

**AN ASSESSMENT INTO THE IMPACT OF READING CULTURE ON
ACADEMIC PERFORMANCE OF PUPILS IN SELECTED
PRIMARY SCHOOLS IN BULANGE SUB-COUNTY,
NAMUTUMBA DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF EDUCATION
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Declaration

I, Wamani Samson, do hereby declare that this research report is out of my sweat and it has never been presented to any university or institution of higher learning for the award of diploma in education (primary).

Sign: .....

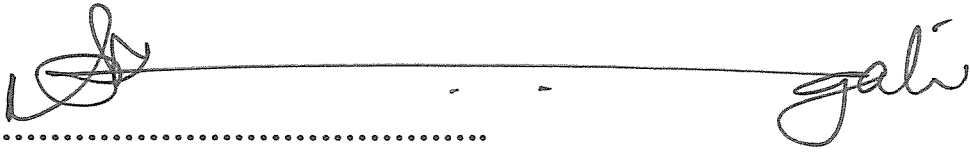
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Dedication

I dedicate this work to my beloved wife Khabuya Susan, my children: Kasolo Joram, Waikoti Michael, Nyango Innocent and Nantogi Mercy and lastly my beloved mother Kaanyi Margret.

Approval

This research report has been submitted for examination with my approval as the university supervisor.

Sign: 

Name: Namugali .F. Kuloba

Date:13/10/2016.....

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First and far most I would love to praise and thank the Almighty God for all what he has done, in my life studies.

I would like to extend my deep appreciation to my lovely wife and my family members for the support they rendered to me.

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Abstract

The study was based on “An Assessment into the impact of reading culture on academic performance of pupil in selected primary schools in Bulange Sub-County, Namutumba district. Forty four (44) respondents were involved in this study to provide with relevant information among them included; teachers, pupils, headteachers and parents. The objectives of this study were;- to establish the causes of poor reading culture, to establish the effects of poor reading culture on the academic performance and to identify ways of improving reading culture amongst pupils in primary schools .The literature was reviewed from the works of the previous scholars relating to the topic of the study in order to identify the existing gaps in the research work.

Under methodology, the researcher employed across sectional survey and questionnaires interview guide as tool of data collection.

The findings of the study that; poor reading culture is caused by absence of well stocked libraries, lack of or limited parental involvement on the education of their pupils, negative attitude by pupils towards reading, lack of commitment and motivation among teachers and limited time for reading; poor reading culture affects pupil’s academic performance through repetition of classes, school drop out of pupils, etc and the poor reading culture could be improved through salary increment of teachers, establishment of well stocked libraries, etc

The conclusions made were; poor reading culture is being caused by a combination of various, poor reading culture affects pupils’ academic performance only negatively and better reading culture among pupils in schools can be developed through various ways such as curriculum review, salary increment of teachers etc.

The study recommended for; establishment of national school library, setting up of reading clubs in school, publication of more local literature, etc.

CHAPTER ONE

1.0 Introduction

This chapter therefore contained information on: the background of the study, problem statement, the purpose of the study, objectives of the study, research questions scope of the study, justification of the purpose of the study, significance of the study, limitations of the study, and delimitations of the study and definitions of terms.

1.1 Background of the study

“I remember my mother’s voice reading to me during “the siesta time” I was still too young, but my parents had already brought me many big books, with hard covers and with beautiful pictures. I particularly remember the water color pictures of my favorite one, a book called *Corazon* when I grew up and I was able to read by myself, I remember reading those same big books, even late at night, under the cover of my bed”. (*Gabriela, an earl childhood educator, grew up reading in argenton*)

These insights from readers and innovative libraries show us that supporting a love of reading and lifelong readers is highly valued and is most often successful when community-driven. The challenges facing communities to reach their goals in creating a culture of reading very depending on past successes, emerging influences and political and social expectations. In many developed countries, the influence of new digital technologies on traditional reading habits (rich, 2008) has caused librarians concern about “the future of reading” (Peters, 2009). Challenges to supporting reading that are most often cited are, an increasing “resistance to reading” (Hartness, 2006), as children mobe through the school yeas competition from multimedia and rich-text

formats (Johnson-Smaragdi & Johnson,2006), the tension felt by educators to improve tests of reading

achievements often sacrificing activities which promote reading habits (Leppänen, Aunola & Nurmi, 2005).

Well-known African proverb teaches that “It takes a village to raise a child”. This reminds us that everyone in a community plays an important role in the welfare and developing children’s reading habits by suggesting “It takes a village to raise a reader.” This implies that educators, parents, community leaders and librarians all play a vital role in the development of children who not only can read, but who do read. Magara (2005) describes a reading culture as one where reading is highly valued and appreciated in the society and where reading is regarded not simply as something developed for school purpose but something practiced in all aspects of our lives. What then can be done to nurture this “culture for reading” and how do various members of multicultural and multilingual communities contribute to the development of positive reading habits?

1.2 Problem statement

Lusiba Augustine (2003), the managing director for Gustro Book Center, said “previously Uganda did not have content and every book had to be imported which posed a big challenge as individuals and the government had to hire an interpreter to explain the content. “But today, we have good writer and publishers here. We have the content required to improve our education system if the will is adopted by stake holders in the education ministry.”

Despite the availability of the content or published literature today, the failure rate among pupils in the country is attributed to poor reading culture. (Uganda publishers 2013). In the primary leaving examination results, many schools

upcountry failed to raise a single pupil in first and second grade.(UNEB:2012, PLE Results).

According to Kavuma David (2013), the chairperson of Uganda publishers Association, many pupils who sit for national exams, fail to spell their names correctly, which emanates from failure to teach in local languages.

It is upon this background that the research study intends to identify responsibility for the poor reading. Thus poor academic performance of pupils and suggest some possible measure/solutions to address such factors in order to improve reading and academic performance as well.

1.3 Purpose of the study

The purpose of this study was to assess the impact of reading culture on academic performance of pupils in selected primary schools in Bulanga sub-county, Namutumba district.

1.4 Objectives of the study

1. To establish the causes of poor reading culture
2. To establish the effects of poor reading culture on the academic performance
3. To identify ways of improving reading culture amongst pupils in primary schools.

1.5 Research questions

1. What are the causes of poor reading culture?
2. What are the effects of poor reading culture on the academic performance?
3. In which ways can the reading culture amongst pupils in primary schools be improved?

1.6 Scope of the study

1.6.1 Geographical scope

The research study was carried out in Bulange Sub-county, Namutumba district, located in the Eastern part of Uganda. The indigenous inhabitants of Bulange Sub-County are the Basoga. There are also other tribes like Bagwere, Banyoli, among other. Namutumba district has seven (7) sub-counties: Namutumba rural, Namutumba town council, Magagda, Nsinze, Invukula, Kibaale and Bulange sub-counties with a population of about 200,000. Bulange sub-county is bordered in the North by Namutumba sub-county, in the East by Butaleja district, in the South by Bugiri district and in the West by Namutumab sub-county. The study was carried out in four selected primary schools of which three were government schools and one was a private school out of the fourteen primary schools found in Bulange Sub-county. These schools included: Nawandyo primary school, Mpumilo primary school, Nsongwe primary school and Nawandagala green Nursery and Primary School. These schools were being chosen because of their representative's nature.

.6.2 Time scope

The researchers felt that the study was to take three months and by the end, he will have got sufficient data on the topic.

6.3 Content scope

In terms of content, the study intended to establish the cause of poor reading culture, the effects of poor reading culture on the academic performance and ways of improving reading cultures amongst pupils in primary schools.

1.7 Justification of the study

The justification for conducting this study was to establish the factors for the poor reading culture/habits and suggest some possible measures/solutions to such factors. This would go along way in improving the academic performance as poor reading culture had been noted to be among the factors/reasons for the failure rate among pupils most especially in the country schools.

1.8 Significance of the study

1. The research findings would help both the parents and teachers to derive means of helping their children to develop better reading cultures.
2. The research findings would be used by the ministry of education in the formulation and implementation of policies regarding in school and home.
3. The study would also contribute more in terms of literature available on reading culture and how it affects performance
4. The research study shall add the available literature to be used as reference for the academicians.

1.9 Limitations of the study

1. Reluctance of the respondents to give adequate information especially on personal criticism
2. Some of the respondents gave biased information so as not to be victimized.
3. Inadequate finances to facilitate transport, feeding and printing of questionnaires among other costs.
4. The researcher experienced of high transport cost especially when traveling to the villages.

5. It was difficult to find the respondents at their homes since they were involved in garden work.
6. Bad weather especially the rain interrupted the data collection process.
7. Time was not enough for the researcher to thoroughly conduct the research study.

1.10 Delimitation of the study

1. The researcher overcame the above identified limitations in the following ways.
2. The research convinced the respondents by assuring them of their security. The researcher did not ask for the names of the respondents in order to assure them that their identity will not be revealed.
3. the researcher critically analyzed the data and sorted out the genuine information
4. The research hired a motor cycle to help reduce the cost of transport and also aid easy access through the village paths
5. The research tried to make appointments with the respondents on the particular time they would meet.
6. The researcher acquired rain coats, umbrellas, etc so as to minimize the effects of bad weather conditions like scorching heat, rain etc
7. The researcher obtained a short leave of two weeks from the school administration to enable him collect data.

1.11 Definition of key terms.

Reading culture; reading culture is valued highly and a habit among its members. Elisam Magara's and Charles Batambuze's (2005).

Academic performance; refers to the level of achievement of a learner as he or she pursues education course. For example from primary one term one through to term two until he or she reaches primary seven. Higher education and tertiary institution statute (2003).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter concerned with the literature review of the past scholars' work related to the topic under study. The literature review was based on the study.

2.1 Causes of poor reading culture

Lyaruu (2007) emphasized that the lack of acquisition of positive reading skills and a positive reading culture during the formative years impacted negatively on the pupil's performance not only in the language taught, but also in other subjects. Hence lack of reading among pupils was as a result of the challenges discussed below.

According to Batambuze (2008), Ugandans lack the motivation to buy books because they had to meet basic human needs such as food, health, shelter and clothing. As a result of low incomes, many would – be readers kept away from buying books because they did not have money to buy reading materials. This limited their ability to get exposed to a variety of information materials which could easily be accessed by buying them from bookshops if they could afford them.

The education system in Uganda does not priorities reading for pleasure or general knowledge acquisition that does not aim at passing examinations. For instance Magara and Nyumba (2007) asserted that the poor reading culture of pupils in primary schools was a result of poor public policy and institutional management practice, lack of essential resources for literacy development, failure to recognize reading as an essential critical skill for learning, a lack of commitment to ensure that literacy was achieved, and a lack of reading policies

in school. According to them, resource allocation in Uganda concentrated on textbooks, without balancing the needs for non-textbook reading materials, and this was another predominant factor that impacted negatively on children's reading culture. A major challenge that was identified by Magara and Batambuze (2005) is the examination-oriented education system in Uganda. They stated that "even the literate stopped reading after they finished writing their exams." A reading culture cannot be said to be present in a situation like this, where reading is only part of the school context and not of all aspects of life which was the situation in many African countries and was further exacerbated by the fact that the home environment did not encourage reading. When children returned home from school, they found that there was little time for reading because of this like domestic chores. Some homes did not even have books that were suitable for children to read. Reading had been connected with passing examinations and had been seen as a way of accomplishing academic success. This view did not inspire pupils to read during their leisure time since they associated reading with textbooks and attending school. Pupils associated reading as an activity that they are forced to do, so that they could be successful in the future. Evidently the education system's examination-oriented structure could be seen as one of the obstacles to creating a reading culture.

Apart from this feature of the education system, Magara and Batambuze (2005) identified other obstacles to creating a reading culture such as that there was limited access to books in most schools because teachers seemed protective of books for fear of mutilation. It was also observed that the books were normally kept in the head teachers' "Offices. This kind of gate keeping and limiting of access to books for the children in the school did not promote a reading culture.

The education system emphasized education for achievement rather than education for life. This was depicted by the fact that educators discovered that the majority of pupils in primary schools highly focused on the need to pass their examination and they read little else besides the prescribed textbooks (Magara and Batambuze, 2005). This affected their reading ability by hampering them from exploring other reading materials which would have inspired them to regain the habit of reading. The development of a reading culture at all levels, especially in developing countries, was a great challenge. To ensure that reading thrives in Uganda, concerted efforts would be required to improve the social and reading infrastructure to promote reading across the school curriculum and develop reading extension service (Magara and Batambuze, 2005)

Books that dealt with subjects that were relevant to the children's daily lives and reflected their world both inside and outside school were also believed to promote engaged readers (verhoeven and Snow, 2001). Sentuuwa (2004) stated that Walusimbi (1978) emphasize that reading materials should take into consideration the culture of the learners. This was because most of the reading material included foreign concepts that did not relate to pupils "environment, which made it difficult for the pupils to understand and relate to what they were reading. Therefore reading materials would be appreciated more by children if they were based on their experience and culture.

In Uganda most books, both education and fictional books, were published in English. It was stated that 80 per cent of all new literature in Africa was written in the former colonial languages, despite the fact that less than 5 percent of the continent's people were considered to be fluent in these languages (Sturges and Neill, 1998). This situation hardly promoted the development of engaged readers and must also be seen as a challenge that the

publishing industry had to tackle. Moreover, one of the things that hampered the development of vernacular publications was the fact that not all Ugandan languages had a standard orthography and there was a lack of consensus as to how local languages should be transferred into written script in both Uganda and the whole of Africa (Machet, 2002).

2.2 The effects of poor reading culture on the academic performance

We live in a knowledge society where we must learn throughout our lives and develop skills in information in accordance with our personal, family and community goals, always in an atmosphere of social inclusion, cultural preservation and intercultural respect.

The above statement was affirmed by numerous declaration of international organizations, and it had also been accepted by information professionals through institutions such as IFLA and manifestoes such as the *Prague declaration (2003)*. *Towards an information literate Society and the Alexandria proclamation on information literacy and life long learning* (National Forum on information literacy, 2005). However, in Uganda the knowledge society was lacking because of a relatively poor reading culture. According to Sentuwa (2004), children from well-to-do families preferred spending their leisure time watching movies, surfing the internet, and visiting friends whereas children of the poor sell foodstuffs and collect water to earn a living rather than read. Further still, Nnam (2003) pointed out that the poor state of reading in our society today was as a result of most children valuing co-curricular activities highly as compared to reading. Sanyu (1999), noted that teachers had a negative attitude towards reading and reading lessons. According to her, most teachers viewed reading as a leisure activity which children could do on their own, without teacher' guidance and support.

Nakabugo (2007), attributed pupils poor performance to the poor learning culture that existing reading environment. Schools where reading culture has been developed in children, pupils perform well.

Adjong (2003), says many pupils drop out of school due to poor performance caused by poor reading culture that exists among pupils in primary school. Pupils who have poor reading culture can not interpret questions collect. This makes them perform poorly and become embarrassed before others.

Bitamazire (2004), as cited by Magara and Batambuze (2005) asserted that even the literate stopped reading where they finished writing examinations, a problem that had been blamed on an examination-oriented system of education.

The education curriculum did not emphasize reading as an important aspect of the education system.

The Uganda education curriculum supported an examination-oriented system whereby pupils read in order to pass examinations rather than gain knowledge or think creatively (UNEB, 2002). According to the East African Book Development Association (EABDA, 2006) report, the poor reading culture we partly due to lack of a national book policy in Uganda and high taxation on paper, which led to increased costs of production and unaffordable book prices. Furthermore, only a small number of schools had libraries, resulting in poor reading habits among pupils (Nnam, 2003). This implied that there was need for the education curriculum to be revised to cater for reading activities as part of the school curriculum such that pupils learnt the importance of reading in

order for them to acquire a reading culture. This would in turn lead to the development of functional school libraries.

The government of Uganda (1994), launched a new language policy through the *Uganda government white paper on education*. In this document it was stated that the language of instruction from primary one to primary four in rural areas should be in the children's respective local languages. Children in urban areas should continue to use English as the medium of instruction (Uganda Government, 1992). According to research carried out on reading, pupils seemed to interpret text better in their mother tongues. As a result, the new language policy, which favoured mother tongue literacy, was viewed as a way of helping the pupils to start learning literacy from the familiar. Using what they knew as a foundation, they were later able to learn other languages. To start learning how to read and write in a language that was not your mother tongue was considered to be a very difficult task.

The status of mother tongues in schools was not an issue that was easy to solve. It seemed as if the status of mother tongues in schools was not an issue that was easy to solve. It seemed as if the government of Uganda did not solve it back in 1992 with the issuance of the white paper, especially since the recommendations of the white paper were not being followed by all schools. As a way of dealing with 'failure' by many pupils to read or to attain acceptable levels of the literacy in primary school, the government came up with a new curriculum. The curriculum's previous focus on the acquisition of facts and recall by students was seen as one of the reasons why this system failed.

The implementation of the new thematic curriculum started in 2007 and its two main features were the strengthening of the previous language policy and a stronger focus on the children's needs (National Curriculum Development Centre, 2006). In the new curriculum, it was stated that only when the language mix in a school was such that there was no predominant local language, then the curriculum would be delivered and assessed in English (National Curriculum Development Centre 2006).

2.3 Ways of improving reading culture amongst pupils in primary schools

In order for the pupils to develop a strong foundation for reading there was need for teachers to adopt better methods of teaching, in order to create sustained interest among pupils to read non-text-book reading materials at home, school as well as within the community. To encourage reading among the pupils all stakeholders were to be involved, including teachers, parents, pupils and the community who would all be trained to use the library and this would create an environment that is conducive to reading.

According to the Uganda education curricular, there was no national school library policy in Uganda and school libraries in Uganda have been neglected for a very long time. As a result, libraries frequently did not exist in schools or were considered to be inadequate in the schools that did have them (Kigongo-Bukenya 1990). There had been efforts to improve the situation. One of them was the Africa Book Development Association where books were selected and purchased annually and distributed among 36 primary schools in 12 districts. The NLU also monitored and evaluated the use of these books through regular visits (National Library of Uganda (2007).

Ahamuza (2005), librarian at Kitante primary school suggests that in order to develop good reading culture in children, pupils should be given enough practice in reading at school and even back at home.

At the same time, pupils need exposure to a variety of reading materials and encouragement in reading by teachers and parents. He further suggests that library hour lessons should be regularly conducted in order to improve on pupils reading culture. Edomwandagbon (2005), libraries with enough text books should be set up in schools because reading prepares children for

examinations and reduces incidence of boredom, cheating, impersonation and other examination malpractices.

Campagna (2005), emphasized that teachers should encourage pupils to come up with techniques for reading independently such as how to pick a book that is not too hard, a range of strategies to employ when encountering word level or comprehension difficulties and how to find time to read. In addition, he recommended that pupils should be provided with 10 to 15 minutes of class time daily to read reading books, magazines, and websites. Setting up book clubs made up of pupils interested in reading the same book and providing discussion questions and formats for talking about the book which would encourage pupils to develop interest in reading.

Nnam)2003), noted that teachers must display a positive attitude towards reading and even make a public show of their interest in reading, if they were to encourage pupils to read. This could be displayed through practices which teachers engaged in such as story telling and reading a loud to the pupils. Reading aloud was one of the effective strategies for connecting kids to books because “the more you read to them, the better they got at it and liked it and they got to know more and grow smarter. (Trelease, 2005). In addition to using good methods to encourage good reading habits, the teachers attitude and enthusiasm towards reading was proven to play a key role in encouraging the reading habits. Mandy (2005), say writes clubs should be set up in schools and at the same time, media should popularize reading so as to improve on the existing reading culture.

A suitable environment was necessary for good reading to develop. Hence if pupils were provided with quiet places or rooms for reading there they could read without interruption both at school and at home they were likely to develop interest in reading once availed with reading materials. Even in societies where literacy prevailed and books were in abundance, many people who lacked a reading government were not motivated to read (UNESCO, 2006).

By adopting the new thematic curriculum for primary schools the Uganda government showed a will to give the mother tongue a higher status and role in primary school. The new curriculum would surely lead to an increase in the

publishing of books in local languages. The government stated that the pupils' learning materials should be in the local language for the first three years of school. As a result the production of textbooks in local languages would begin to increase (National Curriculum Development Centre, 2006).

The aim of the children's reading tent (CRT) was to promote a reading culture among children first and foremost, but the people behind the project also wanted to reach out to adults such as parents, teachers and basically everyone in the community (Sarjant, 2005). Taking reading into an informal setting and out of the ordinary classroom situation was considered as a way to promote a new attitude towards reading. The hope is that children would view reading as a source of pleasure through the different enjoyable activities connected to reading at the CRT.

According to Sarjant (2005), the CRT helped promote local publishers through the use of their books during the actual project as well as donation of their books to both the host school and the rest of the participating schools. This was seen as one way of getting books that were relevant to the target groups and to the particular local context.

Uganda: Tapping into local knowledge and language A community library in Uganda uses these two strategies to support a reading culture.

- a) Adult learners discuss topics of their interest and choose a secretary among them to keep a record. The notes are then simplified. Pictures relating to the discussion are taken with the community and matched with the final of work. Learning activities are developed for adults to take ideas further. A simple booklet has been produced called "Farming in Kabubbu".

Sanders-ten Holte (1998) and Cruz (2003), suggest that to create a culture for reading within a given society, it is necessary to improve the reading environment in the home, the school and the community at the same time, while improving the image of reading so it is more than simply school-focused.

Building access to good quality, local literature is also seen as a basic principle in establishing and nurturing reading interests and habits (NU Resolution 54/122, 2002, P.6). This includes books in local languages, award-winning books by regional authors/illustrators and access to authentic texts which

reflect local interests and needs. Coupled with this are expectations that readers need to feel they have choice in their reading; when readers feel they have that choice and are not made to feel they must read prescribed school-based texts only, then they are more likely to be motivated to continue reading (Agrinoni, 2005 Worthy, 1996). This gives parents, educators and librarians a major responsibility to balance reading choices that match reader interests and their reading levels (Kanade and Chudamani, 2006).

Although, it has been stated that the best way to promote reading as an enjoyable activity is to let the children choose the books they want to read by themselves, this is not always possible. In most cases when children get to choose books they still have to pick from a limited selection of books. Thus, it is interesting to see on what grounds these books are selected. In most of the literature that we have come across, it is stressed that books should be selected with the specific context in mind. It is acknowledged that “developing” countries require books printed in local languages and that reflect local knowledge, traditions and culture. Books that deal with subjects that are relevant for the children’s daily lives and reflect their world both inside and outside school are also believed to promote engaged readers (Verhoeven and Snow 2001, P.9). Furthermore, it is stressed that to be able to produce culturally suitable books, local publishers should be involved in the production of books for children in “developing” countries. The importance of local publishers is not only related to the production of culturally suited books for children, it can also be seen as a way of preventing cultural imperialism (Elley 2001, P.24).

CHAPTER THREE METHODOLOGY

3.0 Introductions

In this chapter, the researcher focused on the research design that will be followed, sample size, sampling techniques, data collection, area of study, sources of data, data analysis, ethical considerations research procedure and quality control.

3.1 Research design

In this study, the researcher will employ a cross-sectional design.

According to Neumann (2003), a cross-sectional design involved collecting data using a large number of respondents from the targeted population for the study. This design was good because it enabled the researcher to collect comprehensive and representative data. In the too, the researcher used both qualitative and quantitative approaches.

3.2 Sample size

The researcher used a total of 44 respondents in this study, 04 headteachers, 12 teachers, 20 pupils and 08 parents. All these were randomly selected from the four (04) schools within Bulange Sub-County, Namutumba district. The sample size comprised male and female as well.

Table 3.1: Sample size

Schools	Headteacher	Teachers	Pupils	Parents	Total
Nawandyo P/S	1	3	5	2	11
Mpumiro P/S	1	3	5	2	11
Nsongwe P/S	1	3	5	2	11
Nawandagala P/S	1	3	5	2	11
Total	6	12	20	8	44

Source: Primary data 2016

3.3 Sampling techniques

Stratified random sampling: which referred to a process of dividing respondents into segments, heckathorn, D.D (2007). This sampling technique was used to select the pupils in each of the schools and parent from the communities, the researcher divided the respondents into group (strata's) and each group was sampled independently. This helped the

research reduce on biasness when selecting the respondent. It also helped in researcher get the rightful persons to participate in the study.

Purposive sampling was the type of sampling in which a researcher selected samples based on a certain purpose, David L., Morgan (2008). This method was used to select 4 primary schools, headteachers and teachers. this category of respondents was selected because it provided with more reliable information.

3.4 Data collection

3.4.1 Questionnaires

The questionnaires contained both open and closed ended questions that were sent to respondents who were busy and far especially to headteachers and teachers. The information after being collected was analysed and organized by the researcher into meaningful categories in that it was easy to understand and interpret to meet the study objective. This tool was used because it helped the researcher to allow the respondents to provide information at their own convenient time.

3.4.2 Interview guide

This interview was conducted on pupils and parents who could not read and write properly but had the information. It was a face to face interaction between the researcher and the respondent. This research instruments were used because it enabled respondents to exercise their experience, views and feelings about the topic under study.

3.5 Area of study

The research study was carried out in Bulange Sub-County, Namutumba district, located in the Eastern part of Uganda. The indigenous inhabitants of Bulange sub-county are the Basoga. There are also other tribes like the Bagwere, Banyoli, among others. Namutumba district has seven (7) sub-counties; Namutumba rural, Namutumba town council, Magada, Nsinze, Invukula, Kibaale and Bulange sub county with a population of 200,000. Bulange sub county is bordered in the North by Namutumba sub county, in the East by Butaleja district, in the South by Bugirir district and in the West by Namutumba sub county. the study was carried out in four selected primary schools of which three were government schools and one was a

private school out of the fourteen primary schools found in Bulange sub county. these schools included; Nawandyo Primary school, Mpumilo Primary school, Nsongwe Primary school and Nawandagala Green Nursery and Primary school. these schools were being chosen of their representative nature.

The study also explored the following areas; the causes of poor reading culture, the effects of poor reading culture on the academic performance and ways of improving reading culture amongst pupils in primary schools.

3.6 Sources of data.

The researcher read different books by different authors and news papers to obtain information that was reflected in chapter two (literate review) for literature review.

The researcher also obtained more information by directly interacting with the respondents (the pupils) and through questionnaires.

3.7 Data analysis

Since data in raw form was difficult to interpret, the researcher first edited the raw data and there after applied the coding system so at to obtain frequencies and percentages. The fully analyzed data was then tabulated. Manual data analysis was used with the help of a computer. This will helped to save time and also increased the accurancy of the information presented.

3.8 Ethical considerations

The researcher maintained the ethical standards followed in research for example; confidentiality of the respondents by using general statements in the research findings such as; according to the respondents or one of the respondents said that. In seeking the informed consent of the respondents,

the researcher presented his introductory letter indicating his personal details and the purpose of the study.

3.9 Research procedure

With the fulfillment of all the criteria involved in choosing a research topic, the researcher presented the topic to the institute of education, open and distance learning for approval. With the approval of the research topic, the researcher therefore went a head to meet his respective supervisor to discuss on a few issues for instance the meeting point and straight a way begun with proposal research writing. After the research proposal and instruments had successfully been approved, the researcher proceeded to the field for data collection, which information was then analyzed and eventually research reports writing. Finally, with supervisor's approval, the research reports were submitted for making.

3.10 Quality control

Quality control will be attained by checking on the following areas;

3.10.1 Reliability of the instruments

To ensure the reliability of the research instruments, pre-determined questionnaires of semi-structured items and pilot study was conducted. This was by self administering the questionnaires to the samples that were exactly different from that selected for real study. After which they were collected by the researcher from the respondents. This was to enable the researcher to understand whether the questions fetched the same answers from different respondents. If they did not, then corrections would be made to ensure that they fetch similar answers that best suit the questionnaires thus reliability of the instrument.

3.10.2 Validity of the instruments

Validity refers to the extent of which an instrument can accurately measure what it is used to measure.

To ensure validity of the instrument, the researcher used experts judgment. He gave it to the supervisor who determined its validity.

CHAPTER FOUR

ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA

4.0 Introduction

This chapter basically presents the findings obtained from the field in relation to the research objectives and demographic characteristics of the respondents such as age, sex and education.

4.1 Demographic characteristics

4.1.1 Age

Among the 44 respondents involved in the study, 24 (54.5%) of them were between the age of 10-19 years, 12 (27.3%) were aged between 20-39 years while 8 (18.2%) had their ages between 40-59 years.

The respondents within this age bracket were considered because of their ability to express themselves that is not being shy.

Table 4.1: Demographic characteristics respondents according to age

Age	10-19		20-39		40-59	
	No.	%	No.	%	No.	%
	24	54.5	12	27.3	8	18.2

Source: Primary data 2016

4.1.2 Sex

The study had 20 (45.5%) and 24 (54.5%) female and male respondents respectively. this was purposely to provide an equal opportunity for respondents of either sexes to take part in the study.

Table 4.2: Demographic characteristics of respondents according to sex

Age	Female		Male	
	No.	%	No.	%
	20	45.5	24	54.5

Source: Primary data 2016

4.1.3 Educational level

28 (63.6%) among the 44 respondents has primary education, 4 (9.1%) went through secondary education, 9 (20.5%) had attained tertiary education while 3 (6.8%) had university education. the data regarding the educational level was necessary in designing the research instrument and which particular instrument would be applied to a specific group of respondents.

Table 4.3: Demographic characteristics of respondents according to education level

Age	Primary		Secondary		tertiary		University	
	No.	%	No.	%	No.	%	No.	%
	28	63.6	4	9.1	9	20.5	3	6.8

Source: Primary data 2016

4.2 Causes of poor reading culture.

The results obtained from the filed showed that, reading constitutes the primary school curriculum. However, reading among pupils was generally to be emphasized at lower and middle class levels than at upper primary. This was according to all the 44 respondents representing (100%).

Table 4.4: Whether reading constitute primary school curriculum

Reading constitute primary school curriculum	Yes		No	
	No.	%	No.	%
	44	100	00	00

Source: Primary data 2016

The study discovered the reading culture to be poor among the pupils especially in schools where there is universal free primary education (UPE) as compared to those in private schools. This was attributed to the overwhelming number of pupils in relation to the limited available reading literature, lack of commitment by teachers to help their pupils to read and pupils themselves. The study further found the reading culture to be more in rural primary schools than in urban ones. This was acknowledged by all the 44 (100%) that took place part in the study.

Table 4.5: Nature of pupils' reading culture

Pupils' reading culture	Good		Poor	
	No.	%	No.	%
	00	00	44	100

Source: Primary data 2016

Regarding the causes of poor reading culture among pupils, the study established the following;

Absence of well stocked libraries with relevant reading literature both in schools and at home was acknowledged by 11 (25%) respondents. this was attribute looming poverty levels for their establishment. very few schools

and homes have got these facilities. this provided the learner with few or no materials to read.

8 (18.2%) attributed poor reading ability of pupils to lack of or limited parental involvement on the education of their pupils. parents rarely spare time to attend to their children by guiding them on how to read and write. Parents are always taken up with various activities like; garden, business and office engagements.

Negative attitude toward reading was noted by 15 (34.1%) respondents. Children look at reading as waste of time and engage themselves in other activities like; playing and rooming around.

Lack of commitment and motivation among teachers towards enabling pupils improve on their reading culture according to 6 (13.6%) respondents was the other cause of poor reading. The situation is being worsened by low salaries being paid to teachers. Thus not giving in all their best.

Limited time for reading especially at home. In most cases children are engaged in multiple domestic activities such as; cooking , gardening, collecting firewood, fetching water, looking after the animals.

Therefore, having no time for reading. At night now when the child is expected to read, the child is exhausted, dozing and above all there is no stable lighting in the house like electricity, solar. This was supported by 4 (9.1%) respondents.

Table 4.6: Causes of poor reading culture

Causes	Absence of well stocked libraries		Lack of or parental involvement		Negative attitude by pupils towards reading		Lack of commitment among teachers		Limited time for reading	
	No.	%	No.	%	No.	%	No.	%	No.	%
	11	25	8	18.2	15	34.1	6	13.6	4	9.1

Source: Primary data 2016

4.3 How poor reading culture affects on pupils’ academic performance

From the information obtained among 44 (100%) respondents, it was found that a majority of primary schools perform poorly academically particularly those under universal primary education where the reading culture is too poor. Most of the pupils attain grade; 3,4 and u in the primary leaving examinations (PLE).

Table 4.7: The overall academic performance of pupils in most of the primary schools.

Academic performance	Good		Poor	
	No.	%	No.	%
	00	00	44	100

Source: Primary data 2016

Poor reading culture was found to be responsible for the poor academic of pupils in primary schools. In other words a poor culture affects the pupils’ academic performance as highlighted by 44 respondents representing (100).

Table 4.8: whether poor reading culture could be blamed for pupils' academic performance

Poor reading culture	Yes		No	
	No.	%	No.	%
	44	100	00	00

Source: primary data 2016

Poor reading culture leaves the learner without adequate content/matter for answering examinations either internally in form of tests, end of term and year of nationally that is primary leaving examinations (PLE). Thus the learner scores low marks or graded. This was in line with 9(20.5%) respondents.

A learner with poor reading culture finds it hard to interpret the learning tasks (questions) and provide answers or problems to them. This makes the learner to look at such learning tasks as though more abstract and unattainable. This was said by 7 (15.9) respondents.

Grasping of the learning content and its better understanding by the learner with poor reading culture is made difficult. In this way, they will not be able and tackle such a learning problem accordingly. 5 (11.4%) out of 44 respondents cited this.

Repetition of classes was noted by 13 (29.5%) respondents as the other way in which poor reading culture affect the pupils' academic performance. Hence lack of academic progress.

Poor reading culture results to school drop out of pupils according to 10 (22.7%) of the respondents. As the child continues to perform academically poorly and persistently repeats the same class for several years gets frustrated and looks at the school as waste of time. This eventually prompts such a learner to drop out of school.

Table 4.9: How poor reading culture results to poor academic performance

Effects	Limited knowledge/content acquired		Failure to interpret the learning tasks (questions)		Difficulty to better understanding learning tasks		Repetition of classes		School drop out of pupils	
	No.	%	No.	%	No.	%	No.	%	No.	%
	9	20.5	7	15.9	5	11.4	13	29.5	10	22.7

Source: Primary data 2016

4.4 Ways of improving the reading culture among pupils

Despite the poor academic performance of pupils in primary schools resulting from poor reading cultures, all the 44 (100%) affirmed that several attempts have been put in place to improve the reading culture of pupils as well as their academic performance. Such attempts may include among others;

Table 4.10: existence of some attempts in place to improve the reading culture of pupils

Existence of attempts in place	Yes		No	
	No.	%	No.	%
	44	100	00	00

Source: Primary data 2016

Curriculum review according to 20 (45.5%) respondents is one of the greatest attempts that have been put in place. This has led to the adoption and implementation of new curriculum which gives the mother tongue a higher status and role in primary schools in Uganda. The whole teaching – learning process as lower primary is being conducted using the local language of the area. The text books and all other reading literature are published in local languages. Thus enhancing the reading ability of pupils and better understanding of the content.

Provision of reading materials by parents and schools through the ministry of education such as alphabetical charts containing both the consonants and vowel letters, mathematical charts, story books etc. These charts are placed on the wall of their sitting rooms and some class rooms. Children keep on practicing reading this available literature with the guidance of their parents or other family members and teachers. This was mentioned by 10 (22.7) respondents.

Time allocation for reading has been done both at homes and schools. For examples in homes or families where education is highly valued or considered children in the evening after bathing are asked to go to isolated and quiet place with limited interference to read. At schools, there is specific time allocated for reading since reading of some of the subjects in the

lower primary curriculum and being examinable. 4 (9.1%) respondents were in line with this.

Parental involvement in enhancing the reading ability and education of their children generally has been slightly to increased as noted by 10 (22.7%) respondents. Parents spare some time for their children especially during evening and take part in helping their children on how to read and write.

Table 4.11: attempts in place to improve the reading culture of pupils

Attempts in place	Curriculum review		Provision of reading materials		Time allocation for reading		Parental involvement	
	No.	%	No.	%	No.	%	No.	%
	20	45.5	10	22.7	4	9.1	10	22.7

Source: Primary data 2016

Salary increment of teachers was called for by 17 (38.6%) respondents as one of the further steps to be implemented so as to improve the reading ability of pupils. This would arouse teachers' commitments and motivation to help and guide the pupils particularly how to read.

16 (36.4%) identified strengthening and proper implementation of the thematic curriculum as the other attempt that can ne implemented to improve the pupils reading culture. Publication of more books and relevant literature on local languages would go along way in improving the reading culture and overall academic performance.

Establishment of well stocked libraries in every school would further improve the pupils reading culture as they have the opportunity to choose

from the variety of available books according to their personal interests. Where the books are lacking or limited in number, morale of reading is also low. This was revealed by 8 (18.2%) respondents.

Inculcation of positive attitude on pupils by both parents and teachers towards reading was supported by 3 (6.8%) respondents. For instance, pupils should find their own free time to read, be given at least 10-15 minutes of class time daily to read books, magazines, etc.

Table 4.12: further attempts that can be implemented to improve the reading ability of pupils?

Further attempts	Salary increments of teachers		Strengthening and proper implementation of the thematic curriculum		Establishment of well stocked libraries		Inculcation of positive reading attitude on pupils	
	No.	%	No.	%	No.	%	No.	%
	17	38.6	16	36.4	8	18.2	3	6.8

Source: Primary data 2016

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussions on the research findings while relating to the research objectives and literature review. The chapter further presents information on conclusions and recommendations of the research findings.

5.1 Discussion

The discussions are centred on the cause of poor culture, effects of poor reading culture on pupils' academic performance and possible ways of improving the reading culture of pupils and academic performance.

5.1.1 Causes of poor reading culture

The study findings attributed poor reading culture to lack of well equipped libraries in schools and home where pupils would go to read from. This concurs with Magara and Batambuse (2005), where they observed that in most schools were normally kept in the head teachers' offices. The researcher agrees with them as this is a similar happening in primary schools of Bulange sub county, Namutumba district.

The findings cited lack of or limited parental involvement among the causes of poor reading culture for example availing their children with relevant reading literature, guiding them through reading. This upholds the findings of Batambuse (2005) where he highlighted that limited or lack of parental involvement was due to high prevalent poverty levels among

households to acquire the relevant reading literature for their children. According to the researcher, much as this is true, but even those parents who could afford value the education of their children.

Negative attitude among pupils toward reading was further found as the cause of poor reading culture. This was worsened especially where reading examination oriented. This rhymes with Lyaruu (2007). The researcher as well offers similar observation.

It was also discovered from the study findings that poor reading culture among pupils was due to lack of commitments by teachers in rendering help to their pupils on how to read. This is in agreement with Nnam (2003). This is true according to the researcher persistently agitate for salary increment in order to motivate them in their work.

The findings also revealed limited for reading both at school and home. The time table is over crowded with so many subjects hence no adequate time for reading. At home, children have overwhelming domestic activities such as cooking, fetching water and collecting firewood, etc. Hence limited time for reading. This concurs with Olubor and Osunde (2007). This is the same with the researcher.

5.1.2 Effects of poor reading culture on pupils academic performance

Poor reading culture leaves the learner with inadequate or limited content/knowledge to answer properly the questions when given. This upholds the finding of Sentuwa (2004). This is in line with the researcher's view.

It was also noted that poor reading culture results to school drop out failing and repeating a class for several times. This would frustrate the learner and opt out of school. This concurs with Adjong (2003). This was not different from the researcher's view as it's the real situation.

The study findings further established that poor reading culture makes difficult for the learner to interpret the questions correctly and understand them. This was similar with Adjong (2003) in his earlier findings.

5.1.3 Possible ways of improving the reading culture of pupils

The research finding called for curriculum review. This is done and this explains why the new thematic curriculum has introduced. This involves the use of mother tongue as a means of instruction in the teaching-learning process. It also follows the publication of books in local languages. This is in consonance with national curriculum development center (2006). The researcher is in support with this.

Salary increment of teachers was identifies as one way of improving the reading culture of pupils as per the research findings. This would help to raise commitment and motivation while executing their duties. This contradicts with Nnam (2003) as he emphasized teachers to develop self motivation and positive attitude towards other than money. Instead he called for the general improvement of teachers working conditions. The researcher disagrees with Nnam (2003) as every thing rotates around money.

Establishment of well stocked libraries would be one other way in which better culture could be achieved. This would expose pupils to variety of reading material. This concurs with Kigingo and Bukenya and national library of Uganda (2007). The researcher is in line with their suggestion

but his concern is that establishing a library is too expensive. This explains why very few or no schools have libraries.

Inculcation of positive attitude on pupils by both parents and teachers toward reading was singled out by the research findings. For example teachers need to encourage pupils to come up with the techniques for reading independently such as how to pick the book that is not too hard. This offers a similar view to that of Campagna (2005).

5.2 Conclusions

The conclusions drawn from the findings obtained from the field were; Poor reading culture is being caused by a combination of various factors including; lack of well equipped libraries in schools. Lack of or limited parental involvement for example in availing their children with relevant reading literature, negative attitude among the pupils towards reading, lack of commitment by teachers in helping their pupils on how to read and limited for reading both at school and home.

Poor reading culture affects pupils' academic performance only negatively for instance through the acquisition of low knowledge content, school drop out by pupils after failing and repeating a class for several times and causing difficulty in a learner to interpret the questions correctly and understand them.

Better reading culture among pupils in schools can be developed through various ways such as curriculum review, salary increment of teachers, establishment of well stocked libraries and inculcation of positive attitude on pupils by both parents and teachers towards reading.

5.3 Recommendations

The study has the following recommendations and once properly implemented would lead to better reading culture among pupils.

Establishment of national school library policy by the government of Uganda through the ministry of education and sports in conjunction with national library of Uganda.

Setting up of reading clubs in schools by the school authorities. This in turn would lead to reading completions.

Further strengthening and implementation of the thematic curriculum so as to make the use of the local languages more effectively.

Further salary increment of teachers so as to raise teachers' commitment and motivation to help and guide the pupils particularly on how to read.

Continued inculcation of positive attitude on pupils by both parents and teachers towards reading. For instance, pupils should find their own free time read, be encouraged to come up with the techniques for reading independently such as how to pick the book that is not too hard.

Publication of more local literature. This includes books in local languages, award winning books by regional authors and access to authentic texts which reflect local interests and needs.

5.4 Areas of further research

1. An assessment of the role of parents in promoting reading among pupils.
2. The relationship between reading environment and pupils' academic performance.

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College of Education, Open and Distance Learning

1st September, 2016

TO WHOM IT MAY CONCERN:

WAMANI SAMSON REG. NO. BED/46228/151/Av-TR

Dear Sir/Madam,

Re: Research/Project:

The above named is our student in the College of Open Education and Distance Learning (COEDL), pursuing a Bachelor of EDUCATION PRIMARY

He wishes to carry out research in your Organisation on:

"
.....
.....
....."
The research is a requirement for the Award of a Bachelors degree in EDUCATION PRIMARY OF KAMPALA INTERNATIONAL UNIVERSITY

Any assistance accorded to him regarding research will be highly appreciated.

Yours Faithfully,


Wamuzumbu Moses
BRANCH DIRECTOR – 0782572505
KIU- TORORO STUDY CENTRE

APPENDICES

APPENDIX II

Questionnaire

Dear respondent,

I am Wamani Samson a student of Kampala International University in the Faculty of Education and Languages with Registration Number **BED/46228/151/DU-TR** carrying out research study on “Assessment of reading culture on the academic performance of pupils in the selected primary schools on Bulange Sub/county, Namutumba district”. In this study, you have therefore been selected to participate in it freely. You are hereby requested to provide the necessary information according to the instructions. The information given will be treated with high level of confidentiality.

Instructions: Fill in the blank spaces provided with tick where applicable

PART 1: BIO CHARACTERISTICS OF THE RESPONDENTS

- a) Age:
- b) Sex:
- c) Education level:

PART 2: ACADEMIC INFORMATION

Section A: Causes of poor reading culture

1. Does reading constitute primary school curriculum?

YES NO

2. How is the reading culture of pupils?

Good Poor

3. In case of poor reading culture, what causes it?

.....
.....

Section B: The effects of poor reading culture on academic performance of pupils

4. What is the overall academic performance of pupils in most of the primary schools?

YES

NO

5. Could the poor reading culture be blamed for pupils' poor academic performance?

YES

NO

6. How does poor reading culture results to poor academic performance?

.....
.....

Section C: Ways of improving reading culture among pupils.

7. Have there been in place some attempts to improve the reading culture of pupils?

YES

NO

8. If yes, what are some of them?

.....
.....

9. What attempts can further be implemented to improve the reading ability of pupils?

.....
.....

10. Any other comment

.....
.....

Thank you for your participation

APPENDIX III

INTERVIEW GUIDE FOR FOCUS GROUP DISCUSSION

Part 1: Bio characteristics of the respondents

- a) Age:
- b) Sex:
- c) Educational level:

Part 2: Academic information

1. Is reading among the subjects in the lower primary school curriculum?
2. How is the attitude of pupils towards reading?
3. What are the causes for their poor reading attitude/culture?
4. How is the general academic performance of pupils in?
5. In case of poor performance, can the poor reading culture partly be blamed for this?
6. In what ways can the poor reading culture lead to poor academic performance?
7. Have some attempts been put in place to improve the reading culture of pupils?
8. If yes, what are some of them?
9. What should be done further to improve the reading ability of pupils?