for their generous financial and material support during my two-month research in Karambi Village. I am also immensely grateful to the entire school community for their cooperation and unwavering support throughout this research endeavor.

In a special and heartfelt manner, I extend my gratitude to my parents, Mr. Opaku Paul Peter and Mrs. Among Hellen Christine, for their invaluable financial, emotional, and spiritual support. I am also indebted to my fellow academic peers, with whom I continuously networked within the field.

I take great pleasure in acknowledging my academic benefactors, including my Faculty Supervisor, Ms. Kasemiire Dorothy, my Traditional Wisdom Specialist, Mrs. Kajoka Martin, and my Field mentor, Mrs. Nakiguli Oliver. Their supervision, guidance, encouragement, and unwavering support were pivotal in enabling me to fulfill the expectations of this research.

I extend sincere thanks to Bwikara Secondary School for their invaluable assistance in providing the necessary stationery during my two-month research study. May they be blessed abundantly.

I express my heartfelt gratitude to the staff of Bwikara Sub County for their unwavering support during my internship experience.

Above all, my deepest appreciation goes to the Almighty God, who bestowed upon me the strength and life to carry out this study. All honor and praise be unto you.

List of Acronyms/Abbreviations

ARU	African Rural University
CAP	Community Action Planning
EM	Epicenter Manager
ES	Epicenter Strategy
FGD	Focus Group Discussion
PAR	Participatory Action Research
PTA	Parents Teachers meeting
S/C	Sub-County
SDGs	Sustainable Development Goals
URDT	Uganda Rural Development Training Programme
VA	Visionary Approach

Definitions of terms

Guided reading is a small-group reading instruction which is designed to provide differentiated teaching to learners in school and to help individual learners process a variety of increasingly challenging texts with understanding and fluency.

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.

Literacy skills are all the skills needed for reading and writing.

PTA is a parents-teachers meeting held on a termly basis to discuss issues pertaining their learners.

A focus group discussion is a qualitative research method and data collection technique in which a selected group of people discuss a given topic or issue in depth facilitated by a moderator

Abstract

This action research aimed to assess the impact of guided reading on the literacy skills of primary school pupils in Karambi village, specifically across four schools: St. Paul, Muzizi, Kingdom, and Kamusegu progressive primary schools, spanning primary one to primary five. The study encompassed an exploration of objectives such as evaluating the significance of guided reading and understanding factors influencing pupils' literacy skills. The study builds on the earlier research carried out by Kathryn E. Hanlon (2016) on how guided reading affects comprehension in readers. During community meeting in Karambi village, members raised an issue of the inability of their school going children to read and write and low literacy rates was registered in those primary schools. This gap triggered the need for this research with the overall objective of determining the impact of guided reading strategy on pupils' literacy skills.

The methodology employed a descriptive and correlational research design, utilizing both quantitative and qualitative data collection methods and tools. With a study population of 150, a sample of 84 respondents was selected using the Krejcie and Morgan (2012) sampling method. Primary and secondary data were collected through methods including questionnaire administration, documentary review. 40 pupils from primary one to primary five were divided into experimental class and control class as the subjects for this research. Pupils' reading skills and interest were tested by using questionnaire for collecting the data of the research. The data was then calculated and analysed in tables and pie charts using percentages and degrees respectively. The result data analysis showed that: (1) guided reading strategy produced better result on pupils' reading skills in compared to usual classroom teaching; (2) guided reading strategy produced better result on reading comprehension for pupils with high reading interest in comparison to those with low interest in learning shown by (9%) in table 16. The pupils' reading levels were assessed and placed into struggling, average, and accelerated reading groups. The three themes that emerged from the data were that educators are aware of the benefits of guided reading instruction but inconsistent application hinders pupils' performance. These results suggest that guided reading strategy had a significant impact in aiding pupils' literacy skills as compared to just teaching the normal way. However, more research should be conducted to establish the other strategies for improving pupils' literacy skills.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This Chapter presents the Background to the study, Vision statement, Purpose, Objectives, Research Questions, Scope, Significance, Justifications.

1.1 Background to the Study

1.1.1 Guided reading

The study focused on guided reading as an independent variable. Guided reading was developed in New Zealand in the 1960s. Later, when it came to the United States, educators including Gay Su Pinnell and Lesley's own Irene Fountas enhanced it over time in 1996. Fountas and Pinnell published their highly influential text, *guided reading: Good first teaching for all children*. This text revolutionized the teaching of reading, and is still used by over a million teachers worldwide. Guided reading is a teaching approach designed to help individual learners how to process a variety of increasingly challenging texts with understanding and fluency. Pinnell and Lesley (2006) define guided reading as a research-based instructional approach in which a teacher works with a group of learners who are reading at similar levels at a particular point in time. The teacher supports each learner development to effective competencies. However, unlike the reading groups of the past, the small, temporary groups are flexible and dynamic. Teachers regularly observe and assess their learners, then group and regroup them based on the learner's strength and changing needs over the course of their reading development. The goal of guided reading lessons is to help learners become more proficient readers. Guided reading varies slightly on class and reading level of each group. However, there are essential components that support teachers in effective Guided Reading lessons. Step: 1 the teacher assesses the instructional level of pupils and forms a small, flexible group. Step: 2 each learner gets their own copy to read. Steps: 3 the teacher introduces the text, calling attention to meaning, language structure, and print information. Step: 4 the teacher interacts briefly with the pupils as they read out aloud. If they need support, the teacher helps them develop a successful processing system. Step: 5, the pupils read the whole text independently and then talk about the meaning. Step: 6, after reading

the text, the pupils discuss themes, ideas and what they noticed about how the text was written. For example, the characteristics of human beings structure and feature. Step: 7, the teacher then selects one or two teaching points that will be helpful to the readers. Step: 8, learners then focus on word work for a few minutes (for example, letter, patterns, and high-frequency words), which helps become flexible in their use of phonics skills.

1.1.2 Literacy

The word “Literatus” originated from Latin which means to be learned or Literacy in English translation. A common-sense definition of ‘literacy’ would indicate the ability to read and write. In more specific terms, literacy can be defined as the ability to both read and write a short simple statement, reflecting understanding about everyday life. The term reading literacy is not intended to imply only basic or functional literacy, rather, the term connotes a broader sense of reading, including when to read, how to read, and how to reflect on what has been read, (NAEP framework, (2002). Research has shown that poor language skills in the early years can have a far-reaching and long-lasting impact on the child. Children who enter school with good language skills have better chances at school, better chances of entering higher education and better economic success in adulthood. However, the author ignored the fact that high population in poor government schools makes it challenging for teachers to guide all children, (B Salley, 2022). Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts, while literacy skills are all the skills needed for reading and writing, Nordiques. R (2019). They include such things as awareness of the sounds of language, and the relationship between letters and sounds. Other literacy skills include vocabulary, spelling, and comprehension, (Carol. B, 2022).

1.2 Statement of the problem

The government of Uganda tried its best and started up the Universal Primary Education and the Universal Secondary Education that furnished opportunities for every child in Uganda to access education. But this was only kept in the very poor government schools that even a primary seven pupil cannot be compared to a primary three pupil in a good private school. Illiteracy in Uganda is generally considered to be the inability to read and write, but this goes further than just that. The in-depth definition of illiteracy is the inadequacy of reading and writing skills to manage the daily life tasks.

During my One-Month Practicum conducted in Karambi Village, I conducted community meetings through community dialogue and brainstormed their current reality in terms of issues affecting the community negatively and positively. Through the use of Participatory Action Research, we identified a gap in reading and writing as I chose some young people to read and they could not. The research therefore strived to address this gap that is viewed and identified as illiteracy among the school going children and use guided reading as a strategy to improve their literacy skills. Hence my niche is on the impact of Guided Reading instruction to equip pupils with literacy skills for rural transformation.

1.2.1 Vision statement

A productive literate pupil with literacy skills and knowledge by 2030.

1.3 General objective the study

To determine the impact of guided reading on pupils' literacy skills in Karambi village, Kisuura parish Bwikara Sub-county.

1.4 Objectives of the study

- i. To determine the importance of guided reading instruction on pupils in primary one to primary five
- ii. To assess the factors that affect literacy in pupils from primary one to primary five
- iii. To determine the relationship between guided reading and literacy skills in pupils of primary one to primary five.

1.5 Research Questions

- i. What is the importance of guided reading on pupils' literacy skills?
- ii. What are the factors that affect literacy in pupils from primary one to primary five?
- iii. What is the relationship between guided reading and literacy skill in children?

1.6 Scope of the study

1.6.1 Time

The research covered two years (April 2022 to October 2023) in Karambi Village, Bwikara Sub-County.

1.6.2 Geographic Scope

The study covered the area of Karambi Village, Kisuura Parish-Bwikara sub county, Kagadi District.

1.6.3 Demographical Scope

The study focused on population of primary schools in Karambi village. Karambi Village is neighboring Humura village in the north, Kamusegu in south, Muzizi in the west and Kichwamba in the East.

1.6.4 Content Scope

The study focused on literacy skills of pupils from primary one to primary five precisely in primary schools since rich language skills in the early years can have a far-reaching and long-lasting positive impact on the child.

1.7 Significance

To the Pupils

The study will improve the literacy skills of pupils that are vital for good performance at school.

It will improve pupil's health as it strives to make them learn to comprehend things and solve life tasks.

To the policy makers

The findings will help the Policy makers and implementers to design policies to promote education and literacy in Karambi village.

To the Community members

This study would increase the productivity of the people in Karambi village if their children are able to read, write and communicate in different languages.

To the Parents

The study increase parent's access to the information through their children and plays a significant role in reducing inequalities of different categories.

To other sub-counties

The findings of this study will help other sub-counties to design the education policies and increase literacy in their communities.

1.8 Delimitations

African Rural University: The University facilitated my stay in the field and assigned me an academic supervisor.

Local leaders and Local government: The local leaders gave me permission and support to carry out my study in the community.

Pupils. The pupils are the specimens to be used to come out with findings.

Community members. The parents in the community provided their children who were key in this study as well as gave information in line with supporting their children.

Teachers. The teachers were co-interviewers and gave me information about the pupils.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the related literature on guided reading, literacy skills and the relationship between guided reading and literacy skills in pupils as stipulated in the objectives.

2.1 Independent Variable

2.1.1 Guided Reading

Iaquinta (2006) defines Guided reading is a component necessary for a balanced literacy program. Guided reading is a research-based strategy and is known as an appropriate strategy for children in the early years of literacy development. It is known that the foundational reading skills are presented during the early childhood and primary years of school. Recently, educators are more readily recognizing the importance of these reading skills and the true effects of deficits in those reading areas. If students are unable to learn how to read during primary level, then they will be unable to read to learn in the following years to come, (2018).

Taylor et al (1999) argued that the word guided is a type of instruction that would be less about teachers transmitting information and more about teachers coaching learners. On a contrary, a teacher reading aloud to pupils or pupils reading all by themselves may not yield results as expected. However, with guided reading both the teacher and the pupils actively participate in the learning process. More so, guided reading should not be used alone as a program to promote literacy but consider factors such as environment as systemic approach to learning.

The sociocultural theory as stated by Kucer (2014) contends that reading and writing are “not simply individual acts of thought and language, but also patterned social acts and behaviors of the group”. Literacy is a social and cultural process that is affected by power. Learning occurs through participation in cultural contexts and literacy is impacted by social interactions. However, some social cultural norms may hinder a pupil’s learning especially if the society does not value education.

On the other hand, Margret Mooney (1996), asserts Guided Reading as a way to read to, with and by learners. Mooney urged that guided reading was a way to read with learners meeting the instructional needs that could not be accomplished when teachers read aloud to learners or when learners read by themselves. Sadly, not so many teachers are consistently implementing this instruction and this could be a reason behind poor performance in poor schools especially in the rural areas. However, there is still room to train teachers on matters concerning guided reading.

Hansen (2016) confirms that guided reading at a lower level of learning creates a strong foundation for the learner at later stage of learning. He adds on that the impact of guided reading provided in the primary level produces higher average impacts on literacy skills than interventions implemented in the upper elementary and secondary students. This means that they will most likely continue to have difficulty reading throughout school and handling life tasks. Extensive research has been conducted that proves that children who get off to a poor start in reading rarely catch up, teachers are now faced with the challenge of how to prevent these serious reading deficits from occurring. Independent reading level is defined as students' ability to read with success on their own which is not enough therefore; guided reading is the way to go.

2.1.2 Importance of guided reading on pupils' literacy skill

Reutzel (2015) asserts that guided reading lessons helps to address a pupil's accuracy, fluency, and comprehension gives a learner confidence, security, happiness while pupils with varying backgrounds and instruction read and comprehend at various levels, teachers can tailor instruction to meet pupils' needs and interest therefore increasing pupils' sustainability, motivation, and overall reading comprehension. The significant solution to positively impacting and promoting reading fluency and reading accuracy rate for learners is the implementation of Guided Reading instruction.

According to Juth (2014) guided reading helps a teacher build upon the knowledge, skills, and strategies that learners have in order to become fluent independent learners. If pupils are able to

read with accuracy, fluency and demonstrate comprehension, then it will help them for the years to come as they further their studies. Guided reading allows readers to become critical thinkers as learners learn to comprehend and decode through the guidance of their teachers. After repetition of a specific skill, learner can apply this skill in their own reading, (Spichtig, 2015).

Guided reading provides an opportunity for teachers to support small groups of children within the same developmental reading stages to apply strategies they already know to texts they do not know. Alternatively, guided reading provides room for feedback from the learners during the learning sessions. The texts are carefully matched to the children so that they can apply their strategies to overcome the challenges in the text and read it independently with success (Hornsby, 2000).

Guided reading helps pupils to develop strategies to improve their reading and helps them to become independent readers while at the same time providing help to others. Reading intervention done at an early stage will make it easier for the learners to cope up with complex texts at a later stage in learning. Incorporating guided in your lesson plans is a great way to develop and nurture pupils' skill as well as making pupils to think and act as proficient readers.

2.2 Dependent Variable

2.2.1 Literacy skills

Various authors have varying understanding of the word literacy. Literacy is defined by Kucer (2014) as the ability to “effectively, efficiently, and simultaneously control the linguistic and other sign systems, cognitive, sociocultural, and developmental dimensions of written language in a transactive fashion”. Kucer suggests that everyone belongs to different social, cultural, socioeconomic, and family groups that impact the way we think and act. The way we think and act affects the way we produce and interpret language. Language influences and shapes our interactions with written and oral language. Real world applications of literacy, also called literacy events, involve the developmental, sociocultural, linguistic, and cognitive dimensions.

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts, while literacy skills are all the

skills needed for reading and writing, Nordquist. R (2019). They include such things as awareness of the sounds of language, and the relationship between letters and sounds. Other literacy skills include vocabulary, spelling, and comprehension, (Carol. B, 2022).

According to Goodman (2001), literacy is the foundation of reading, writing, communicating and socializing. Literacy is acquired through engagement and participation in a literate society. It is essential for learners to participate in literacy events in order to develop reading and writing skills. The culture that the teacher creates around guided reading affects the success of the students; the classroom culture is of significance. Literacy is a term that has changed and developed throughout the years. Though it is a challenge to create a succinct definition, educators can agree that it is more than merely reading, writing, and speaking, but that it is also the application of these skills for use in the modern age.

Otto (2009), asserts that literacy involves oral and written language distinctions as connections between letters, phonemes, and spelling. Language variation is also reviewed. The cognitive dimension is about understanding written discourse, the reading process, and the writing process. The sociocultural dimension is all about discussing literacy as a social practice and the importance of written discourse. He adds on that, Literacy is acquired through immersion and participation in a literate society.

Goodman (2001) states that “all children in a highly literate society become literate, even when they are part of a group within that society that values literacy in ways different from the majority”. Participation in meaningful literacy events is essential in developing reading and writing skills. Literacy acquisition is affected by the classroom culture the teacher has created. Children acquire literacy as they are immersed into a literate society. This shows that much as guided reading is being practiced, there are several factors that must be addressed as well such as the classroom environment and society in which the learners live.

2.2.2 The factors that affect literacy in pupils from primary one to primary five

2.2.2.1 Classroom environment

A literally-rich classroom environment exposes pupils to written and oral language in a wide variety of ways and gives pupils the opportunity to develop their literacy skills. Access to wide and frequent rotating range of books exposes pupils to literacy and encourages them to read independently as well-trained teacher provides support literacy instructions to the pupils and they are able to build their literacy skills through group activities with peers. However, a literally-poor classroom characterized with absence of reading materials, schools' open space, noise, inappropriate temperature, insufficient light, overcrowded classes, misplaced boards and inappropriate classroom layout all make factors that could be confounding variable distracting pupils in class (Jhon Kenly L. Yumul, 2018).

2.2.2.2 Cognitive ability

Strong cognitive skills make the process of learning to read much easier. This skill promotes long-term learning as it allows you to connect previous knowledge with new materials. Underpinning the tasks required in reading are basic cognitive skills that allow the brain to take in and process information. Children who struggle with reading tend to have difficulty with some of these skills such as memory, paying attention, organizing information and following instructions. Hence during guided reading instruction, teachers are able to group pupils according to their cognitive skills. Therefore, pupils with strong cognitive skills are able to grasp easily compared to those with weaker cognitive skills, (Jamie Anderson,2018).

2.2.2.3 Parental influence

A parental thought on literacy development is another factor. (Jacqueline Lync,2019), asserts that parents who understand the importance of reading and literacy development are more likely to be supportive of their child's literacy than parents who do not understand the need for certain literacy-based activities such as phonemic awareness lessons. In addition, parents who prefer reading frequently are more likely to engage their children in literacy-based activities. Hence during guided reading, the pupils who already have support from home are able to cope up easily, (Mandi Titus,2019).

2.2.2.4 Interest level of a learner

Interest has a powerful impact on both cognitive and affective aspect of reading. More so, interest encourages pupils to expand their knowledge as they further continue to explore new

thing in the field of education. It affects how we think, what we think and how we feel about what we think and this motivation dominantly affects their interest in reading. Therefore, promoting interest can contribute to more engaged, motivated, learning experience for pupils since pupils' achievement in reading with high interest is higher than the pupils with low interest. However, Pitoyo (2020) suggests that reading interest is influence literacy activities, technology and library facilities.

2.2.2.5 Environment

One theory that explains the impact of environment and culture on literacy development is the behavioral theory. One of the main opponents of this theory, B.F Skinner, proposed that language is acquired in the same way as any other behavior. The surroundings can highly influence young brains and everything present in the learning environment has the potential to positively or negatively affect the learner's competence, confidence, and understanding

2.2.2.6 Family's socioeconomic status and educational levels

The more words the caregivers use, the larger a child's vocabulary will be. Pupils with lower socioeconomic status tend to have smaller vocabularies because literacy develops better in pupils who read regularly. A rich social environment helps the pupils build literacy skills access the reading materials, go to the best schools and attain quality education. Similarly, a family with high educational level motivates the child to strive to reach greater heights just like the predecessors.

2.3 The relationship between guided reading and literacy skill in children

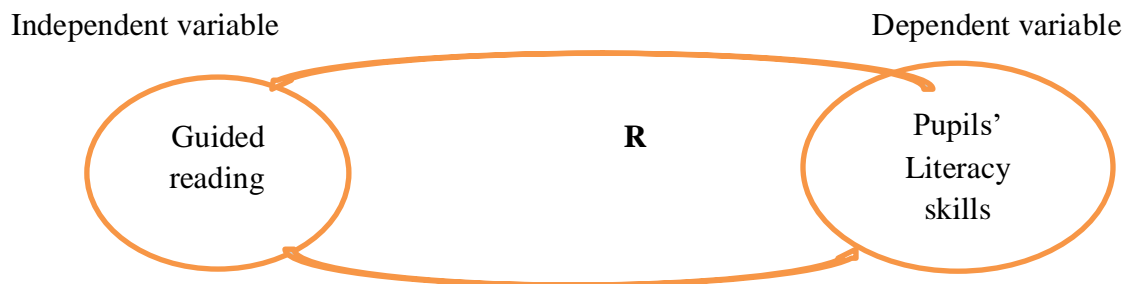
There is a fundamental and reciprocal relationship between guided reading and literacy skills in children. According to the Department of Education (2023), Literacy skills is not just reading, it has other components such as writing, language, speaking and listening. Through guided reading, learners are better able to comprehend things since they are being helped and this develops important skills such as recognizing letters, and it also helps learners to understand printed work. Guided reading is a component necessary for a balanced literacy program.

Guided reading is part of literacy and therefore, Guided reading is a research-based strategy and is known as an appropriate strategy for pupils in the early years of literacy development,

(Iaquinta, 2006). It provides differentiated small-group reading instruction to pupils with similar strengths and instructional needs, (Skiba, 2016). However, as opposed to independent reading, guided reading needs effort and dedication of teachers and experts to help learners attain these literacy skills, (Ross, 2007).

Hansen. KE (2019) Guided Reading is an approach in which a teacher works with a small group of learners who are reading a similar topic at a particular point in time. He notes that guided reading improves learner’s skills since they are guided by an expert in the subject. The teacher supports each reader’s development and this builds on the reading competencies. Reading is a very important skill that must be possessed by learners.

Similarly, figure: 1 shows the loops diagram of how guided reading impacts children’s literacy skills



Motivating factors

Build self-confidence, expand choices and performance

From the above loop diagram, there is correlation between guided reading and literacy skills.

This is because; more guided reading equips pupils with literacy skills and so on.

2.4 Summary of the Literature Review

In summary guided reading has gone from merely being a trend, to being an essential in balanced literacy programs. Even so, there is a need for better teacher training, preparation, and knowledge concerning guided reading, its implementation, and its effects on different types of readers. Guided reading is an excellent framework that provides the necessary supports so that pupils can learn successfully and move towards independence as readers and writers. Thus, it is not enough to merely know what guided reading is and what it looks like, guided reading must

be implemented carefully and consistently in the classroom. However, it should not be the only component of a balanced literacy program within a classroom. Educators should be supplementing additional resources, lessons, and experiences that will benefit their pupils' reading and writing abilities in orders to promote literacy skills in pupils.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology that the researcher used while collecting data. They included; the Area of study, Research design, target population of the study, sample size, sampling technique, data collection instrument and methods.

3.1. Area of study

The research was carried out in Karambi village Kisuura parish, Bwikara Sub-county. It included Four (04) primary schools namely: (Kamusegu progressive primary school, St Paul primary school, Muzizi Tea Estate primary school and kingdom primary school).

3.2 Research design

The study employed both descriptive and correlational research design, using both qualitative and quantitative methods and tools. The qualitative methods served to collect and analyze non-quantifiable data, while the quantitative method was used to collect and analyze quantifiable data.

Four methods of data collection were used: documentary review, questionnaire administration, in-depth interviews, participant observation, and focus group discussions.

Data was collected from four (04) categories of respondents namely; the pupils (P1-P5), the teachers (P1-P5), Parents of the children from P1-P5, the Heads of the four schools (key informants).

One FGD was conducted including 03 pupils, 03 teachers, 02 parents and 01 head teacher and these respondents gave information on the impact of guided reading on pupils' literacy skills.

The interviewer based on the observations made during the interviews jotted down Field notes.

3.3 Target population

Population refers to a set of people or items with similar characteristics that a researcher intends to study and draw inferences or conclusions (*Gall et al.*, 2006). The target population of 150

members including the head teachers of four primary schools mentioned in Chapter three (3.2 Area of study) comprising of 4 head teachers, 40 teachers, 45 parents and 61 pupils.

3.4 Sample size

According to Sekaran (2003), sample size refers to the number of respondents selected by the researcher from the total population in the sampling exercise. The researcher used a sample size of 84 respondents from a total population of 150 respondents using Krejcie and Morgan (2012) formula.

Table 1: showing categories of respondents' study population and sample size

Categories	Study population	Sample size
Head teacher	04	04
Teachers	40	20
Parents	45	20
Pupils	61	40
Total	150	84

3.5 Sampling techniques

3.5.1 Simple random sampling

Sampling refers to the process of selecting a portion of the population that conforms to a designated set of specifications to be studied. A sample is a subset of a population selected to participate in the study (Polite & Beck, 2004).

Simple random sampling is a form of sampling in which population is divided into a number of groups and sample is drawn from each group. Groups are based on class, educational level and occupational position, Schumpcher (1997). I used this method to limit the biasness of purposive sampling. I used this technique to get four schools to represent the rest of schools, under this procedure I wrote the names of all primary schools in the selected on pieces of paper, folded them, mixed them and picked pieces of paper with names of schools written on them, these were used as sample schools, the same procedures were used to get the study area and used to get sample teachers, parents and pupils.

3.6 Data types and Sources

3.6.1 Primary Data

The primary data was collected for the first time directly from the field and the sources of this data were questionnaires, observation and interviews. Here a standard list of questionnaires was prepared.

3.6.2 Secondary Data

Secondary data was extracted from existing literature for example school registers and reports, text books, internet and journals.

3.7 Data collection methods

Data collection is the process of selecting participants and gathering data from these participants (Burns & Grove, 2001). In order to ensure reliability of the study findings, several data collection methods were used to collect data for all the objectives and they include the following;

3.7.1 Interview method

An interview is a qualitative research method of data collect that involves two or more people exchanging a series of questions and answers in order to collect data. This is a method that involved conversation between the researcher and the respondents. Adam & Kamuzora (2008) asserted that interview method is a direct oral discussion that can structured or semi-structured. I used unstructured interview in relation to the research questions to absorb information from the respondents. Interviews provide participants with the opportunity to fully describe their experiences.

3.7.2 Questionnaire administration method

A questionnaire administration is research method featuring a series of questions used to collect useful information from the respondents. They included both written and oral questions. In this method, questionnaires were designed together with the community and issued to the respondents. They consisted of a series of questions and each question providing a number of alternative answers from which the respondents chose in relation to the research questions.

3.7.3 Documentary review method

Documentary review is a way of collecting data by viewing existing documents. This method involves the review of documents in order to obtain the secondary data. Here documents such as school registers, reports, journals, textbooks were reviewed by the researcher in order to obtain data.

3.7.4 Focus group discussion

A focus group discussion is a qualitative research method and data collection technique in which a selected group of people discuss a given topic or issue in depth facilitated by a moderator. I asked broad question in relation to the research questions in order to generate in-depth maximum amount of discussion and opinions. The focus group discussion included 9 members namely: 03 pupils, 03 teachers, 02 parents and 01 head teacher. I used this method to gather data from different groups of people since it creates a deeper understanding of the topic under study.

3.7.2 Participant observation

Participant observation is a qualitative research methodology where the researcher is immersed in the day-to-activities so as to study the participants. The researcher created time to go and interact with the pupils and teachers. And this gave me an insight of what was happening on the ground. At some point I stepped in class and observed the pupils and how they are being taught. I chose this method because it helped me to see if people are doing something different from what they say that they do. It also gives me firsthand information.

3.8 Data collection instruments

The following instruments were used to collect data for all the objectives;

3.8.1 Questionnaire Tool

A questionnaire research tool featuring a series of questions used to collect useful information from the respondents. This tool of data collection was used to generate and collect vast information from respondents. The tool included closed ended sets of questions that were distributed to all respondents and it gave respondents convenient time to answer the questions by making choice of their own. Under this tool 84 questionnaires were designed and issued out to the respondents.

3.8.2 Interview Guide

According to Creswell (2012), an interview guide is simply a list of the high-level topics that you plan on covering in the interview with the high-level questions that you want to answer under each topic. Under this tool of data collection, I wrote questions in a piece of paper to guide me while interviewing the respondents. I used unstructured interview as the tool for data collection, because it provides participants with the opportunity to fully describe their experiences. This method of data collection was chosen to allow the participants to share their own stories in their own words, rather than being forced by pre-established lines of thinking developed by the researcher.

3.9 Research procedure

The study commenced with formulating a topic derived from practicum experience using Participatory Action Research and followed by writing a research proposal that was submitted for approval to the supervisor. Questionnaires and interview guide were prepared and an introductory letter was obtained from African Rural University to introduce the researcher to Bwikara Sub-County upon which the researcher was permitted to gather data from respondents. The data collected was then sorted, edited, interpreted and analyzed to derive meaning.

3.10 Data analysis, interpretation and presentation

3.10.1 Data processing

Once the data was gathered, I used a computer to enter data and arrange it to come up with information.

3.10.2 Data analysis

Data analysis refers to the computation of certain measures along with searching for the patterns of relationship that exist among data groups (Kothari, 2004). The data collected was presented in tables and analyzed using rank correlation co-efficient to get the relationship that exist between Guided reading and Literacy skills among pupils from primary one to primary five. The formula of rank correlation co-efficient is as shown below,

$$r = 1 - \frac{6\sum d^2}{n(n^2 - 1)}$$

Where;

r =Correlation co-efficient

Σ = Summation

d = the difference in rank

n = the number of observations

3.10 .2 Data presentation

I presented the data by using qualitative approach that presented the data related to description form using tables. This method enabled me to summarize the results on impact of guided reading on pupils' literacy skills in primary schools in Karambi village.

3.11 Ethical consideration in research

Ethics refers to the quality of research procedures, with regard to their adherence to professional, legal, and social obligations to the research participants. It is the branch of philosophy that deals with morality (Polit & Beck 2004). As this research involves human participants, it was therefore necessary that the following ethical principles be adhered to;

3.11.1 Confidentiality

According to Burns and Grove (2001), right to confidentiality is the researcher's management of private information shared by the participants, which must not be shared with others without the authorization of the participants. The researcher ensured and guided against unauthorized access to the data, and that the research data was only made available to the researcher and the promoter. The data collected was maintained at all times, this ensured professionalism in research and also treated the views of respondents with at most confidentiality. The purpose of the research was for academic interests and was helpful in explaining the importance of the study to the respondents.

3.11.2 The right to privacy

The researcher maintained privacy in all personal matters arising from information coming from the participants. This was in the form of feelings, beliefs or attitudes, and opinions. Raw data was protected from unauthorized persons, and not be shared and no names linked to the data. Data was also kept safe in a locked cupboard, and tapes destroyed on completion of the study (Burns & Grove 2001).

3.11.3 Right to self-determination

According to Burns and Grove (2001), the right to self-determination is based on the ethical principle of respect for a person. This means that participants must be given adequate information regarding the research; they must be capable of comprehending the information; and they must have the power of free choice, enabling them to consent voluntarily to participate in research or decline participation. The objectives of the study were explained to the participants, and their informed consent were obtained. Participants were informed of their rights to withdraw from the study at any time. The researcher and the participants had discussed and clarified their understanding of the investigation. The informants were briefed on the objectives and purpose of the research during the pre-interview discussion meeting, when the appointments for the interviews and written consent were secured.

3.11.2 Discipline

The researcher was disciplined enough and collaborated with other stake holders such as village research team, parents, teachers, head teachers to gather information.

CHAPTER FOUR
PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF THE
RESEARCH FINDINGS

4.0 Introduction

This chapter presents response rate, presentation of findings, interpretation and discussion of the research findings in relation to the research objectives.

4.1 Response Rate

The response rate was found and calculated using the formula below,

$$\text{Response rate} = \frac{\text{Actual number}}{\text{Estimated number}} \times 100$$

$$\text{Response rate} = \frac{80}{84} \times 100$$

$$\text{Response rate} = 95\%$$

From the above expression, the response rate is 95% implying that out of 84 questionnaires, 80 were brought back by respondents of Karambi village.

4.2 Background Information of Respondents

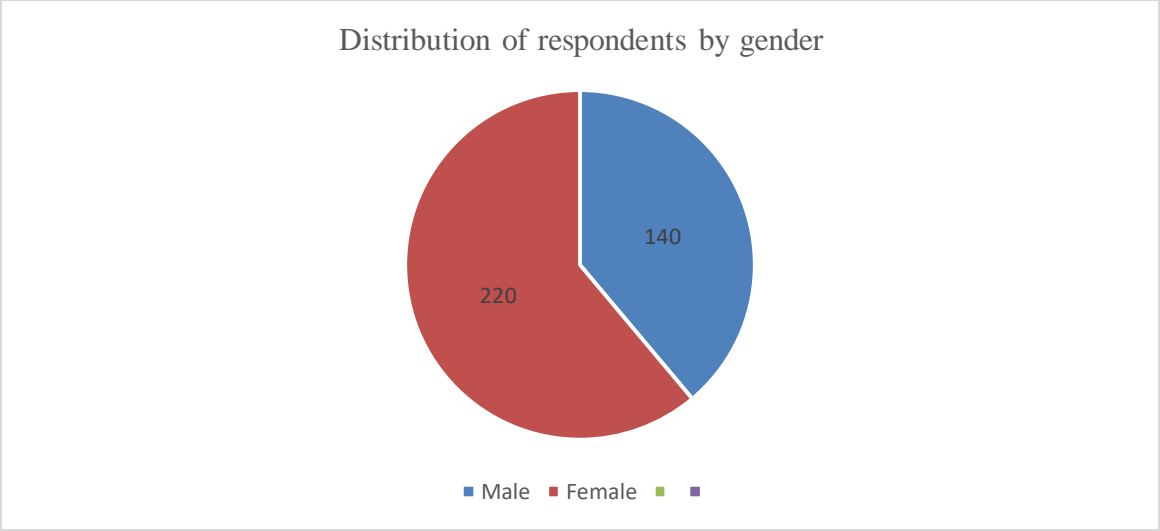
Findings on the background information of the respondents were captured and results were evidenced as follows;

4.2.1 Gender Information

Table 2: Distribution of respondents by gender

Gender	Frequency	Percentage (%)
Male	31	39
Female	49	61
Total	80	100

Source: Primary Data



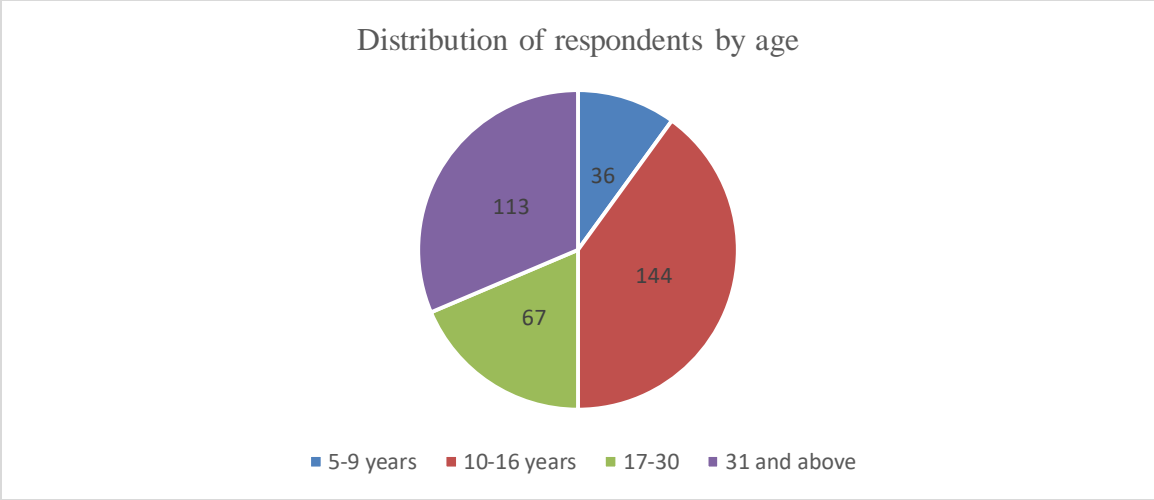
From the table above, 44% of the respondents were male and 56% female. This implies that the school community is dominated by females especially the pupils and parents. Girl child enrollment is greater at lower classes but as they climb the ladder, they tend to drop out thus reducing their number in secondary and university. On the other side boys are fewer because most of them tend to join the tea factory for quick money than studying. Similarly, it implies that data was got mainly from the female participants and this good since they are flexible and can create time for data collection.

4.2.2 Age / years

Table 3: Showing distribution of respondents by age;

Response	Frequency	Percentage (%)
5-9	8	10
10-16	32	40
17-30	15	19
31 and above	25	31
Total	80	100

Source: Primary Data



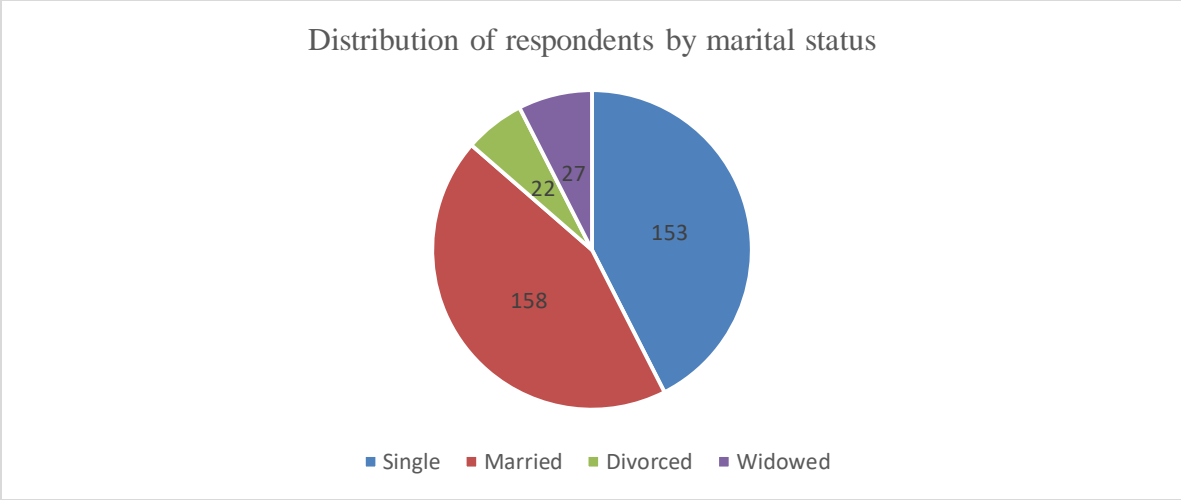
From the table above, 10 % of the respondents were between 5 to 10 years, 32% were between 11 to 16, 19% were between 17 to 30. 31% of the respondents were 31 years and above that included the parents and teachers meaning that most of the information was collected from mature and understanding persons. Old participants are mature and responsible enough to give much clear information. The second highest percentage was 30% with age ranging from 5 to 10 years, this was comprised of the pupils, this age is good since learning at a young age gives learners the ability to learn and store more knowledge in their fresh minds that are not easily forgotten.

4.2.3 Marital Status

Table 4: Showing distribution of respondents by marital status

Response	Frequency	Percentage (%)
Single	34	42
Married	35	44
Divorced	05	6
Widowed	6	8
Total	80	100

Source: Primary Data



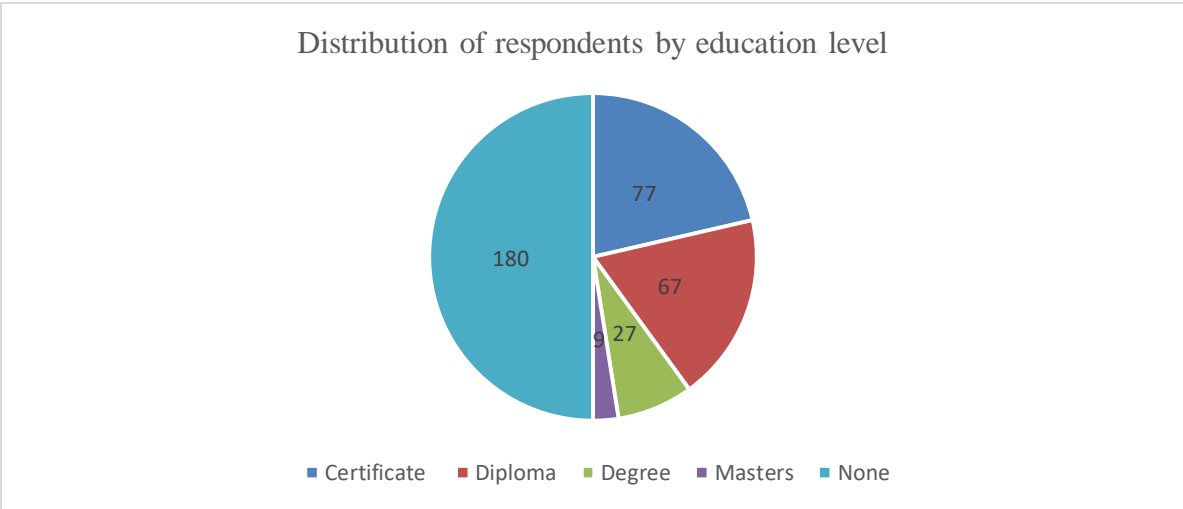
From the table above, 42% of the respondents were single, 44% were married, 6% were divorced and 8% of the respondents were widowed. This implies that much of the information was collected from the married persons. This is because married people are always responsible and give clear information for the study. Followed by 42% of the single persons, this was comprised of the pupils meaning more information was got from them since they are the specimen under study for this research. The pupils were vital in that they provided information about their experience at school.

4.2.4 Education Level

Table 5: Showing distribution of respondents by education level

Response	Frequency	Percentage (%)
Certificate	17	21
Diploma	15	19
Degree	06	8
Masters	02	3
None	40	50
Total	80	100

Source: Primary Data



From the table above, 21% of the respondents were certificate holders, 19% diploma holders, 8% were degree holders, and 3% of the respondents has masters. 40% of the respondents had none and this population comprised of the pupils from primary one to primary five in the four different schools that were part of the research. Therefore, more of the information was got from diploma and certificate holders and this proved that the schools employ diploma and certificate holders since they have more knowledge and skills in carrying out tasks assigned to them as well as cost effective. Similarly, some of the parents too had diploma and certificates, this implies that they know the value of education and will support their children in learning as far as guided reading is concerned. However only a few staff had masters and degrees and this shows a need for upgrading among the staff.

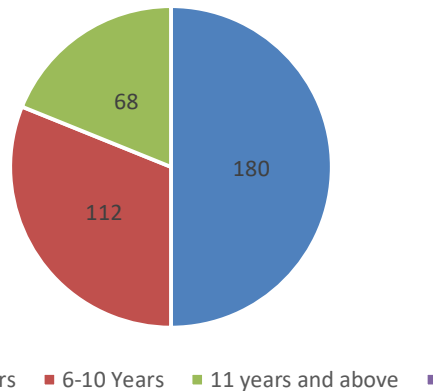
4.2.5 Time spent at school

Table 6: Showing distribution of respondents by the time spent at school

Response	Frequency	Percentage (%)
1-5 years	40	50
6-10 years	25	31
11 years and above	15	19
Total	80	100

Source: Primary Data

Distribution of respondents by the time spent at school



From the table above, 50% of the respondents had completed 1 to 5 years at school and these mainly comprised of the pupils from primary one to primary five and a few teachers, 31% of the respondents had spent 6 to 10 years and these basically comprised of the parents who had pupils in different classes and they are stakeholders at school, and finally 19% of the respondents had spent 11 years and above at school and these comprised of the majority of the teachers. This implies that most of the respondents had taken a long period of time and they had much information about the research under study. This also proved that the rate of labor turnover is low which is vital for school in terms of performance and cost effectiveness.

4.3 Empirical Information;

Objective one was to determine the importance of guided reading instruction on pupils' literacy skills in primary one to primary five in Karambi Village, Bwikara Sub-County.

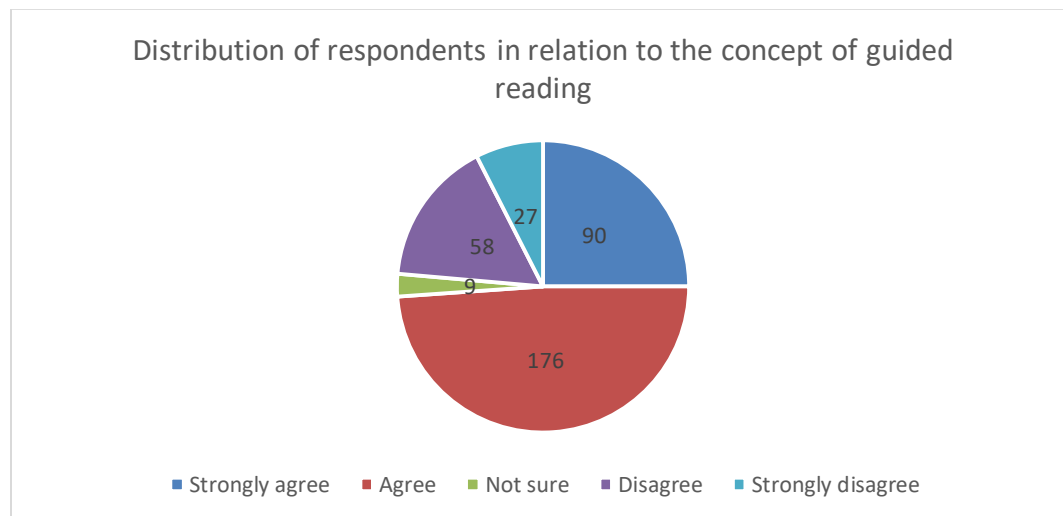
4.3.1 Teachers and pupils in St Paul, Muzizi Tea Estate, Kingdom and Progressive Kamusegu primary schools understand the concept of guided reading

Table 7: Showing distribution of respondents in relation to the concept of guided reading

Response	Frequency	Percentage (%)
Strongly agree	20	25
Agree	39	49
Not sure	2	3
Disagree	13	16

Strongly disagree	6	7
Total	80	100

Source: Primary Data



From the table above, 25% of respondents strongly agreed that they understood the concept of guided reading, 49% agreed, 3% were not sure, 16% disagreed and 7% strongly disagreed. This infers that the most of the participants are well versed with the concept and this is vital for its effective implementation in primary schools in Karambi Village. This means that guided reading helped to improve learners reading skills and enabled them become independent readers. This is in line with Lev S. Vygotsky theory (1934) who proposed that that learning is made easy when pupils have opportunities to participate in learning activities that are guided and paced by a more capable person. This is also in harmony with Spichtig (2015) who emphasized that guided reading helps a teacher build upon the knowledge, skills, and strategies that learners have in order to become fluent independent learners. If pupils are able to read with accuracy, fluency and demonstrate comprehension, then it will help them for the years to come as they further their studies.

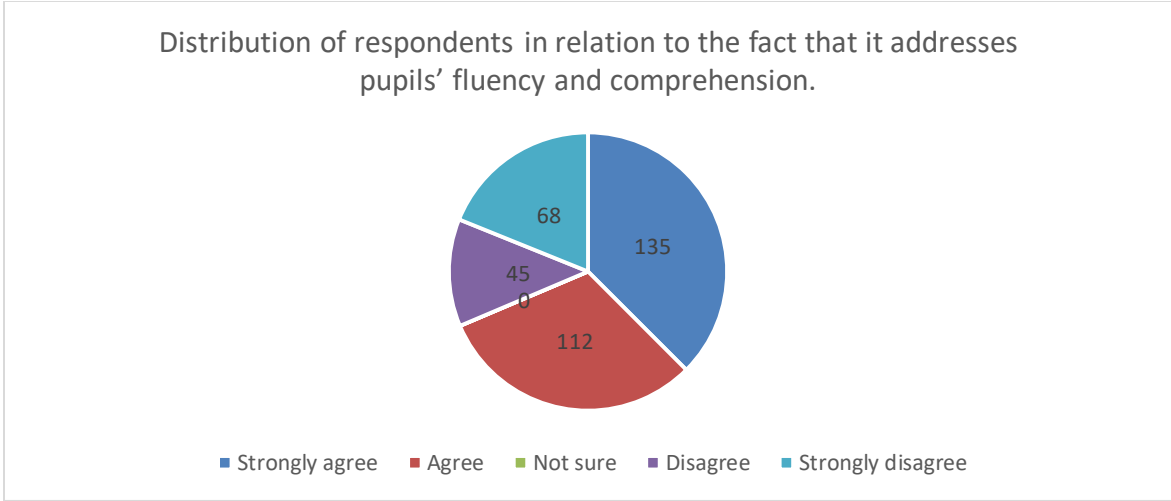
4.3.2 Guided reading lessons help to address a pupil’s accuracy, fluency, and comprehension gives a learner confidence, security and happiness

Table 8: Showing distribution of respondents in relation to the fact that it addresses pupils’ fluency and comprehension

Response	Frequency	Percentage (%)
Strongly agree	30	38
Agree	25	31
Not sure	0	0
Disagree	10	13
Strongly disagree	15	18
Total	80	100

*Source:
Primary
Data*

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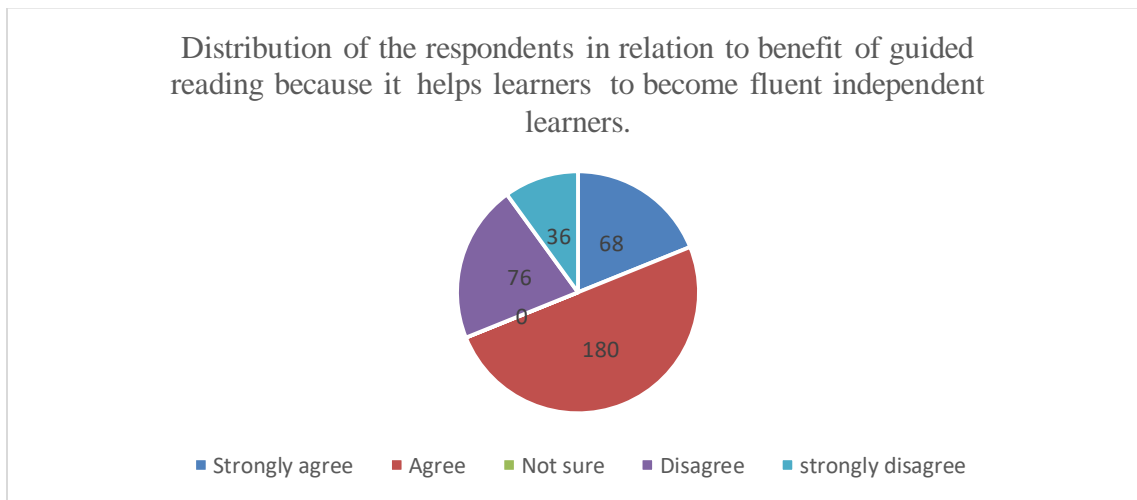
From the table above, 38% of respondents strongly agreed that guided reading addressed pupils' accuracy, fluency and gives confidence to a learner, 31% agreed, none of the respondents were not sure, 13% disagreed and 18% strongly disagreed. This confirms that most primary schools use this instruction to promote literacy skills in pupils, however, some disagree meaning that guided reading has not yielded results to them as expected. However guided reading requires consistence in practice in order to generate results and it must be done at an early stage. This is in harmony with Howard Gardner's theory of multiple intelligences (2007) who proposed that learning and teaching should focus on multiple intelligences of each learner. Therefor during guided reading a teacher out to separate the groups of learners basing on the speed of understanding. This is in agreement with Hansen (2016) who avows that guided reading at a lower level of learning creates a strong foundation for the learner than at a later stage of learning.

4.3.3 Guided reading helps a teacher build upon the knowledge, skills, and strategies that learners have in order to become fluent independent learners

Table 9: Showing distribution of the respondents in relation to benefit of guided reading because it helps a teacher build upon the knowledge, skills, and strategies that learners have in order to become fluent independent learners

Response	Frequency	Percentage (%)
Strongly agree	15	19
Agree	40	50
Not sure	0	0
Disagree	17	21
Strongly disagree	8	10
Total	80	100

Source: Primary Data



From the table above, 19% of respondents strongly agreed that guided reading helped pupils to become fluent independent learners, 50% agree, none of the respondents were not sure, 21% disagreed and 10% strongly disagreed. This expresses that most of the teachers in primary schools in Karambi village practice guided reading and have attained its benefits. This is in unity with Juth (2014) who confirms guided reading that allows readers to become critical thinkers as

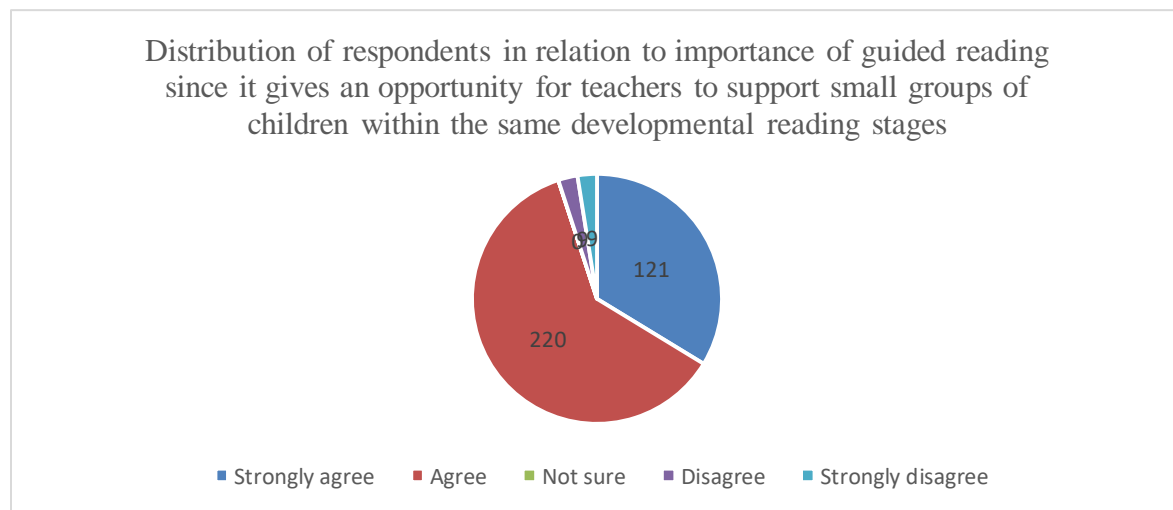
learners learn to comprehend and decode through the guidance of their teachers. However, a smaller percentage of respondents strongly disagree owing to the fact that guided reading alone is not enough to enhance literacy skills in pupils basing on other factors such as environment and socioeconomic status of pupils that need to be put into consideration.

4.3.4 Guided reading provides an opportunity for teachers to support small groups of children within the same developmental reading stages to apply strategies they already know to texts they do not know.

Table 10: Showing distribution of respondents in relation to importance of guided reading since it gives an opportunity for teachers to support small groups of children within the same developmental reading stages

Response	Frequency	Percentage (%)
Strongly agree	27	33
Agree	49	61
Not sure	0	0
Disagree	2	3
Strongly disagree	2	3
Total	80	100

Source: Primary Data



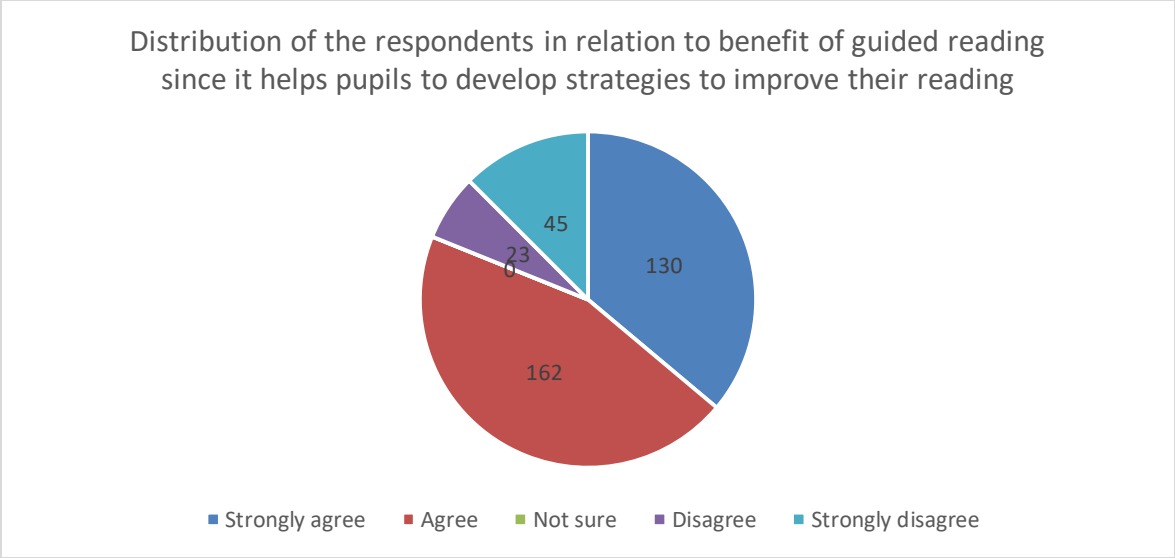
From the table above, 33% of respondents strongly agreed that guided reading provided an opportunity for teachers to support small groups of children at school, 61% agreed, none were not sure, 3% disagreed and 3% strongly disagreed. This implies that guided reading instruction is effective in primary schools due to consistent practice. This is in gratification with constructionist theory that states that learners construct knowledge rather than just passively take in information. The theory focuses on teacher-learner interaction and this is implemented during guided reading sessions. This is also in harmony with Hornsby (2000) who declares that guided reading provides an opportunity for teachers to support small groups of children within the same developmental reading stages to apply strategies they already know to texts they do not know. However, some of the respondents disagreed owing to the fact that they have great number of pupils that makes it challenging to focus on each group as per guided reading instruction.

4.3.5 Guided reading helps pupils to develop strategies to improve their reading and helps them to become independent readers while at the same time providing help to others

Table 11: Showing distribution of the respondents in relation to benefit of guided reading since it helps pupils to develop strategies to improve their reading and become independent readers in the long-run

Response	Frequency	Percentage (%)
Strongly agree	29	36
Agree	36	45
Not sure	0	0
Disagree	5	6
Strongly disagree	10	13
Total	80	100

Source: Primary Data



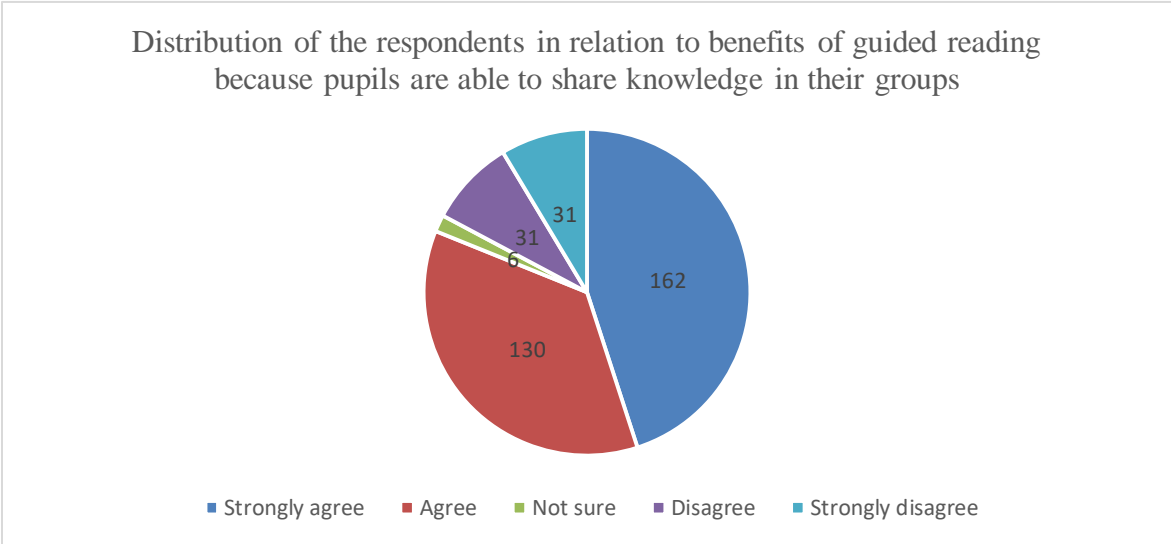
From the table above, 36% of respondents strongly agreed that guided reading helped pupils to develop strategies to improve their reading as well becoming independent readers, 45% agreed, none were not sure, 6% disagreed and 13% strongly disagreed. This implies that guided reading indeed is practiced and pupils have benefited from its use and is in conjunction with Reutzel (2015) who asserts that guided reading lessons helps to address a pupil’s accuracy, fluency, and comprehension gives a learner confidence to become an independent reader. However, a small percentage of respondents disagreed owing to the fact that teachers sacrifice way too much instructional time trying to provide learners with learning materials and instructions and yet this is not reflected in their earnings.

4.3.6 Guided reading helps pupils to work at the same level with learners who are at the same reading level with them as they share knowledge in their groups

Table 12: Showing distribution of the respondents in relation to benefits of guided reading because pupils are able to share knowledge in their groups

Response	Frequency	Percentage (%)
Strongly agree	36	45
Agree	29	36
Not sure	1	1
Disagree	7	9
Strongly disagree	7	9
Total	80	100

Source: Primary Data



From the table above, 45% of respondents strongly agreed that guided reading helped pupils to work at the same level with learners who are at the same reading level with them and share knowledge, 36% agreed, none were not sure, 9% disagreed and 9% disagreed. This implies that pupils who are put to learn together in groups share knowledge other than reading alone since two heads are better than one in schools such as St. Paul primary school. This is in unification with Skiba (2016) who states that guided reading provides differentiated small-group reading instruction to pupils with similar strengths and instructional needs. However, as opposed to independent reading, guided reading needs effort and dedication of teachers and experts to help learners attain these literacy skills (Ross, 2007).

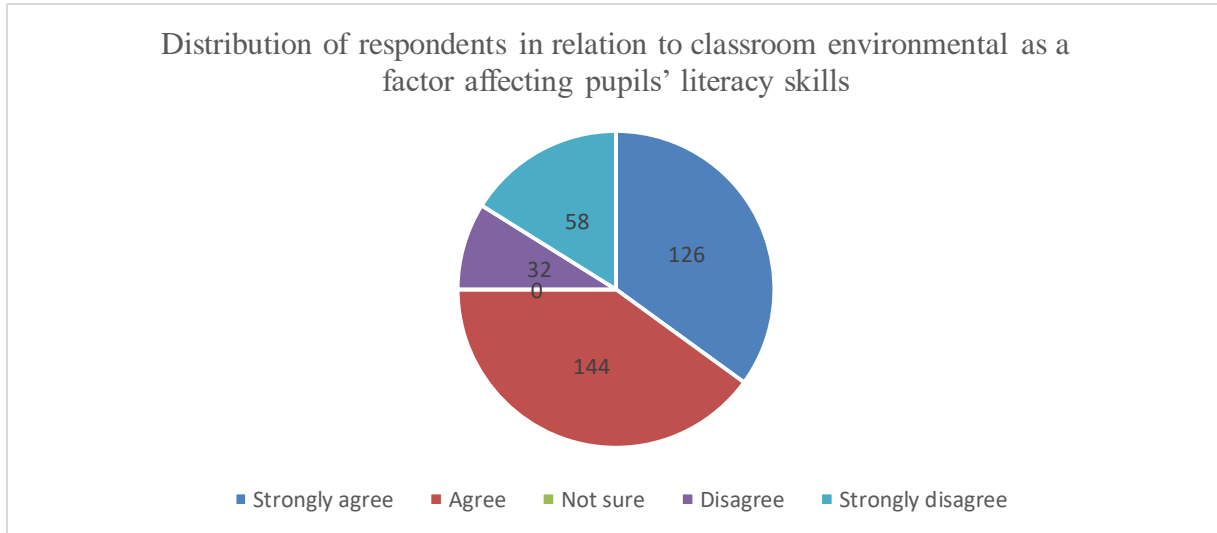
Objective two was to assess the factors that affect literacy in pupils from primary one to primary five in Karambi village

4.3.7 Literacy skills in pupils is affected by classroom environment such as presence of reading materials and good educators

Table 13: Showing distribution of respondents in relation to classroom environmental as a factor affecting pupils' literacy skills.

Response	Frequency	Percentage (%)
Strongly agree	28	35
Agree	32	40
Not sure	0	0
Disagree	7	9
Strongly disagree	13	16
Total	80	100

Source: Primary Data



From the table above, 35% of respondents strongly agreed that literacy skills in pupils was affected by classroom environment, 40% agreed, none were not sure, 9% disagreed and 16% strongly disagreed. Majority of the respondents agreed owing to the fact that pupils who studied in a positive learning environment had been shown to be more motivated, engaged and with higher literacy potential. This is in unification with Morrow & Weinstein (1998) who assert that

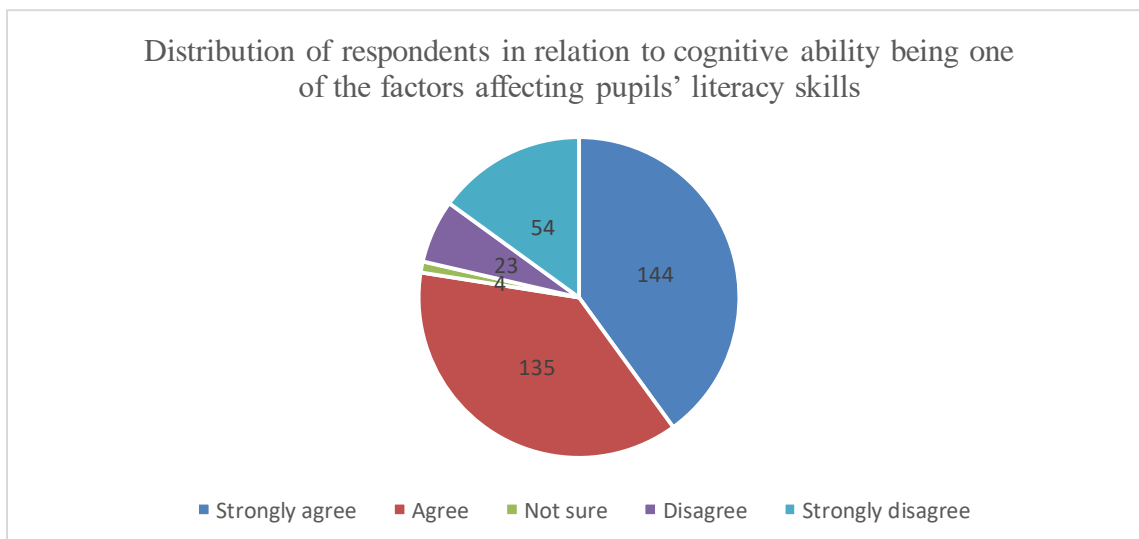
the physical arrangement of the classroom can promote time with books. Similarly, pupils are likely to behave constructively when the environment is supportive and positive. Conversely, when the environment is negative or hostile, it can often lead to disruptive behavior. Hence educators must always endeavor to create a comfortable environment for learners.

4.3.8 Literacy skills in pupils from primary one to primary five are greatly affected by their own cognitive ability

Table 14: Showing distribution of respondents in relation to cognitive ability being one of the factors affecting pupils' literacy skills

Response	Frequency	Percentage (%)
Strongly agree	32	40
Agree	30	38
Not sure	1	1
Disagree	5	6
Strongly disagree	12	15
Total	80	100

Source: Primary Data



From the table above, 40% of respondents strongly agreed that literacy skills in pupils was greatly affected by their own cognitive ability, 38% agreed, 1% were not sure, 6% disagreed and

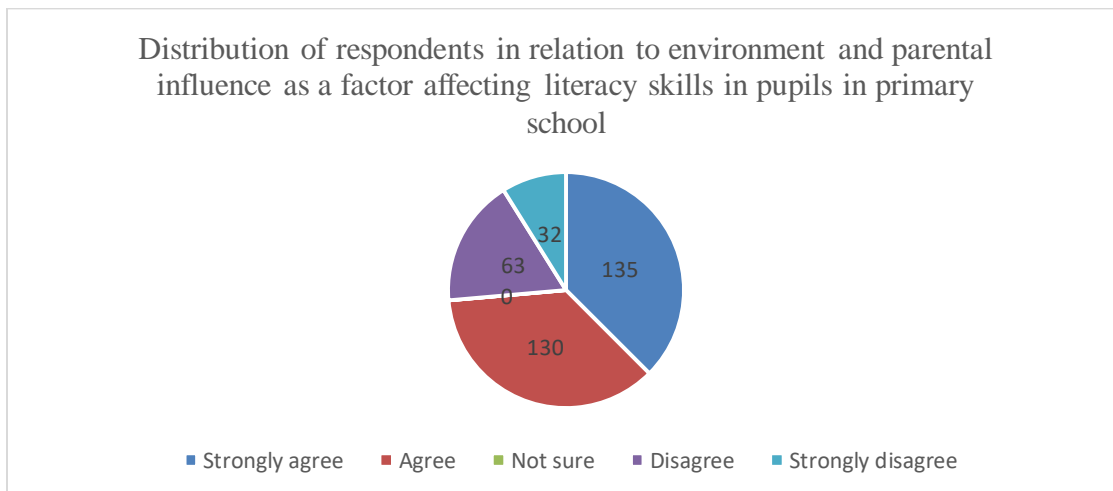
15% strongly disagreed. Majority of respondents agreed. This implies that strong cognitive skills make the process of literacy development easier while weaker skills make the learning harder. This is in conjunction with Jamie Anderson (2018) who asserts that children who struggle with reading tend to have difficulty with some of these skills such as memory, paying attention, organizing information and following instructions. Hence during guided reading instruction, teachers are able to group pupils according to their cognitive skills.

4.3.9 Literacy skills in pupils are mainly impacted by the surrounding environment and parental influence

Table 15: Showing the distribution of respondents in relation to environment and parental influence as a factor affecting literacy skills in pupils in primary school.

Response	Frequency	Percentage (%)
Strongly agree	30	38
Agree	29	36
Not sure	0	0
Disagree	14	18
Strongly disagree	7	8
Total	80	100

Source: Primary Data



From the table above, 38% of respondents strongly agreed that literacy skills in pupils was mainly impacted by the surrounding environment and parental influence, 36% agreed, none were not sure, 18% disagreed and 8% strongly disagreed. This suggests that parents who preferred

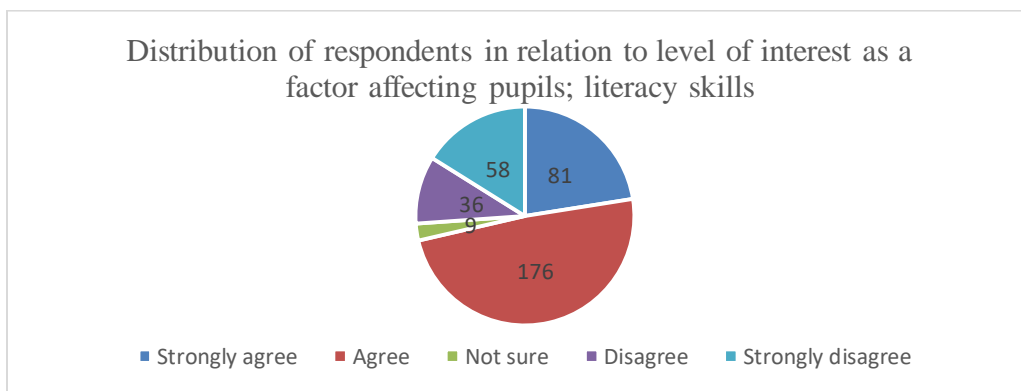
reading frequently, more likely engaged their children in literacy-based activities. Hence during guided reading, the pupils who already had support from home were able to cope up easily. This is in conjunction with Brefsenberns Ecological theory that states that environment in which a child grows from affect him or her. This is also in harmony with Jacqueline Lync (2019) who asserts that parents who understand the importance of reading and literacy development are more likely to be supportive of their child’s literacy than parents who do not understand the need for certain literacy-based activities such as phonemic awareness lessons.

4.3.10 Literacy skills in pupils is affected by the interest level of learners in primary schools

Table 16: Showing the distribution of respondents in relation to level of interest as a factor affecting pupils; literacy skills.

Response	Frequency	Percentage (%)
Strongly agree	18	22
Agree	39	49
Not sure	2	3
Disagree	8	10
Strongly disagree	13	16
Total	80	100

Source: Primary Data



From the table above, 22% of respondents strongly agreed that literacy skills in pupils was affected by the interest level of learners, 49% agreed, 3% were not sure, 10% disagreed and 16% strongly disagreed. Interest has a powerful impact on both cognitive and affective aspect of

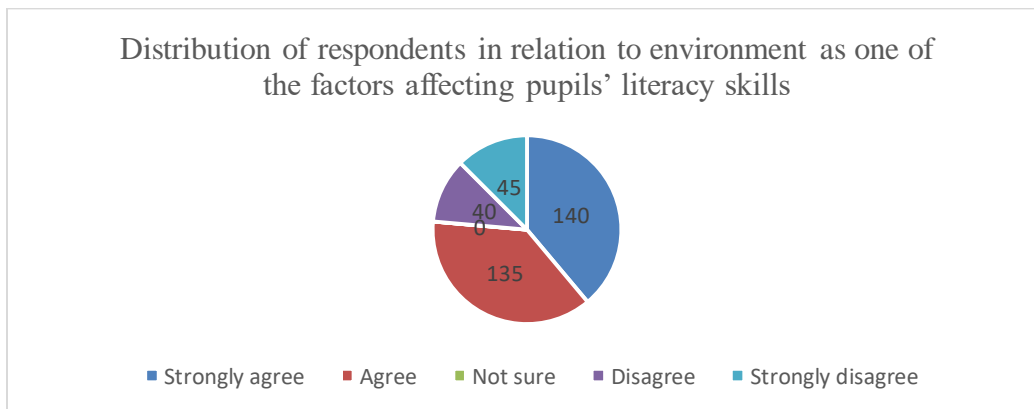
reading. This implies that interest encourages pupils to expand their knowledge as they further continue to explore new thing in the field of education. This is in confirmation with Pitoyo (2020) who asserts that interest affects how we think, what we think and how we feel about what we think. However, Pitoyo also suggests that reading interest is influenced by literacy activities, technology and library facilities. Therefore, educators and parents should work on the mindset of some of their children so as to motivate them to study.

4.3.11 Literacy skills in pupils from primary one to primary is affected by their environment

Table 17: Showing the distribution of respondents in relation to environment as one of the factors affecting pupils' literacy skills.

Response	Frequency	Percentage (%)
Strongly agree	31	39
Agree	30	38
Not sure	0	0
Disagree	9	11
Strongly disagree	10	12
Total	80	100

Source: Primary Data



From the table above, 39% of respondents strongly that literacy skills in pupils was affected by their environment, 38% agreed, none were not sure, 11% disagreed and 12% strongly disagreed. This implies that the surroundings highly influenced young brains and everything present in the

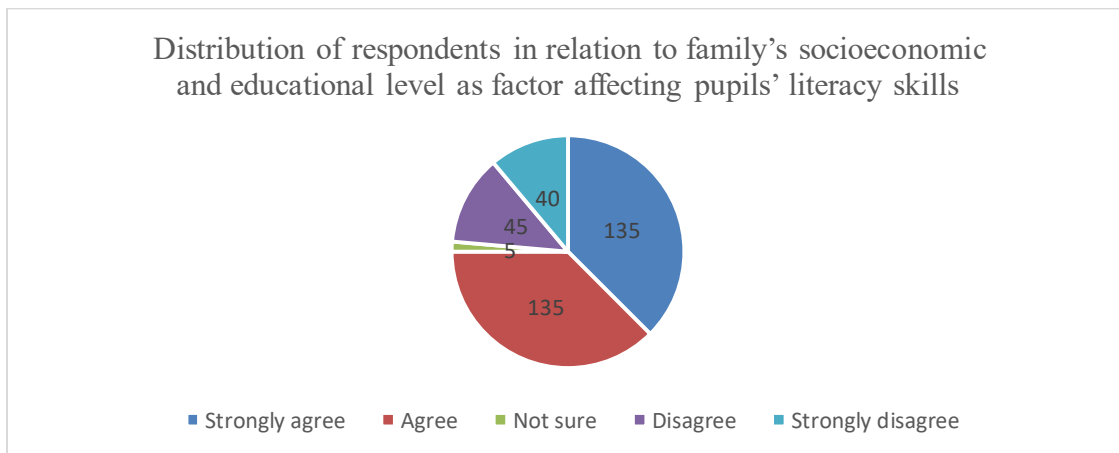
learning environment has the potential to positively or negatively affect the learner's competence, confidence and understanding. This is in harmony with B.F Skinner's theory of behaviorism that proposed that language is acquired in the same way as any other behavior. However, majority of the respondents disagreed owing to the fact that their children spend much of their time at school and therefore social environment outside class has less to impact on the school going children especially those in boarding.

4.3.12 Literacy skills in pupils is affect by family's socioeconomic status and educational levels

Table 18: Showing the distribution of respondents in relation to family's socioeconomic and educational level as factor affecting pupils' literacy skills

Response	Frequency	Percentage (%)
Strongly agree	30	38
Agree	30	38
Not sure	1	1
Disagree	10	12
Strongly disagree	9	11
Total	80	100

Source: Primary Data



From the table above, 38% of respondents strongly agreed that literacy skills in pupils was affected by family's socioeconomic status and educational levels, 38% agreed, 1% were not sure, 12% disagreed and 11%. This implies that majority of respondents agree with this statement because a rich social environment helps the pupils build literacy skills, access the reading materials, go to the best schools and attain quality education. Similarly, a family with high educational level, motivates the child to strive to reach greater heights just like the predecessors.

4.4 Summary of findings of the objectives

4.4.1 Summary of findings on the importance of guided reading instruction on pupils' literacy skills in primary one to primary five in Karambi Village, Bwikara Sub-County (X)

Table 19: Showing summary on the importance of guided reading (x)

Response	4.3.1	4.3.2	4.3.3	4.3.4	4.3.5	4.3.6	Total
SA	20	30	15	27	29	36	157
A	39	25	40	49	36	29	218
NS	2	0	0	0	0	1	3
D	13	10	17	2	5	7	54
SD	6	15	8	2	10	7	48

4.4.2 Summary of the findings on the factors that affect pupils' literacy from primary one to primary five in Karambi village (Y)

Table 20: Showing the summary of factors that affect pupils' literacy(y)

Response	4.3.7	4.3.8	4.3.9	4.3.10	4.3.11	4.3.12	Total
SA	28	32	30	18	31	30	169
A	32	30	29	39	30	30	190
NS	0	1	0	2	0	1	4
D	7	5	14	8	9	10	53
SD	13	12	7	13	10	9	64

4.4.3 Relationship between guided reading (x) and literacy skills (y) using spearman's rank correlation co-efficient

Table 21: Showing the summary of the relationship between guided reading and literacy skills

Response	X	Y	R _x	R _y	D=(R _x -R _y)	D ²
SA	157	169	2	2	0	0
A	218	190	1	1	0	0
NS	3	4	5	5	0	0
D	54	53	3	4	-1	1
SD	48	64	4	3	1	1
						$\Sigma d^2 = 2$

$$r = 1 - \frac{6 \Sigma d^2}{n(n^2 - 1)}$$

$$r = 1 - \frac{6 * 2}{6(6^2 - 1)}$$

$$r = 1 - \frac{12}{6(36 - 1)}$$

$$r = 1 - \frac{12}{6 * 35}$$

$$r = 1 - \frac{12}{210}$$

$$r = 1 - 0.057$$

$$\underline{\underline{r = 0.942}}$$

This show that there is a strong relationship between guided reading and pupil's literacy skill and this is in accordance with the study carried out by Hansen. K. E (2019) on impact of guided reading on literacy skills of learners. He looks at guided reading as an approach in which a teacher works with a small group of learners who are reading a similar topic at a particular point in time. He also notes that guided reading improves learner's skills since they are guided by an expert in the subject.

According to Juth (2014) guided reading helps a teacher build upon the knowledge, skills, and strategies that learners have in order to become fluent independent learners. If pupils are able to read with accuracy, fluency and demonstrate comprehension, then it will help them for the years to come as they further their studies. However, guided reading needs consistent practice in order to deliver quality work in pupils.

The respondents also proved that some primary schools actually use guided reading and has impact on literacy skills of pupils.

However, the performance of primary schools in Bwikara Sub-County is still low and the issue being failure to read and write thus this research fits in to address this challenge.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION OF THE STUDY FINDINGS

5.0 Introduction

This chapter presents the summary, conclusion and recommendation to the study findings. It also covers the limitations and areas for further study.

5.1 Summary to the findings

5.1.1 Background information of Respondents

The study findings on the background information revealed that majority of the respondents were female with 61% and are in the age bracket of 10-16 years as represented by 40%. The study further showed that the study covered respondents with various levels of qualifications concerning marital status. Study findings revealed that most of the respondents were married at 44%. The study also revealed that most of the staff of the four primary schools are certificate and diploma holders with a percentage of 21% and 19% respectively. The study further revealed that of the respondents benefited from the schools for duration ranging from 1-5 years as shown by 50%.

5.1.2 Summary on the importance of guided reading in pupil's literacy skills from primary one to primary five in primary schools in Karambi Village

The study revealed that most of the schools or respondents understood the concept of guided reading as shown by 49% and this proved that some primary schools actually use guided reading instruction in Karambi Village though not consistently. However consistent implementation of guided reading instruction is what is absent making literacy levels to be low. On the other side a few respondents showed that they had no idea of the concept meaning that they were not practicing as showed by 16%. This is because they were not aware of how to implement guided reading instruction.

Furthermore, the study revealed that guided reading lessons helped to address a pupil's accuracy, fluency, and comprehension as shown by 38% and this possible with consistent implementation of guided reading instruction in class. Similarly, the study showed that guided reading helped

make learner independent readers as shown by 50% and this is because reading intervention made at early stage creates a strong foundation for the learner to be an independent learner. The study also revealed that guided reading gives the teachers an opportunity to support small groups and this is possible for schools with manageable population as shown by 61%. Last but not least, guided reading helped learners develop strategies to improve their reading and learn to learn together within their groups and this was shown by 45%. Hence, the researcher noted that learners may need more than two months to make visible reading growth.

5.1.3 Summary on the factors that affect literacy in pupils' literacy skills from primary one to primary five in Karambi village

According to the research finding most of the results showed the level of literacy in primary schools is still poor. More so, the literacy skills in pupils are affected by the classroom environment and this was shown by 40%. This is due to the poor environment that does not support learners in terms of reading materials. Similarly, the study showed that literacy skills in pupils is also affected by cognitive ability hence teachers must be able to handles learns of different level of understanding and this was shown by 40%.

Furthermore, the study confirmed that pupils' literacy skills were affected by interest level since interest affects how we think, what we think and how we feel about what we think and this was shown by 49%. Thus, mindset change was key intervention in this case to uplift pupils' interest in their studies. Similarly, the study findings revealed that pupils' literacy skills were affected by their surrounding environment and this was shown by 38%. This implies that parents should provide conducive environment for their children to develop literacy skills. Last but not least. The research findings also revealed that pupil's literacy skills were affected by their family's socioeconomic status and educational levels and this was shown by 38%. This was because children whose parents were able to provide reading materials were able cope up easily and those with educated relatives too learnt smoothly since they had people to mentor them and look up to.

5.1.4 Summary on the relationship between Guided reading and Literacy skills in pupils

The research findings on the importance of guided reading in pupil's literacy skills were represented by x and the findings on the factors that affect literacy in pupils' literacy skills were represented by y and this was followed by ranking in both x and y. the difference between rank

in x and y was represented by d and finally the relationship between x and y was calculated using the spearman's rank correlation co-efficient represented by the formula,

$$r = 1 - \frac{6\sum d^2}{n(n^2 - 1)}$$

5.2 Conclusion

From the above findings, it was concluded as follows;

5.2.1 Conclusion on the Background Information

The study concluded that majority of the respondents were female, the age bracket of 10-16 years for pupils and adults 31 years and above, married and educated and have stayed in the school for a period of 1-5 years.

5.2.2 Conclusion on the importance of guided reading in pupil's literacy skills from primary one to primary five in primary schools

The study concludes that most primary schools actually practice or use guided reading as an instruction in uplifting the literacy skills of their pupils. The researcher noted that pupil engagement was high during the guided reading lessons. However, consistent implementation of this instruction is still minimal thus the continuous poor performance in school.

Much as guided reading is practiced, it should be integrated with other literacy programs to enable learners learn steadily. Last but not least, research findings revealed that the level of literacy is still low in these primary schools and this was attributed to several factors such as classroom environment, family's socioeconomic status, interest level and parental influence. A case in point was during teachers meeting in Muzizi primary school where they said that the parents do not give them support and had left everything to the teachers yet it is learners ought to receive support from all angles.

5.2.3 Conclusion on the factors that affect literacy in pupils' literacy skills from primary one to primary five in Karambi village

The study findings concluded that literacy skills in pupils was still low and guided reading was integrated in the teaching program to uplift pupils' literacy skills. However, the study also revealed that much as guided reading was being implemented, pupils' literacy skills were affected by mostly by interest level of the learner, classroom environment, parental influence and

on the other hand findings showed that family's socioeconomic status and education level would not guarantee the children's literacy development to address these factor such as interest level, mindset change sessions were conducted to help build positive mind in the pupils, community meetings held to sensitize parents on child education as well supporting the learners and PTA meeting was conducted to share with the parents and teaching issues and ideas regarding pupils well-being.

5.2.4 Conclusion on the relationship between Guided reading and Literacy skills in pupils

The study concluded that there was a strong positive correlation between Guided reading and pupils' literacy skills as shown by $r = 0.942$.

5.3 Recommendation of the study

From the above findings, the study recommended the following to various stakeholders.

(i) To the Management of Bwikara Sub-County Local government

The Sub-County staff should encourage the heads of government schools to attend technical planning committee meetings so as to address the challenges affecting pupils' learners' performance.

(ii) To the management of African Rural University

ARU should continue to guide interns through their supervisors and return feedback where necessary in time to prevent mistakes in reporting during research and internship

(iii) To primary school heads and their staff

They should always attend Technical planning committee meetings so that their issues can be addressed since the Sub-County cannot predict the challenges, they are facing, more so employ qualified teachers who may deliver quality work to the learners.

(iv) Pupils

Pupils should play their role of studying hard in order to improve their performance since they are key to their own education.

(v) Community members (Parents of the learners)

The parents should also support the learners with payment of fees in time, providing reading materials to the learners so that they can improve on their literacy and performance as well.

5.4 Limitations of the study;

The researcher was faced by the following challenges during the course of data collection

- (i) Unwillingness of the respondents to participate in the study. This was evidenced when some of the respondents took their time to fill some of the questionnaire were not brought back. However, this was solved by monitoring the respondents through explaining to them in details the importance of carrying out the study.

5.5 Areas for further study

The study recommended the following areas for further research study

- (i) The impact of guided reading on independent reading of learners.
- (ii) Effects of early literacy environments on the reading attitudes, behaviors and values of teachers
- (iii) The impact of guided reading on the performance of a learner
- (iv) Factors that influence literacy acquisition and reading achievement
- (v) The effects of internet on pupil's education and literacy

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Appendices

Time frame

Activity	April 2022	March 2023	April to May	June to October	November
Identifying the issue					
Proposal writing and submission					
Collection of data					
Writing research report					
Submission of the report					

Research budget estimate

Item	Amount (Ugx)
Stationary	25,000
Tying, printing and photocopying	150,000
Meals	800,000
Transport	150,000
Housing facility	300,000
Communication	100,000

Miscellaneous	421,000
Grand total	1,946,000

QUESTIONNAIRE FOR RESPONDENTS

I am KOKOI CHRISTINE, a student of African Rural University pursuing a programme of study leading to the award of Bachelor of Rural Development. Currently I am carrying out a research study on the impact of guided reading on pupils' literacy skills in Karambi Village Bwikara Sub County. You have been selected among the people who possess the knowledge and skills necessary to provide me with the information relevant to my research topic 'The impact of Guided Reading on pupils' literacy skills in Bwikara Sub County, Kagadi District'. A Case Study of Karambi Village. The study views expressed in this questionnaire are for academic purpose only and will be treated with at most confidentiality and will not be used against you in whatsoever case. Thank you so much for your collaboration in this exercise.

SECTION A

BACKGROUND INFORMATION

Instructions: Please read each question carefully and tick the appropriate information.

Gender information

Male Female

Age/years

5-10 11-16 17-30 31 and above

Marital status

Single Married Divorced Widowed

Education level

Certificate Diploma Degree Masters none

Time spent at school

1-5 years 6-10 years 11 and above years

SECTION B

EMPIRICAL INFORMATION

To determine the importance of Guided reading in primary schools in Karambi village

Instructions: Tick the box that is most appropriate

SA-Strongly Agree, A-Agree, NS- Not Sure, D-Disagree, SD-Strongly Disagree

Questions	SA	A	NS	D	SD
Teachers and pupils in St Paul, Muzizi Tea Estate, Kingdom and Progressive Kamusegu primary schools all understand the concept of guided reading					
Guided reading lessons help to address a pupil’s accuracy, fluency, and comprehension gives a learner confidence, security, happiness					
Guided reading helps a teacher build upon the knowledge, skills, and strategies that learners have in order to become fluent independent learners					
Guided reading provides an opportunity for teachers to support small groups of children within the same developmental reading stages to apply strategies they already know to texts they do not know.					

Guided reading helps pupils to develop strategies to improve their reading and helps them to become independent readers while at the same time providing help to others.					
Guided reading helps pupils to work at the same level with learners who are at the same reading level with them as they share knowledge in their groups					

SECTION C

To assess the factors that affect pupils' literacy skills from primary one to primary five in Karambi village.

Instructions: Tick the box that is most appropriate

Questions	SA	A	NS	D	SD
Literacy skills in pupils are affected by classroom environmental factors such as presence of reading materials and educators.					
Literacy skills in pupils from primary one to primary five are greatly affected by their own cognitive ability					
Literacy skills in pupils are mainly impacted by the surrounding environment and parental influence					
Literacy skills in pupils is affected by the interest level of learners in primary schools					
Literacy skills in pupils from primary one to primary is affected by their own environment					

Literacy skills in pupils is affect by family's socioeconomic status and educational levels					
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Pictorial Report



Figure 1 Intern interviewing teachers of Kamusegu Progressive primary school about guided reading



Figure 2 Intern having discussion with teachers of Muzizi Tea Estate primary school

