

**INFLUENCE OF TEACHING METHODOLOGIES ON WRITING AND READING  
ABILITIES IN SELECTED PRIMARY SCHOOLS OF BUBIITA SUB-COUNTY,  
BUDUDA DISTRICT**

**MIRRIAM NAMUTOSI**

**RJ22/MUC/BED/030**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR  
OF EDUCATION OF UGANDA CHRISTIAN UNIVERSITY**

**August, 2024**



**UGANDA CHRISTIAN  
UNIVERSITY**

*A Centre of Excellence in the Heart of Africa*

**DECLARATION**

I, Namutosi Mirriam, hereby declare that, to the best of my knowledge, this study entitled ‘Influence of teaching methodologies on writing and reading abilities in selected public primary schools in Bubiita Sub-County, Bududa District, is my inventive work and has not been presented to any institution for any award before.

Signature: .....

**NAMUTOSI MIRRIAM**

**RJ20/MUC/BED/030**

Date: .....

## **APPROVAL**

This research report entitled **“Influence of teaching methodologies on writing and reading abilities in selected primary schools of Bubiita Sub-County, Bududa District.”** has been done under my supervision and is ready for submission with my approval, for the award of bachelor’s degree in Education of Uganda Christian University.

Sign .....

Ms. MUSINGO SARAH . N

RESEARCH SUPERVISOR

Date: .....

## **DEDICATION**

I dedicate this piece of work to my beloved family members for their financial, spiritual moral guidance and the compassion they rendered to me during my stay at Uganda Christian University

## ACKNOWLEDGEMENTS

I am thankful to Almighty God for giving me the chance to embark on and complete this study. I give Him thanks and praise. I would also like to extend my genuine and heartfelt appreciation to the following persons for their valuable support and endless encouragement, my supervisor Ms. Musingo Sarah N. for her guidance, expertise and time. She tirelessly accepted to guide and make me see ideas from an interactive academic engagement. Her inspiration and guidance were mold qualities value imitating. Ms Musingo Sarah. N made my Degree voyage much easier from first to last very friendly constructive criticism, suggestions and guidance. I thank her for helping me find the way in this degree programme. She enthusiastically pushed me forward and pulled me growing throughout research. Special thank goes to the other lecturers for their encouragement and support that pushed this book far may the Lord bless them abundantly.

On a special note, I would like to appreciate the family of Mr. & Mrs. Kigenyi, for their financial support.

I would like to thank my immediate friends like Mr. Nabalula Steven and Mr. Wambele Karim Timothy for their commitment towards achieving this academic excellence. Their presence in my journey of studies was not only attractive and interactive but also kind. All of them made me realize what it takes to be a successful person in the world today.

May the almighty bless them.

## TABLE OF CONTENT

DECLARATION.....	i
APPROVAL .....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS .....	iv
TABLE OF CONTENT .....	v
LIST OF TABLES .....	viii
LIST OF FIGURES .....	ix
LIST OF ABBREVIATIONS AND ACRONYMS .....	x
ABSTRACT.....	xi

### CHAPTER ONE

#### INTRODUCTION

1.0 Introduction .....	1
1.1 Background to the Study .....	1
1.2 Problem Statement .....	3
1.3 Purpose of the Study .....	4
1.4 Specific Objectives.....	4
1.5 Research Questions .....	5
1.6.0 Scope of the study .....	5
1.6.1 Geographical scope .....	5
1.6.2 Content scope .....	6
1.6.3Time Scope.....	6
1.7 Significance of the study .....	6
1.8 Conceptual Framework .....	8
1.9 Operational definitions.....	9
1.10 Limitations to the Study .....	9
1.12 Delimitations of the Study.....	10

### CHAPTER TWO

#### LITERATURE REVIEW

2.0 Introduction .....	11
2.1 Learners-focused teaching methodologies on writing and reading ability .....	11

2.2 Teaching methodologies on writing and reading ability .....	16
2.3 Engagement methodologies on writing and reading ability .....	19
2.4 Identified gaps in the reviewed literature .....	22

**CHAPTER THREE**  
**METHODOLOGY**

3.0 Introduction .....	23
3.1 Research Design .....	23
3.2 Area of study .....	23
3.3 Study population .....	24
3.4 Sample Size .....	24
3.5 Sampling Technique.....	25
3.6 Data Collection Instruments.....	26
3.6.1 Questionnaire .....	26
3.6.2 Interview Guide.....	26
3.7 Data Quality Control .....	27
3.7.2 Reliability of the Instrument .....	28
3.8 Data Collection Procedure .....	29
3.9 Data Processing and Analysis .....	29
3.10 Ethical Considerations.....	30

**CHAPTER FOUR**  
**DATA PRESENTATION AND ANALYSIS OF RESULTS**

4.0 Introduction .....	31
4.1 Demographic Characteristics .....	31
4.1.1 Gender of respondents.....	31
4.1.2 Age bracket of respondents .....	32
4.1.3 Education of respondents .....	33
4.2.4 The status of writing and reading ability among primary learners in Bubiita Sub-County primary schools .....	44

**CHAPTER FIVE**  
**DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

5.0 Introduction .....	48
5.1 Discussions of Study Findings .....	48

5.1.1 Teaching methodologies influence the writing and reading ability of primary schools in Bubiita Sub-County, Bududa District .....	48
5.2 Conclusions of the Study.....	49
5.2.1 The influence of Learners-focused teaching methodologies on writing and reading ability among primary learners in Bubiita Sub-County .....	50
5.2.2 The influence of teaching methodologies on writing and reading ability among primary learners in Bubiita Sub-County .....	50
5.2.3 To establish the extent to which Engagement Methodologies influence writing and reading ability among primary learners in Bubiita Sub-County .....	51
5.2.4 To establish the extent to which Engagement Methodologies influence writing and reading ability among primary learners in Bubiita Sub-County .....	51
5.3 Recommendations from the Study .....	52
5.4 Areas for Further Research .....	52
REFERENCES .....	54
APPENDICES .....	59
APPENDIX: I .....	59
APPENDIX: I .....	62
APPENDIX: III .....	65
APPENDIX: IV .....	68
APPENDIX: V .....	72
APPENDIX VI .....	73
APPENDIX VII.....	76

## LIST OF TABLES

Table 3.1: Population, Sample Size .....	25
Table 3.2: Reliability statistics .....	29
Table: 4.1 gender of respondents .....	32
Table: 4.2 gender of respondents .....	34
Table: 4.3 Learners-focused teaching methodologies influence writing and reading ability ...	34
Table: 4.4 how Learners-focused teaching methodologies influence writing and reading ability in Bubiita Sub-County Primary schools.....	36
Table 4.5 Teaching Methodologies on writing and reading ability .....	37
Table 4.6 Engagement Methodologies influence writing and reading ability .....	40
Table 4.7 Writing and reading ability in Bubiita, Namurwe and Busooto Primary schools, Bubiita Sub-County.....	43
Table 4.8 Teaching Methodologies and writing and reading ability in Bubiita Sub-County primary schools. ....	46

## LIST OF FIGURES

Figure 4.2 the influence of teaching methodologies on writing and reading ability among primary learners in Bubiita Sub-County primary schools.....	39
Figure 4.3 Engagement Methodologies influence writing and reading ability in Bubiita Sub-County primary schools .....	42
Figure 4.4 the status of writing and reading ability among primary learners in Bubiita Sub-County primary schools .....	45

## **LIST OF ABBREVIATIONS AND ACRONYMS**

CLS:	Cooperative Learning Methodologies
EU:	European Union
HOM:	Habits of Mind
PTR:	Pupil to teacher ratios
SPSS:	Statistical Package for the Social Sciences
UK:	United Kingdom
UNESCO:	United Nations Education, Scientific and Cultural Organization
UPE:	Universal Primary Education
USA:	United States of America

## ABSTRACT

This study examined the influence of teaching methodologies on writing and reading in selected primary schools of Bubiita Sub-County, Bududa District. Teaching methodologies are considered the independent variable, while writing and reading the dependent variable. The purpose of the study was to examine the influence of teaching methodologies on writing and reading ability in selected primary schools in Bubiita Sub-County, Bududa District. The study will be guided by three research objectives which include; i) to examine how Learners-focused teaching methodologies that influence writing and reading ability among learners in selected government aided primary schools in Bubiita Sub-County, ii) to find out the extent to which teaching methodologies influence writing and reading ability among the learners in selected government aided primary schools in Bubiita Sub-County and iii) to establish the extent to which Engagement methodologies influence writing and reading ability among the learners in selected government aided primary schools in Bubiita Sub-County. The study used a cross-sectional research design with both qualitative and quantitative approaches, and data was collected from 260 respondents. Quantitative data was analyzed using SPSS computer software (Version 20) to generate frequencies, percentages. Qualitative data was generated through interviews. Findings of the study revealed that teaching methodologies had statistically insignificant influence on writing and reading ability and this was proposed by 51% of respondents who said that teaching methodologies do not influence writing and reading ability among primary learners in primary schools in Bubiita sub-county. The study recommended that the Ministry of Education, Sports, Science and Technology to have a working policy to foster literacy development in lower primary for teachers in public primary schools since it's one of the requirements for all school going children. Government could study this teachers' initiative with a view of improving and supporting the skills. The study also recommended that to improve on the writing and reading ability, it is recommended that education policy makers and implementers establish relevant teaching materials to trigger children's ability in writing.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This Chapter presents the background to the study from the global to local perspective, statement of the problem, the purpose of the study, objectives of the study, research questions, Scope of the study, Significance of the study, Conceptual framework, and operational definitions, limitations of the study and delimitations of the study.

#### **1.1 Background to the Study**

According to Achombo (2010), Worldwide the issue of writing and reading at primary level has been of concern ever since modern education was introduced. Many countries such as UAS, UK, France, China and Ghana have come to realize that pupils are the heart of educational process and that without good teaching methodologies; all innovations in education are doomed to failure. There is a wide disappointment with the current situation of schooling in many countries around the world and most especially in African countries and parents come in for the share of the blame. This is because majority of parents involve their children in garden and other domestic work other than giving time to a child to revise their lessons. This makes pupils have limited time with their teachers and no time for revision, therefore, affecting their writing and reading ability.

Adeyemi, (2016) emphasized that making sure that primary teachers have the essential competencies they require in order to be effective in the classroom is key in raising levels of pupil attainment; encouraging teachers to continue developing and extending their competencies is vital in a fast-changing world. Becoming a committed professional is more than just meeting a set of

technical criteria and achieving prominent levels of work-related competence. Good teachers are recognized for their love and care for children, their passion for “subject knowledge” they teach and their support and encouragement in helping learners to achieve their best, and perhaps above all, their wholesome personality. While there is no consensus on the terminology, there is no denial of the fact that the changing global needs do not only demand education systems that provide learners with more than just the knowledge to succeed but must provide the tools to allow learners to use and apply knowledge and the tools to enable them to become productive and integral members of society (Godfrey et al; 2018).

Globally, countries of the world have step-up efforts to improve student performance and reduce achievement gaps. United States of America has been in the forefront in developing teaching standards and methodologies to enhance effective teaching. According to Darling-Hammond, Wei, Andree, Richardson, and Orphanos, (2009) methodologies to enhance effective teaching and improve learners’ writing and reading ability should entail organizing forums where teachers meet in learning teams and share their experiences.

The increased accountability to the society through effective teaching has triggered research interest in many countries of the world. In Kenya, despite various efforts by teachers’ to improve the writing and reading ability, in academics remain poor (MOEST, 2012). Without undertaking interventions, the trend is likely to continue being witnessed in primary schools. This raises great concern to education stakeholders including school administrators, teachers, learners, parents and policy makers. Education is considered as one of the most promising paths for individuals to realize better and more productive lives (RoK, 2011). The interest attached to education is a confirmation for the increased need for quality human resource and increased accountability by stakeholders for student learning in many countries of the world (RoK, 2012).

The Uganda Primary School Curriculum, (1999) clearly spells out what Primary Education is. It also spells out the broad aims and objectives of Primary Education. The Curriculum in both Volume One and Volume Two was designed to address the National Aim of Education as specifically stated in the Government White Paper on the Education Policy Review Commission Report (1992). Therefore, all schools in Uganda many efforts should be aimed at high quality pupils' learning that include writing and reading. Parents as active stakeholders in schools should ensure that they are cooperative, participate fully in school activities, provide children with essential needs, check pupils' work, encourage and enforce good behavior among pupils and to consult with school authorities to foster good performance of their children.

Blazar, (2016) argues that Uganda's education system has undergone a series of reforms since independence. These reforms encompass numerous attempts and interventions to ensure that the system is robust and meets the challenges of a rapidly changing labor market and a continually globalizing world. In recent years, the introduction of Universal Primary Education (UPE) creating opportunity for millions of children to enroll in school epitomizes the positive outcomes of these reforms. However, the promise of equity and equality in education remains elusive, thus prompting the researcher to investigate how teaching methodologies influence writing and reading ability of primary learners in Bubiita Sub-County, Bududa District.

## **1.2 Problem Statement**

Despite all the effort put by the government of Uganda through the minister of education, and the development partners including Bududa District Education Officer, to promote quality education, writing and reading ability among primary learners is poor in Bubiita Sub-County, Bududa District. The education system in Uganda has been under scrutiny where the learners in primary

schools cannot read and write in English. The failure rates in national examinations have grown high and most schools in up country stations have been performing poorly as seen in the release of results by Uganda National Examinations Board, (Ministry of Education 2017) with Bududa District Bubiita Sub-County being amongst the worst performing District. The government on its part claim to be providing all the basic scholastic materials needed to facilitate learning, which included training of teachers, paying their salaries, provision of all teaching and learning materials timely to mention but a few. However, the performances of the learners have continued to decline according to the data from the Municipality education office Bududa District, there was a 5% decline in pass rate in 2019 examination series. Teacher's competences have been questioned including their Pedagogical and Professional Competence. It is wondered if they had the required skills which could improve on the writing and reading of the learners. It is on this basis that the researcher sought to investigate how teaching methodologies influence writing and reading ability of primary learners in Bubiita Sub-County, Bududa District.

### **1.3 Purpose of the Study**

The study examined the influence of teaching methodologies on writing and reading ability in selected primary schools in Bubiita Sub-County, Bududa District.

### **1.4 Specific Objectives**

The study was guided by the following objectives;

- 1) To examine how Learners-focused teaching methodologies influence writing and reading ability among learners in selected government aided primary schools in Bubiita Sub-County.
- 2) To find out the extent to which teaching methodologies influence writing and reading ability among the learners in selected government aided primary schools in Bubiita Sub-County.

3) To establish the extent to which Engagement methodologies influence writing and reading ability among the learners in selected government aided primary schools in Bubiita Sub-County.

### **1.5 Research Questions**

The study answered the following questions;

- 1) In which way do Learners'-focused teaching methodologies influence writing and reading ability among primary learners in Bubiita Sub-County?
- 2) How do teaching Approach methodologies influence writing and reading ability among primary learners in Bubiita Sub-County?
- 3) How do Engagement methodologies affect writing and reading ability among primary learners in Bubiita Sub-County?

### **1.6.0 Scope of the study**

The study was limited to geographical, content and time scope.

#### **1.6.1 Geographical scope**

Bududa District is bordered by Sironko District to the north, Kenya to the east, Manafwa District to the south, and Mbale District to the west. The district headquarters at Bududa are located approximately 36 kilometres (22.5 miles), by road, south-east of Mbale City, the largest city in the sub-region. Generally, the study was conducted in Bubiita Sub-County which is bordered by Bukigai Sub-County to the north, Buwali Sub-County to the east, Nalwanza Sub-County to the west and Bukalasi Sub-County to the south.

### **1.6.2 Content scope**

The study examined the influence of teaching methodologies on writing and reading ability in selected primary schools in Bubiita Sub-County, Bududa District.

### **1.6.3 Time Scope**

The study was based on the period of three years ranging from 2022 to 2024. The period was considered appropriate since the study was to establish whether over the years teaching methodologies have been carried out in Bubiita Sub-County and if it had any significant influence in determining writing and reading in Bubiita Sub-County primary schools, Bududa District.

### **1.7 Significance of the study**

This study is developed to have relevance in the improvement of the education system of not only in Bubiita Sub-County but also Bududa District and other educational institutions in Uganda and Africa. The study will create awareness to educationists which will help teachers to understand that their role as regards the writing and reading abilities among learners.

The findings of the study may be useful and widen a general understanding of the teaching methodologies process and how it contributed to writing and reading ability in primary schools in Bubiita Sub-County, Bududa District.

The study findings might spring further research into similar contexts which may address the teaching methodologies and its applicability to Bubiita Sub-County, Bududa District primary schools with relevance to writing and reading ability.

The study findings might be used to enhance policy maker's knowledge in formulating favorable policies that are derived towards teaching methodologies and writing and reading ability among primary learners.

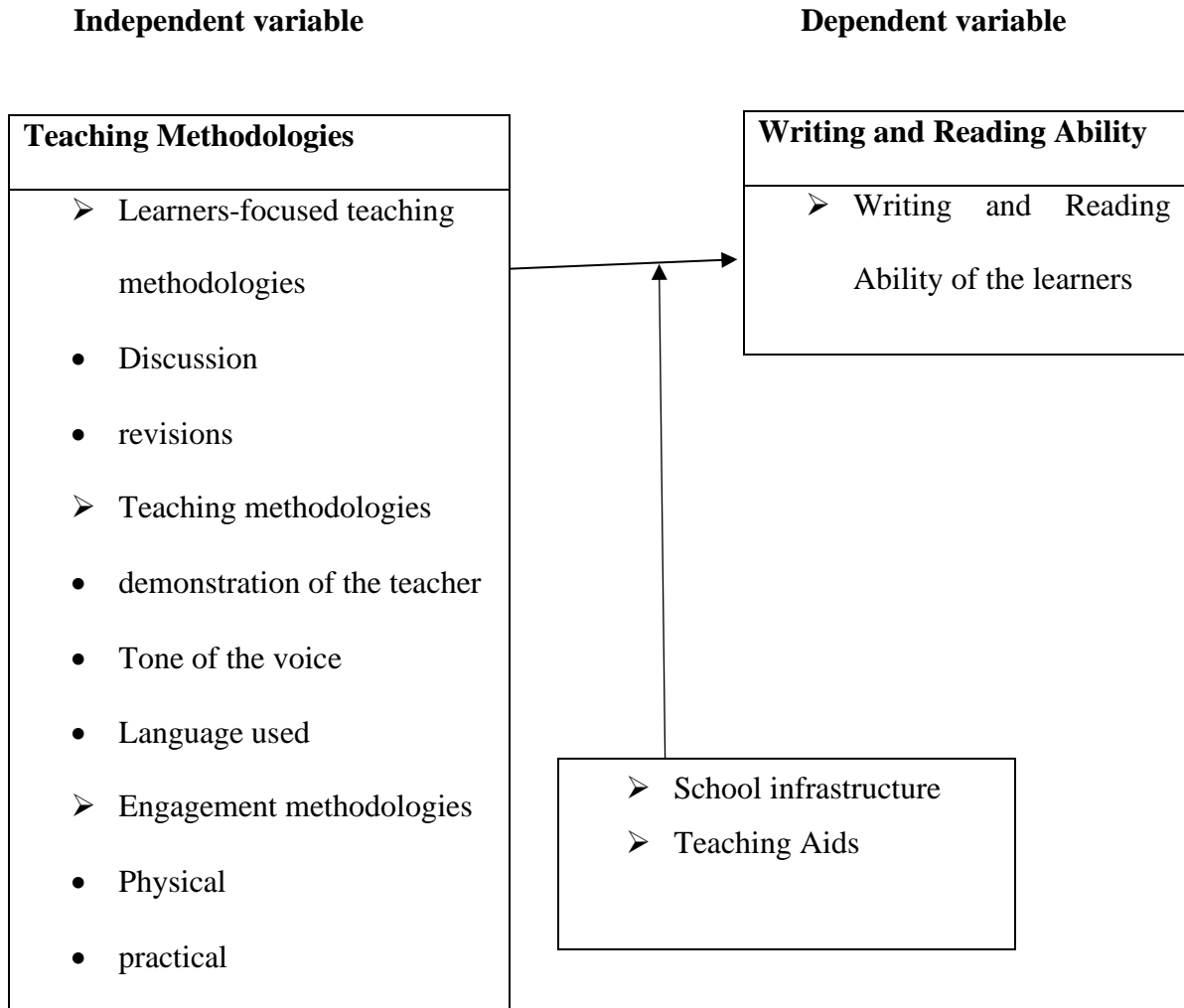
Significantly, this study may guide the government leaders more especially the minister of education and Bubiita Sub-County education officer in referring them to the constitution of Uganda on how they can achieve successful education.

The education department of Bududa District required a continuous awareness that inform the learners and teachers about writing and reading in primary schools.

This study might enable the stakeholders (Government and Non-government Organization) to understand the value of writing and reading so that they can cooperate to reinforce the implementation of the existing policies in Uganda.

## 1.8 Conceptual Framework

**Figure 1.1 Conceptual framework showing the relationship between teaching methodologies and writing and reading ability;**



**Source: Modified from Gruedard, (2024)**

Figure 1.1 above illustrates a conceptual framework that will help to model a unilateral relationship between the independent variable **Teaching Methodologies** and the dependent variable **Reading and Writing**. It further shows an interception of a unilateral causal relationship by spurious associations which will result from teaching aids, and school infrastructure.

## **1.9 Operational definitions**

### **Engagement methodologies**

Engagement methodologies capitalize on and build upon learners' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement methodologies encourage equitable and purposeful student participation and ensure that all learners have access to, and are expected to participate in, learning.

### **Teaching methodologies**

The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage learners in disciplinary habits of thinking. The teacher uses different instructional methodologies, based on planned and/or in-the-moment decisions, to address individual learning needs.

## **1.10 Limitations to the Study**

The researcher faced the following challenges;

Some teachers view researchers as idlers who go around creating trouble by reporting whatever is not right in their schools to the Ministry. In the schools where this attitude was prevalent, the researcher was neither welcomed nor given audience and teachers claimed to be very busy. They neither respond to the questionnaire nor allowed the researcher in their lessons to observe how they teach.

Limited time to collect data as the researcher was on course as well as executing other daily school duties and family obligations which delayed the study.

The research tools had difficult terms to respondents to interpret and this caused scanty responses.

Financial constraints posed a threat especially during printing, collecting data from respondents and transport costs.

### **1.12 Delimitations of the Study**

The study was limited to Bubiita Sub-County due to limited time and funds that did not allow the researcher explore the whole Bududa.

The difficult terms were simplified through a translation where possible.

The researcher gave a clear background of the purpose of the study to the respondents to avoid mixed information.

In instances where there was negative attitude by teachers, the researcher found other schools that were willing to participate in the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the literature review of the study from other related scholars. The reviewed literature was based on the research objectives that looked at how other scholars discussed the teaching methodologies and writing and reading abilities.

#### **2.1 Learners-focused teaching methodologies on writing and reading ability**

According to Shinn (2013), learners learn best when the following characteristics are present: variability in teaching methods and materials, interest, clarity, task-oriented behavior, teacher use of structuring comments, student opportunity to learn the material, multiple levels of questions, and enthusiasm. The teaching-learning process in primary education is basically a problem-solving activity. According to Achombo, (2010) learner's problem-solving ability to write and read can be accelerated with the use of appropriate instructional approaches.

Adeyemi, (2016) argued that Learners come from different backgrounds and have varied experiences and abilities to write and read. Good teaching is not only dependent on teaching methodologies or their effectiveness but it also depends on individual needs and adequacy of the content. Sammy et al; (2018) emphasized that an appropriate teaching approach is one of the most important processes to have teaching success and student achievement in writing and reading. Furthermore, Andrew, (2018) stated that "learners react differently to different teaching methods, and that the selection of the proper method is critical to the learning style of those being served by the instruction. There is an assumption that learners learn with different styles, at different speeds,

different levels of prior knowledge and different environments when the subject matter is given by way of a variety of teaching methodologies.

Blazar, (2016) stressed that the basic factors of good teaching are democratic behavior by teachers, use of the primarily concerned knowledge and skills, readiness of a teacher and the student, learning by doing of education problems, motivation to learn more about a given topic, well organized structure, feedback as a basis for continued improvement in performance, and discovery teaching and learning. Hakim, (2015) opined that effective teaching is crucial to problem-solving activity in teaching and learning, dissemination of factual knowledge, teacher performance and ultimately to the survival of the society. All effective teaching behaviors are productive teaching techniques, organized structured classroom management, positive interpersonal relations, and professional responsibilities.

Teaching effectiveness has been described in several ways among educational researchers. One way to describe effectiveness is in terms of the personal prerequisites to the teaching and learning environment. The other way is to describe effectiveness in terms of professional competency. Moreover, experience, positive attitudes toward teaching, job satisfaction, etc., have resulted in teaching effectiveness (Harris, 2012).

Kai-ming, (2013) noted that the ability to be able, to use multimedia including the computer is urgently required by educators. The comprehensive teacher competencies are "verbal communication," "knowledge of subject matter," interaction with learners and student motivation in the classroom situation," to create an environment which develop the "learners' ability to read and write.

Lindemann-Matthies et al; (2017) argued that the writing and reading is the ability to communicate effectively with fellow learners in a way so as to understand the purpose and objectives of the

lesson as one of the main responsibilities of primary education teachers. Using the correct teaching method helps any student learn or master knowledge and skills. The role of the teacher in strategic teaching builds upon previous definitions of the teacher as manager and instructional leader. There are as many different kinds of teaching as there are teachers. Many studies have revealed that teaching activities are usually represented by teachers' teaching attitudes and their preferences regarding teaching methods.

Yli-Panula et al; (2017) stated that teachers emphasize the use of question and answer techniques; others use a lot of programmed instruction. Still others utilize the lecture method in classroom and using overhead projectors a great deal. In a very real sense, each teacher uses a different teaching method. Remmele et al; (2017) concluded that programmed instruction is most effective at lower levels of learning, and independent projects are appropriate at higher levels of learning, and these methods are flexible to the differences in learners.

The application of Cooperative Learning methodologies (CLS) is a novel thought that aims at further improvement in the previous methods of teaching. Most recently, the idea of CLS has been floated by language researchers emphasizing the need for a change in the traditional teaching environment where an average student has been found passive, apathetic and bored. This generates a sense of responsibility and ownership among the learners giving them greater autonomy and control over the choice of subject matter, learning styles and pace of study as they work in groups (Farrell, & Jacobs, 2016).

Han, (2015) emphasized that CLS is the instructional use of small groups to make the learners work together to maximize their own and each other's learning. In fact, this methodology links the process of development with the readiness of the learners to achieve better and positive results

through teacher-learners' and peers' mutual interaction. Mostly the classroom activities are done in small groups with active and responsible participation of each and every member of the group. According to Thomas S. C. Farrell and George M. Jacobs, (2016) application of CLS demands skilful perseverance from the teacher to monitor and improvise the peers' interaction to achieve the common goals. Focus on the learners' interaction with their peers in the class is a key factor that is inevitable for successful language teaching. Albeshier, (2012) believed that the teachers' methodologies should be compatible with the learners' learning styles. Lack of harmony between them can lead to an ultimate failure of the lesson. A language teacher should be capable enough to understand the learners' individual needs making his lessons fairly attractive, communicative and fruitful. Therefore, an unskillful or untrained teacher may not be able to handle CLS successfully in an EFL class.

Sullivan, (2013) opines that learners-centred learning is a non-traditional process of learning that gives more freedom, flexibility and responsibility to the learners to absorb information. It allows the learners to choose their own style and pace of learning which suits their mental capacity. Despite the fact that writing and reading plays an important role in academic and career success, research shows large numbers of learners from many different countries fail to develop essential writing skills. For example, a recent national assessment in the Netherlands revealed most elementary-aged learners were unable to write texts that convey a single, simple message to the reader and learners' writing skills improved negligibly from fourth to sixth grade (Kuhlemeier, Til, Hemker, Klijn, & Feenstra, 2013).

Furthermore, the Dutch Inspectorate of Education determined the quality of writing instruction to be sufficient in only one-third of the nation's schools (Henkens, 2010). Thus, an improvement in elementary-level writing instruction in the Netherlands is required. The major problem developing

writers face is cognitive overload. Writers have to perform several resource-demanding cognitive activities simultaneously, such as activating prior knowledge, generating content, planning, formulating, and revising all whilst taking into account the communicative goal of the text and the intended audience (Townsend, Dillon, Sequiera, 2018).

Tran, (2014) elaborated that the amount of attention required for foundational skills (e.g., handwriting, spelling, sentence and paragraph construction) also needs to be considered with developing writers because they often lack automaticity in these areas (Cutchen, 2011). Developing writers predominantly employ a ‘knowledge-telling’ approach to overcome cognitive overload. That is, they write whatever happens to come to mind and typically focus only on the content of their texts.

Rijlaarsdam, et al; (2016) argued that to improve learners’ writing and reading performance, instruction should be aimed at helping them develop the knowledge and skills required to manage the cognitive overload that often occurs when composing. An effective way to help developing writers manage cognitive overload is to teach them to use methodologies that reduce the number of cognitive processes that are active at the same time (Couzijn, (2016). For instance, when learners are taught to plan during the prewriting phase, they can focus on other processes while drafting. A substantial body of research has examined the influence of explicitly teaching learners to use writing methodologies. Some studies investigated methodologies designed to guide general writing processes, such as brainstorming whereas others featured genre or task specific methodologies, such as writing a narrative text (Brunstein & Glaser, 2011) or a persuasive essay (Salahu-Din, Persky, & Miller, (2018).

## **2.2 Teaching methodologies on writing and reading ability**

According to Schunk, (2012) the first is that even though children have typically developed a high level of communicative competence when they start first grade, they do not yet have all the language skills in place and the strategic teachings that they needed for written text comprehension. The second is that it is not as simple as just teaching them to decode the written word so that their language comprehension skills will kick in and enable them to understand written texts just as well as they understand oral language.

According to Oakhill, Cain & Elbro, (2014) this is a misconception because it ignores the fact that teaching methodologies are important ways, different from spoken interactions and written texts that typically require memory abilities and other cognitive skills that are not so crucial in understanding everyday interactions". Children's oral language comprehension skills are built on processing discourse-context information and nonverbal communication clues whereas writing skills are characterized by the absence of referent and interlocutor.

Troia, & Graham (2012), argued that writing and reading requires higher-register vocabulary, with a very different syntactic structure and a new kind of textual cohesion and discourse organization, so children need time and exposure to progressively internalize these new patterns. The process of writing and reading, which unlike spoken language leaves a permanent physical trace, also implies an ability to self-regulate reading (modulating pace and pauses, backtracking, and detecting incoherency, etc.) that is on a whole different level to the ability needed to self-regulate oral dialogue.

For first-grade children, learning to read is not just about learning to decode, it is also about becoming capable of making sense of text they read by mobilizing substantially the same competences as those required to comprehend text they hear, such as when parents or educators

read to them (Hogan, Adlof & Alonzon, 2014). Nevertheless, there is a large evidence base often downplayed by proponents of a simple code-oriented view of reading. Sercu, et al; (2014), showed that listening comprehension skills in young children at the end of nursery school are excellent predictors of effective writing and reading comprehension achievement across the developmental span, even years later (van den Broek *et al.*, 2011).

Studies on initial teaching to read and write have started to emerge how writing practice contributes. Several papers have clearly highlighted that writing informs the development of rethinking print, the development of reading mechanisms (Akarsu, Oktay Dariyemez, T. (2014), and literacy development as a whole reading and writing (Read & Treiman, 2013). Most of the texts compiled by Ferina (2015), supports the idea that the processes mobilized in learning to write and read, the processes mobilized in learning to spell are tightly which extends this strong relationship to encompass text production.

Gene (2017), argued that Right out of early childhood education and into the basic skills stage of elementary school, the official national curriculum programmes set out the priority objectives for first-grade schooling as “reading, writing and the French language with in-class acquisition in these domains given permanent ongoing focus in any and every class activity being led as teaching methodologies is seen as so important. Grabe, & Stoller (2012), emphasized that the texts specify that reading and writing education “is to include the first steps on the path towards teaching methodologies that includes grammar and spelling”, which looks to endorse exploring the grammar system as an integral part of early literacy education.

These prescriptions mark a shift from the policy from the prescriptions issued when key staged education cycles were ushered into primary school education (1995, 2002) setting more limited objectives on metalinguistics education at the end of second grade: gender and

number agreement in noun phrases and subject–verb agreement in regular sentences (Gupta & Ahuja, (2014).

In the session opening phases, the teaching methodologies can employ a set of instructional processes of methodologies that refer back to learning-work situations the pupils have already encountered or to earlier knowledge already constructed. This resituating gives pupils “the possibility to mobilize learning they did not fully possess, learning that they would not have used on their own but which enables them to give meaning to the task at hand (Jalilifar, 2010).

To wrap up the session, the teacher can employ, various teaching methodologies coined “institutionalization”. Indeed, without these moments for institutionalization, pupils’ progress will suffer (Coulange, 2011). Looking in through the lens of sociology adds the dimension of educational inequality, including on attainment of reading and writing skills, between pupils from contrasting socio-economic backgrounds. Readiness for the route into the written word entails a series of conceptualizations that go hand in hand with mental distance to language, the ability to think about language as object, and thus make the transition from a command of language that is purely practical up to a command that is “conscious, reflective and symbolic” (Li, & Yang, (2014).

However, as Pangestuti et al; (2015) said, that cognitive dispositions do not stop and start at ‘meta’ dispositions, they also encompass what was differentiated and class-based social spheres, we can qualify as socio-political dispositions. Indeed, given that language practices are fundamentally intertwined with the relationships between the agent-practitioners the symbolic command of language, the capacity to adopt met-language dispositions, that can certainly set social settings equate to symbolic command over those whose Command of language that are purely practical.

Pilten & Kuralbayeva (2018) and Quadir & Chen, (2015), say that there are different ways teacher uses to teaches and can either accentuate or attenuate these inequalities. The “invisible” factor of instruction reflected in the amount of implicit and uncertain, proves hugely differentiating, as it further clouds the landscape of understanding for pupils whose family socialization has not readied them for school. This is how “socio-cognitive misunderstandings” arise between the teaching methodologies and certain pupils’ perceptions, and how “the gap widens between pupils effectively inside in requisite intellectual activity and those that are outside looking in, going through the motions as they only see the mechanics of the classroom task” (Rochex & Crinon, 2011, p. 12).

### **2.3 Engagement methodologies on writing and reading ability**

Shafiee & Branch, (2017) state that comprehension as the essence of writing and reading involves the process of simultaneously extracting and constructing meaning of engagement methodologies. Safaa, (2017) stated that with the changing historical and educational contexts, definitions of literacy have changed. The latest form of literacy, which has been called ‘critical literacy’, requires learners to become strategic readers, who self-manage, self-monitor, and self-modify. Ellis, & Shintani, (2014) argued that readers who are able to select texts they can read, engage in higher-order thinking as they read, move from stage of just summarizing or retelling of a text to the stage of construction and critical reflection on a text.

Hamidreza & Hashemi (2016), emphasized that the importance of reading comprehension methodologies clearly: Acquisition of better reading methodologies is apparently needed to crack the illusion of comprehension in readers who are settling for low standards of comprehension; They need to acquire and implement engagement methodologies to facilitate deeper levels of

comprehension. Supporting learners' through writing and reading training appropriate the reading methodologies that have been a main focus for language instructors. Hinton et al; (2016), argue that it has often been argued in reading literature that due to the complex and complicated factors involved in reading comprehension in general and in EFL reading in particular i.e., linguistic, cognitive and socio-cultural variables, designing an effective reading instructional strategy is not an easy task (Hamidreza & Hashemi, 2016).

Ismail, S., Yusof, p., Abdul Rashid, M. & Lin, E. (2015), asserted that although reading methodologies are helpful, "the engagement in reading is not the product of methodologies alone but a fusion of methodologies with mental dispositions. Scholars have offered many congruous definitions for Habits of Mind. Virginia (2014), believed that there are at least 16 Habits of Mind (HoM), such as persisting, managing impulsivity, listening with understanding and empathy, thinking flexibly, thinking about thinking, that are indicative of effective and efficient problem solvers who display intelligence when faced with a problem.

Kalua, (2011) declared that these Habits of Mind are performed in clusters of behaviors rather than in isolation. Billmeyer, (2014) adds that HoM are alterable; learners can learn to question, reflect, and think interdependently. When it comes to reading comprehension, Moore & Hall (2012), state that when used intentionally, HoM help learners interact with texts in active and purposeful ways. Therefore, major goal of writing and reading instruction must be to support learners in developing and habituating these Habits of Mind in their reading practices until they become one interdependent unit.

According to Khonamri & Karimabadi, (2015) and Great Books Foundation (2014) Shared inquiry as a discussion-based model of reading, developed by the Junior Great Books Foundations, (2014) promotes an intellectually stimulating interpretative discussion of difficult questions in complex

text (Whitfield, 2013). It is based on the conviction that participants can gain a deeper understanding of a text when they work together and are prompted by a leader's skilled questioning. Research on the motivational aspects of reading has reached that there is a strong and positive correlation between writing and reading engagement, keeping learners attentive and involved for extended periods of time, and higher student achievement in reading comprehension (Klauda & Guthrie, 2015).

According to Vaish, (2016) engagement strategy is a goal of teaching; writing and reading are consistent with a multi-dimensional approach in that it includes behavioral, emotional/motivational, and cognitive aspects. Thus, the engaged reader is assumed to be behaviorally active (reading frequently), internally motivated (liking to read), and cognitively active (uses methodologies in reading) (Aghaie & Zhang, (2012). In the present study, reading engagement was operationalized as a meta-construct subsuming all aspects of reading: not just motivation but a balance of interests, attitudes, motivation, self-regulation, and the ability to use cognitive abilities while reading to become deeply involved with a text (Al-Qahtani, & Lin, 2016). In a longitudinal study, Klauda & Guthrie, (2015) examined the development of writing and reading motivation, engagement methodologies, and achievement in early adolescence by comparing interrelations of these variables in struggling and advanced readers. Findings showed that advanced readers showed stronger relations of motivation and engagement with achievement than struggling readers. However, motivation predicted concurrent engagement and growth in engagement similarly for struggling and advanced readers. These results supported the hypothesis that cognitive challenges limit the relations of motivation and engagement to achievement for struggling readers (Burgess, J. 2012).

Aghaie and Zhang, (2012) explore the influence of engagement methodologies of some writing and reading methodologies on EFL learners' performance in Iran. The study employed a questionnaire adapted from Chamot and O'Malley's (1994) cognitive and met-cognitive methodologies framework. Findings revealed that engagement methodologies and reading strategy has to be improved with strategy instruction. Results also showed that strategy instruction contributed to autonomous writing and reading behaviors.

Another Study done by Khonamri and Karimabadi, (2015) indicate that learners in the experimental group outperformed the learners in the control group. Klauda & Guthrie, (2015) investigated the influence of Creative Circles in developing Saudi EFL middle school learners' reading comprehension over the period of a school term. The study sample involved three intact third grade Saudi middle school classes. Researchers used multiple instruments on writing and reading to comprehend test, reflective journals and semi-structured interviews. Results indicated an improvement in the experimental group's reading comprehension skills. Moore and Hall, (2012) elaborate that they attributed the success of Creative Circles to its nature as a collaborative based reading approach, and its focus on direct teaching of writing and reading skills, as well as attention to both low- and high- level reading processes and writing met-cognitive awareness.

#### **2.4 Identified gaps in the reviewed literature**

Standing on the literature reviewed, it is confirmed that Learners-focused teaching, Teaching methodologies and Engagement methodologies how they affect writing and reading ability among primary learners in Bubiita Sub-County are significant issues to be discussed. However, there are few studies that have been done in about the teaching methodologies. The researcher therefore intends to carry out the present study, to establish how teaching methodologies influence the writing and reading ability of primary schools in Bubiita Sub-County, Bududa District

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology that will be used in the study. It includes the research design, study population, sample size, sampling techniques, sources of data, research instruments, data collection procedure, data processing and analysis, quality control methods that is validity and reliability, ethical considerations and limitation of the study.

#### **3.1 Research Design**

The study adopted a cross-sectional survey design in which both qualitative and quantitative approaches of data collection. The design is used because it is a method of survey in which self-report data collection from samples of pre-determined wellbeing is done (Creswell, 2008). The quantitative approach was established quantifiable data, while qualitative approach was used to establish the influence of teaching methodologies writing and reading ability in Bubiita Sub-County primary schools, Bududa District.

#### **3.2 Area of study**

Bududa District is bordered by Sironko District to the north, Kenya to the east, Manafwa District to the south, and Mbale District to the west. The district headquarters at Bududa are located approximately 36 kilometres (22.5 miles), by road, south-east of Mbale City, the largest city in the sub-region. Generally, the study was conducted in Bubiita Sub-County which is bordered by Bukigai Sub-County to the north, Buwali Sub-County to the east, Nalwanza Sub-County to the west and Bukalasi Sub-County to the south. The following schools were used in the study; Bubiita primary school, Namurwe School and Busooto primary school.

### **3.3 Study population**

A study population is the complete collection universe of all the units that are of interest in a particular investigation (Amin, 2005). It is a group of individuals' persons, objects, or items from which samples are taken for measurement (Mugo, 2011). The study used a population of 800. The categories of the respondents included 240 learners, 18 Teachers and 1 Head teacher, Namurwe primary school had 201 learners, 22 teachers and 1 head teacher while Busooto primary schools had 300, 16 teachers and 1 head teacher, these respondents had all totaled to 800 respondents as a target population of the study. The target population therefore, consisted of learners, teachers and Head teachers of Bubiita, Namurwe and Busooto primary schools in Bubiita Sub-County, Bududa District.

### **3.4 Sample Size**

The sample size of 260 was selected from a target population of 800 respondents. This was based on Krejcie and Morgan's table (1970). In their table when the researcher gets a target population of 800, it gives a sample size of 260 to represent each group out the target population. Therefore, the total number of respondents was 800 but only a sample size of 260 was selected. This sample size was got after getting  $240/800 \times 260 = 78$  also picked  $201/800 \times 260 = 65$ , and  $300/800 \times 260 = 97$  all this was for the learners and then for the teachers the researcher got  $18/800 \times 260 = 5$  also  $16/800 \times 260 = 5$  and  $22/800 \times 260 = 7$  and then totaled up  $97+78+65+7+5+5+3$  of the head teachers, which gave us a total of 260 & the researcher used this as sample size to represent the group of Bubiita primary school which is  $78+5+1 = 84$ , the group of Namurwe primary school which was  $65+5+1 = 71$  and the group of Busooto primary school which was  $97+7+1 = 105$ . The researcher selected these groups because they were so relevant to the study and they had enough information concerning teaching methodologies and writing and reading ability in the primary schools in

Bubiita Sub-County. Looking at the whole Bududa District, the researcher identified Bubiita Sub-County as the most affected area when it came to writing and reading ability of primary learners. This sample size was selected based on Krejcie and Morgan’s table (1970) of sample size as mentioned above.

**Table 3.1: Population, Sample Size**

Categories of Population	Target Population	Sample Size	Sample Techniques
<b>Bubiita primary school</b>			
Learners	240	78	Simple Random (S)
Teachers	18	5	Simple Random (S)
Head teachers	1	1	Purposive Sampling
<b>Namurwe primary school</b>			
Learners	201	65	Simple Random (S)
Teachers	16	5	Simple Random (S)
Head teachers	1	1	Purposive Sampling
<b>Busooto primary school</b>			
Learners	300	97	Simple Random (S)
Teachers	22	7	Simple Random (S)
Head teachers	1	1	Purposive Sampling
<b>Total</b>	<b>800</b>	<b>260</b>	<b>Field Work</b>

*Source: District record, (2024)*

### 3.5 Sampling Technique

The sample was selected using both simple random sampling and purposive sampling techniques. A simple random sample is a subset of individuals chosen from a larger set of population. Each individual was chosen randomly and entirely by chance, such that each individual had the same likelihood of being chosen for the sample as any other individuals (Yates *et al.*, 2008). Whereas, purposive sampling, was used on head teachers. This is because it helped in selecting typical and

useful people who gave relevant information about the influence of teaching methodologies and writing and reading ability in Bubiita Sub-County primary schools. Purposive sampling was used to select only the key informant for in-depth study (Onen, 2005).

### **3.6 Data Collection Instruments**

The researcher employed different data gathering instruments in order to enjoy the profit of triangulation. The closed ended questionnaire and interview guide was used. The investigator used interview guide because it was necessary for learners and head teachers to get relevant information that was limited in the questionnaire.

#### **3.6.1 Questionnaire**

The questionnaires are the main research instrument. The closed ended questionnaire was preferred as an instrument of research because it was self-administered, for all respondents and produce fewer errors, ensure confidentiality as respondents were free from the control of the researcher and had the opportunity to answer in their convenient time as cited by (Burns, 2000). The items required direct answers based on the Likert scales of 1 – 5 from strongly agree - strongly disagree. This instrument was used because it was easier to collect data within the shortest period of time. More so, it was convenient to respondents as they gave sensitive answers as this was administered to the elites or educated personalities. The questionnaire was therefore used with teachers and learners

#### **3.6.2 Interview Guide**

According to Gubrium, (2012), an interview is essentially a structured conversation where one participant asks questions, and the other provides answers. Commonly, the word "interview" refers to a one-on-one conversation between an interviewer and an interviewee. Interviews are

discussions, usually one-on-one, between an interviewer and an individual meant to gather information on a specific set of topics (Gubrium, 2012). The researcher used semi-structured interviews, which were essentially and verbally administered questionnaires in which a list of predetermined questions were asked to the head teachers with no variation but with some scope for follow-up questions to responses that warranted further elaboration. Interviews also gave the researcher an opportunity to revisit some of the issues that had been over-looked in other methods and yet they were deemed vital for the study.

### **3.7 Data Quality Control**

In an attempt to achieve quality data, the researcher made an analysis with respect to instrument validity and reliability.

#### **3.7.1 Validity of the Instruments**

Validity refers to quality of data gathering instrument or procedures that enables it to measure what it sought to measure (Best and Kahn, 2004). To determine the validity of instruments, the researcher conducted a preliminary survey at Bukigai Primary School located in Bududa District since this had the same characteristics with the schools under study. The questionnaires and interviews were piloted to 8 teachers and 5 learners before the larger actual survey was conducted in Bubiita Sub-County. This was done to discover the ambiguities and some grammatical errors in the question items before they were corrected. This helped to cross check the validity of the instruments. The researcher had an opportunity to discuss with the respondents especially on difficult vocabularies or grammatical errors or rather with ambiguity statements in order to rephrase or delete them. In addition, the researcher sought for expertise advice from her supervisor who helped to improve on the clarity on the items from the questionnaires and interview guide.

The Content Validity Index (CVI) of the instrument was calculated using the formula below. The instrument was considered valid since the value of 0.6 and above was achieved.

$$\text{CVI} = \frac{\text{total number of relevant items}}{\text{Total number of items}}$$

$$\text{CVI} = X / Y$$

Where CVI = content validity index

X= No. of items rated as relevant

Y = Total No. of items in the instrument

$$\text{CVI} = 14 / 18 = 0.8$$

$$\text{CVI} = 0.8$$

### **3.7.2 Reliability of the Instrument**

Reliability means the degree of consistency and precision in which the measuring instruments demonstrates. Reliability of the instrument is the measure of consistence over time and over similar sample (Cohen et al, 2007). The Statistical Packages of Social Scientists (SPSS) was used to ascertain it. Cronbach's Alpha of a minimum reliability analysis of 0.70 and above was taken as reasonable measure of internal reliability. Since the score obtained was 0.818 and above, the instrument was adopted as being reliable. The points were achieved when the valid items were divided by the total number of items times one hundred;

$$\underline{17} \times 100 = 80.95$$

$$21$$

**Table 3.2: Reliability statistics**

Cronbach's Alpha	No of Items
0.818	21

*Source: Primary Data, (2024)*

### **3.8 Data Collection Procedure**

The researcher went to the field after getting an authorization letter from the Head of Department Uganda Christian University, Mbale University College, which introduced her as a student of the University from the Department of Education. The head teachers of the selected schools of Bubiita Sub-County helped the researcher to collect data by giving her a go ahead. The researcher then collect the data in the Sub-County.

### **3.9 Data Processing and Analysis**

Data analysis is a systematic process involving working with organizing data and breaking them into manageable unity (Bagdon & Biklen, 1992). It is also concerned with systematizing data searching for patterns, discovering what is important, what is to be leant and deciding what to tell others (Cohen et al, 2007). All information that was collected from interviews and questionnaires were subjected to content analysis which involved identifying coherent and important samples, themes and patterns in data collected from the field. Qualitative approach therefore, was analyzed through thematic analysis where data was categorized according to their relevant themes and patterns developed accordingly. Quantitative data from the questionnaires was analyzed through simple descriptive statistics after tabulation and conversion into frequencies and percentages for descriptive purposes. In the first place data was cleaned from errors and then coded. After coding, data was analyzed through content analysis to examine its influence on pupils' academic performance.

### **3.10 Ethical Considerations**

Research ethics refers to moral principles guiding research (Horman, 1991). It means conducting research in a way that goes beyond merely adopting the most appropriate research methodology, but conducting research in a responsible and morally defensible way.

To ensure these ethical considerations were taken into account, the consent of the respondents and confidentiality was sought and they were assured that the data they provided was strictly for purposes of the study.

In addition, to enhance the participant's privacy, the respondents' names were not used thus; Confidentiality was practiced by avoiding the use of names but rather initials or codes.

The researcher respected the rights of the respondents in the process of getting the information; sought for permission from the local leadership before carrying out the study.

Coercive approach was as much as possible avoided in trying to access information from the respondents but rather observe professional ethics in conducting the study. It can be emphasized that this study is original work, and that no known study regarding the influence of teaching methodologies on writing and reading ability in selected primary schools in Bubiita Sub-County, Bududa District had been done.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS OF RESULTS**

#### **4.0 Introduction**

This chapter presents the study results based on how teaching methodologies influence the writing and reading ability among primary learners in Bubiita Sub-County, Bududa District. Totality of (20) questionnaires were distributed and only all were retrieved by the researcher. The researcher analyzed the data using statistical methods of descriptive and the presentation was organized around the demographic characteristics which included, gender, and education and Age bracket of respondents in Bubiita Sub-County. This study broke down teaching methodologies in terms of Learners-focused teaching, teaching methodologies and Engagement methodologies on how they affect writing and reading ability among primary learners in Bubiita Sub-County.

#### **4.1 Demographic Characteristics**

Demographic studies were important for this study since Teaching Methodologies, also known as instructional methodologies, are methods that teachers use to deliver course material in ways that keep learners engaged and practicing different skill sets and it is believed that the populations' demographics may have significant influence on their opinions on how it influence the writing and reading ability of primary schools in Bubiita Sub-County, Bududa District. These include: gender, education and Age bracket of respondents.

##### **4.1.1 Gender of respondents**

The study sought to establish gender of respondents in order to find out if all genders were well represented and have positive influence on writing and reading ability of primary schools in Bubiita Sub-County. The results are as shown in (Table 4.1). The result of gender distribution out

of the (20) respondents who participated in the study, 65% of respondents were male whereas 35% were female. The gender distribution conformed to the study that majority of teachers in Bubiita primary school, Namurwe primary school and Busooto primary school in Bubiita Sub-County, Bududa District is dominated by male teachers. This implies that if majority of teachers were female then writing and reading ability would improve among the children.

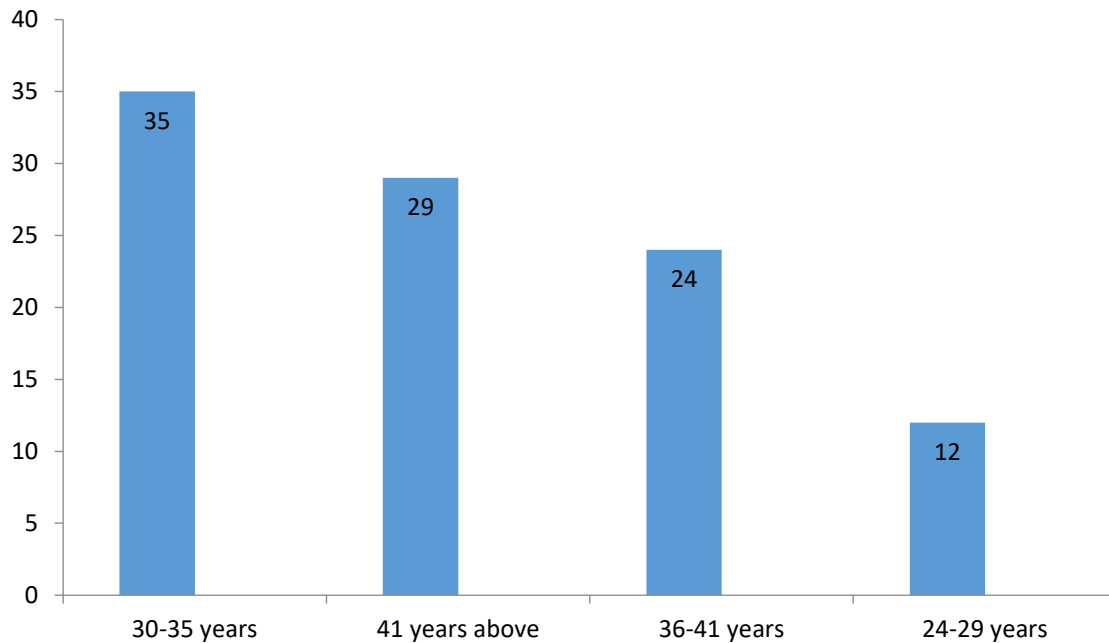
**Table: 4.1 gender of respondents**

Gender of respondents	Frequency	Percent
Male respondents	11	65%
Female respondents	6	35%
Total	17	100%

*Source: Research Findings (2024)*

#### **4.1.2 Age bracket of respondents**

The study sought to establish the age of respondents in order to find out if age characteristics are important for the study and if age of respondents would influence respondents' perception on how teaching methodologies influence the writing and reading ability among primary learners in Bubiita Sub-County. Results in (Figure 4.1) shows that (35%) of respondents were in the aged bracket between 30-35 years, whereas 29% of respondents were in the aged bracket of 41 years above, and 24% of respondents were in the age bracket of 36-41 years only those in the age bracket of 24-29 years were represented by 12% of respondents. This meant that majority of teachers in Bubiita primary school, Namurwe primary school and Busooto primary school were of young age and still strong to offer more skills and services to improve writing and reading ability in Bubiita Sub-County, it was further viewed as being productive in their area of specialization or department in Bubiita primary school, Namurwe primary school and Busooto primary school in Bubiita Sub-County.



#### **4.1.3 Education of respondents**

The study sought to establish education of respondents in order to find out if all education levels were well represented and have positive influence on writing and reading ability of primary schools in Bubiita Sub-County. The results in (Table: 4.2) shown that education distribution out of (20) respondents who participated in the study, 40% of respondents were diploma holders whereas certificate and degree level has equal 24% of respondents. Those in post-graduate were represented by 12% of respondents. The distribution of education conformed to the study that majority of teachers in Bubiita primary school, Namurwe primary school and Busooto Primary school in Bubiita Sub-County, Bududa District are diploma holders. This implies that if majority of teachers were degree or post-graduate holders then writing and reading ability would improve among the children due to the skills they have acquired from university.

**Table: 4.2 gender of respondents**

Education level of respondents	Frequency	Percent
Certificate	4	24%
Diploma	7	40%
Degree	4	24%
Post-graduate	2	12%
Total	17	100%

*Source: Research Findings (2024)*

Descriptive Statistics of Teaching Methodologies and writing and reading abilities in primary schools in Bubiita Sub-County, Bududa District.

**Table: 4.3 Learners-focused teaching methodologies influence writing and reading ability**

Responses	Yes		NO	
	F	(%)	F	(%)
<b>Opinion of respondents</b>				
Learners-focused teaching are helpful in this school	8	47%	9	53%
The school has strategic plan for delivering lessons to the learners	5	29%	12	71%
Learners focused-strategy improves writing and reading in our school	8	47%	9	53%
This school has a professional teachers for English language	6	35%	11	65%
Total	7	41%	10	59%

*Source: Research Findings (2024)*

According to Zulfiqar, (2015) statistics is a branch of science that deals with the collection and analysis of data and drawing of conclusions from the samples to the entire population. This involves a suitable plan of the study, a correct collection of the study sample and choice of a suitable statistical test. Therefore the researcher used descriptive statistic to easy the understanding of the final research.

To examine how Learners-focused teaching methodologies influence writing and reading ability among primary learners in Bubiita Sub-County five indicators were used to measure the influence of learners-focused teaching on writing and reading ability (Figure: 4.3). When respondents were

asked to give their opinions whether Learners-focused teaching are helpful in the school, (47%) of respondents were positive with the opinion as they strongly said no learners-focused teaching are not helpful in the school. Those who said yes learners-focused teachings are helpful in the school were represented by 53% of respondents.

Results revealed that (53%) of respondents disagreed with the opinion that there is group discussions among learners to improve writing ability whereas 47% of respondents agreed with the view that there is group discussions among learners to improve writing ability in the schools of Bubiita Sub-County.

Majority of respondents (71%) said no the schools in Bubiita Sub-County have strategic plan for delivering lessons to the learners only 29% of respondents said yes the schools in Bubiita Sub-County have strategic plan for delivering lessons to the learners.

Fifty three percent of respondents said no on the opinion that student's focused-strategy improves writing and reading in Bubiita Sub-County primary schools whereas 47% of respondents said yes student's focused-strategy improves writing and reading in Bubiita Sub-County primary schools.

When respondents were asked to give their opinion whether in Bubiita Sub-County primary schools have professional teachers for English language, 47% of respondents were positive about the opinion and 53% of respondents were negative with the view that the schools have professional teachers for English language in Bubiita Sub-County.

**Table: 4.4 how Learners-focused teaching methodologies influence writing and reading ability in Bubiita Sub-County Primary schools**

<b>Respond</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	7	41%
<b>No</b>	10	59%
<b>Total</b>	17	100%

*Source: Research Findings (2024)*

Basing on the total result on how learners-focused teaching methodologies influence writing and reading ability, the table below shows that 59% of respondents said no learners-focused teaching methodologies do not positively influence writing and reading ability among primary learners in Bubiita Sub-County whereas 41% of respondents accepted that learners-focused teaching methodologies positively influence writing and reading ability of learners in Bubiita, Namurwe and Busooto Primary schools in Bubiita Sub-County.

To connect this quantitative result to the interviews which were collected from the head teachers and learners in Bubiita Sub-County primary schools, the interview conducted with a female student were supportive with the quantitative findings.

Some of her responses were that;

*“Our writing and reading ability is not properly set by the head teacher and teachers themselves. We experience difficulties when it comes to reading and writing more during dictations in the class. Learners-focused teaching is a good one but in my school such activity does not exists, the school has no a professional teacher for English language, we are taught by the history teach as English teacher so most of us we find it difficult to improve the reading ability in the school.*

*One of the Head teachers remarked that; the school has strategic plan to deliver lessons to the student as issued by the minister of education. There are group discussions among the learners to improve writing and reading ability however most of them go back to their homes, hence limiting them from participating in the discussion....”*

**Table 4.5 Teaching Methodologies on writing and reading ability**

<b>Responses</b>	<b>Yes</b>		<b>NO</b>	
	<b>F</b>	<b>(%)</b>	<b>F</b>	<b>(%)</b>
<b>Opinion of respondents</b>				
Teaching methodologies like drawing has improved writing ability in our school	11	65%	6	35%
The school has instruments materials for improving reading and writing abilities	7	41%	10	59%
Teachers in this school have good teaching skills	8	47%	9	53%
Language teachers in this school use narrative strategy of teaching	3	29%	14	71%
This use debate as a strategy of improving reading and writing ability	11	65%	6	35%
<b>Total</b>	<b>8</b>	<b>49%</b>	<b>9</b>	<b>51%</b>

*Source: Research Findings (2024)*

The study further find out the extent to which teaching methodologies influence writing and reading ability among primary learners in Bubiita Sub-County and five indicators were used to establish the influence between the independent variable and dependent variable. When respondents were asked to give their opinion whether teaching methodologies like drawing has improved writing ability in Bubiita Sub-County primary schools, 65% of respondents said yes to the opinion and 35% of respondents said no teaching methodologies like drawing has does not improved writing ability in Bubiita Sub-County.

The opinion given by the respondents on the statement that school has instruments materials for improving reading and writing abilities positively 41% of respondents said yes whereas 59% of respondents disagreed with the view that school has instruments materials for improving reading and writing abilities in Bubiita Sub-County.

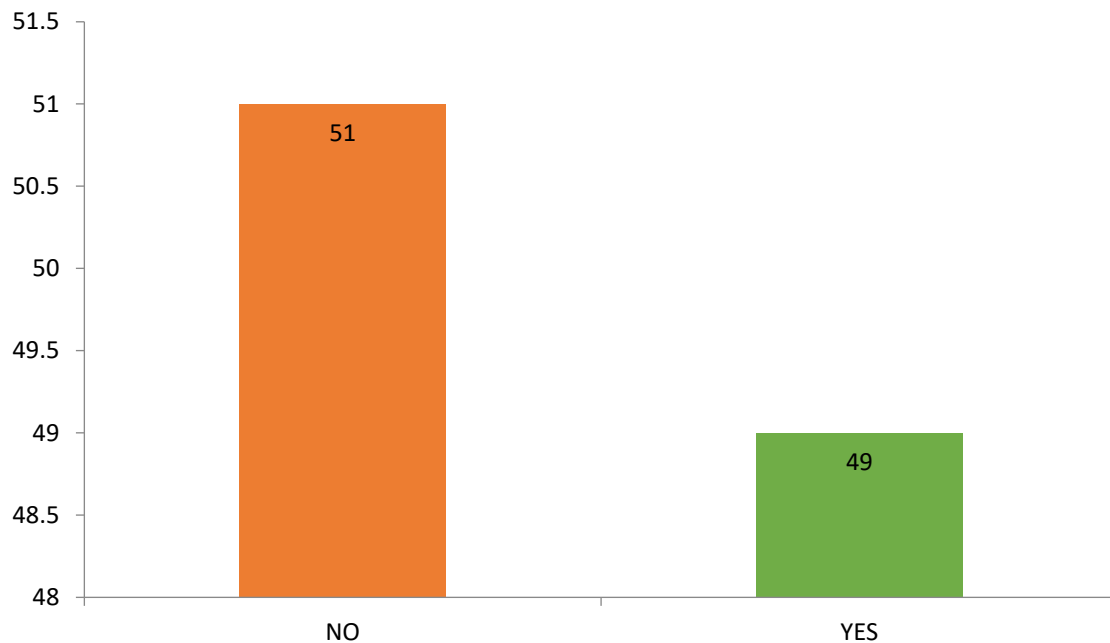
The findings revealed that 53% of respondents were said no that teachers in their school do not have good teaching skills while 47% of respondents said yes in their school teachers have the skill of teaching to improve reading ability in Bubiita Sub-County.

Majority of respondents (71%) disagreed with the opinion that language teachers in their school use narrative strategy of teaching whereas 29% of respondents said yes language teachers in their school use narrative strategy of teaching to improve their reading ability in Bubiita Sub-County primary schools.

Sixty five percent of respondents said the use of debate as a strategy of improving reading and writing ability has helped the learners in Bubiita primary schools. Those who disagreed with the opinion that debate was used as a strategy to improve reading and writing ability were represented by 35% of respondents in in Bubiita primary school, Namurwe primary school and Busooto Primary school.

The findings on the influence of teaching methodologies on writing and reading ability shows that majority of respondents (51%) said no teaching methodologies do not have a positive influence on writing and reading ability in Bubiita Sub-County primary schools and those who were negative about the opinion were represented by 49% of respondents in Bubiita Sub-County primary schools as varied (Figure 4.4) below; this implies that in Bubiita Sub-County primary schools teaching methodologies are effective to improve the writing and reading ability of the learners much as teachers are putting effort to produce quality learners few have enhanced their reading and writing ability.

**Figure 4.2 the influence of teaching methodologies on writing and reading ability among primary learners in Bubiita Sub-County primary schools**



To join these findings to the interviews results, the study revealed that most of the interviewees from Bubiita primary school, Namurwe primary school and Busooto Primary school were in agreement with the quantitative results. A male student among these schools remarked that;

*“The school has instruments material to improve reading and writing of the learners but the biggest problem we face is poor time management among teachers in the school. Some teachers come late in the school to do their work, those who come early over stay in the staff room for about one hour and half. Teachers in this school have good teaching skills but they do not utilize those skills to help us, some of them complain that they are not paid some of complain that they are not having regular lunch, hence affecting our reading ability in Bubiita Sub-County primary schools. On the side of English teachers, the use of narrative strategy of teaching is not effective and some teachers have different pronunciation of the words...”*

**Table 4.6 Engagement Methodologies influence writing and reading ability**

<b>Responses</b>	<b>Yes</b>		<b>NO</b>	
<b>Opinion of respondents</b>	F	(%)	F	(%)
Supporting learners' through engagement training to improve reading and writing	10	59%	7	41%
engagement in reading is methodologies is a mental disposition	7	41%	10	59%
Learners gain a deeper understanding of a text when they work together	11	65%	6	35%
Engagement Methodologies create behaviorally active and internally motivated abilities	12	71%	5	29%
experimental group's reading and writing increase comprehension skills of learners	9	53%	8	47%
<b>Total</b>	<b>10</b>	<b>58%</b>	<b>7</b>	<b>42%</b>

*Source: Research Findings (2024)*

The study further looked the third objective which was to establish the extent to which Engagement Methodologies influence writing and reading ability among primary learners in Bubiita Sub-County primary schools and five indicators were measured to establish the influence of Engagement Methodologies on writing and reading ability (Table 4.6). When respondents were asked to give their opinions whether supporting learners' through engagement training improve reading and writing, (59%) of respondents were positive with the opinion as they strongly said yes supporting learners' through engagement training improve reading and writing. Those who said no that supporting learners' through engagement training does not improve reading and writing were represented by 41% of respondents.

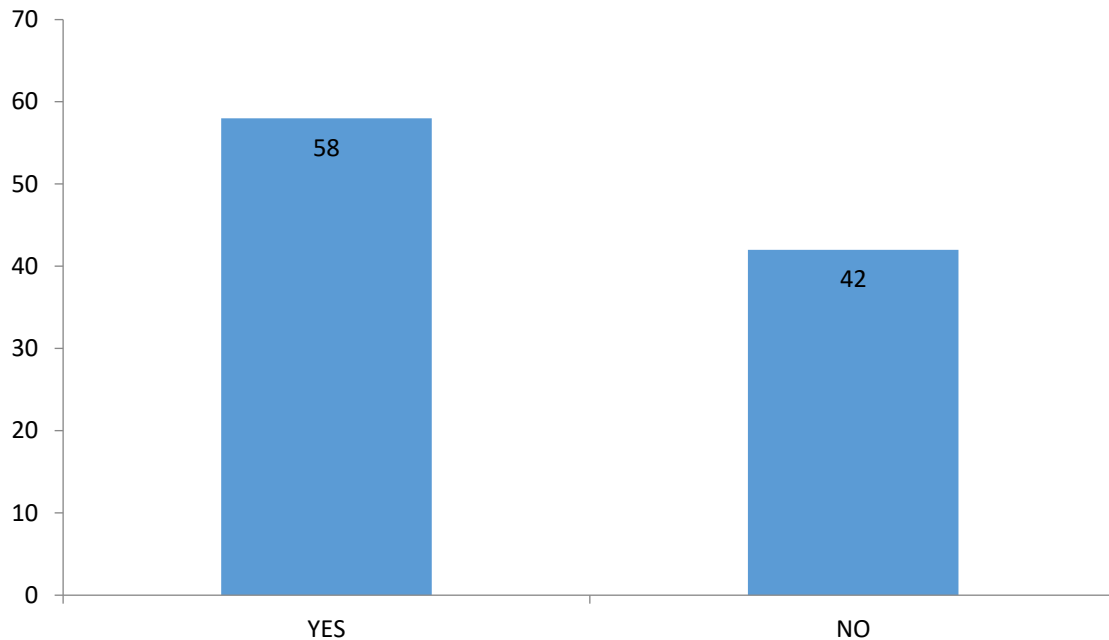
Results disclosed that (59%) of respondents disagreed with the opinion that engagement in reading methodologies are a mental disposition whereas 41% of respondents agreed with the view that engagement in reading methodologies increase study performance in Bubiita Sub-County primary schools.

Majority of respondents (65%) said yes learners gain a deeper understanding of a text when they work together in the school only 35% of respondents said no learners do not gain a deeper understanding of a text when they work together due to lack of interpretation in some wards.

Seventy one percent of respondents said yes engagement methodologies create behavioral activity and internally motivated abilities for the learners to participate writing and reading ability in Bubiita Sub-County primary schools whereas 29% of respondents disagreed with the view that engagement methodologies does not create behavioral activity and internally motivated abilities among learners in Bubiita Sub-County.

When respondents were asked to give their opinion whether experimental group's reading and writing increase comprehension skills of learners, 47% of respondents were not positive about the opinion. Those who agreed that experimental group's reading and writing increase comprehension skills of learners were presented by 53% of respondents.

Basing on the total result on the extent to which Engagement methodologies influence writing and reading ability among primary learners in Bubiita Sub-County, the table below shows that 58% of respondents said yes Engagement methodologies influence writing and reading ability among primary learners in Bubiita Sub-County whereas 42% of respondents did not accept that Engagement Methodologies influence writing and reading ability among primary learners in Bubiita, Namurwe and Busooto Primary schools in Bubiita Sub-County.



*Source: Research Findings (2024)*

**Figure 4.3 Engagement Methodologies influence writing and reading ability in Bubiita Sub-County primary schools**

To connect this quantitative result to the interviews which were collected from the head teachers and learners in Bubiita Sub-County primary schools, the interview conducted with a male student were not in agreement with the quantitative findings of the study.

*Some of their responses were that; ‘‘Supporting learners’ through engagement training to improve their reading and writing ability exist in the school but it is not continuous, and the person doing sometime he ask money from us which we do not have. Engagement Methodologies is the propriety method to improve our writing and reading ability may be the school could also create class participation where teachers can explain the lesson until is finished with debate that involves asking who has understood or has a question to ask...’’*

*One of the Head teachers remarked that; the school has strategic plan to deliver lessons to the student such as engagement methodologies which provide deeper understanding to the learners though few of them participate during group sharing in the school. Basing on the*

*situation right now in the classes I feel there is a change among the learners in terms of reading and writing ability in this school''.*

**Table 4.7 Writing and reading ability in Bubiita, Namurwe and Busooto Primary schools, Bubiita Sub-County**

Responses	Yes		NO	
	F	(%)	F	(%)
<b>Opinion of respondents</b>				
Writing and reading ability is poor in this school	9	53%	8	47%
There is low effort put by the teachers to improve writing and reading ability	13	77%	4	23%
Low level of writing and reading is a result of poor teaching methods	11	65%	6	35%
The performance of learners relay on their ability to write and read	11	65%	6	35%
There is poor teaching habit in this school	7	41%	10	59%
Total	10	60%	7	40%

*Source: Research Findings (2024)*

The study further establish the status of writing and reading ability in Bubiita, Namurwe and Busooto Primary schools, Bubiita Sub-County and five indicators were used to establish the status of dependent variable in this study. When respondents were asked to give their opinion whether writing and reading ability is poor in this school, 53% of respondents said accepted the opinion that writing and reading ability is poor in Bubiita Sub-County primary schools whereas 47% of respondents said no writing and reading ability is not poor in Bubiita Sub-County primary schools. The opinion given by the respondents on the statement that there is low effort put by the teachers to improve writing and reading ability, 77% of respondents said yes teachers are not putting much effort to help the learners know how to write and read. Those who agreed with the opinion were represented by 23% of respondents in Bubiita Sub-County primary schools.

The findings in this study revealed that 65% of respondents were said yes low level of writing and reading is a result of poor teaching methods among teachers in Bubiita Sub-County primary

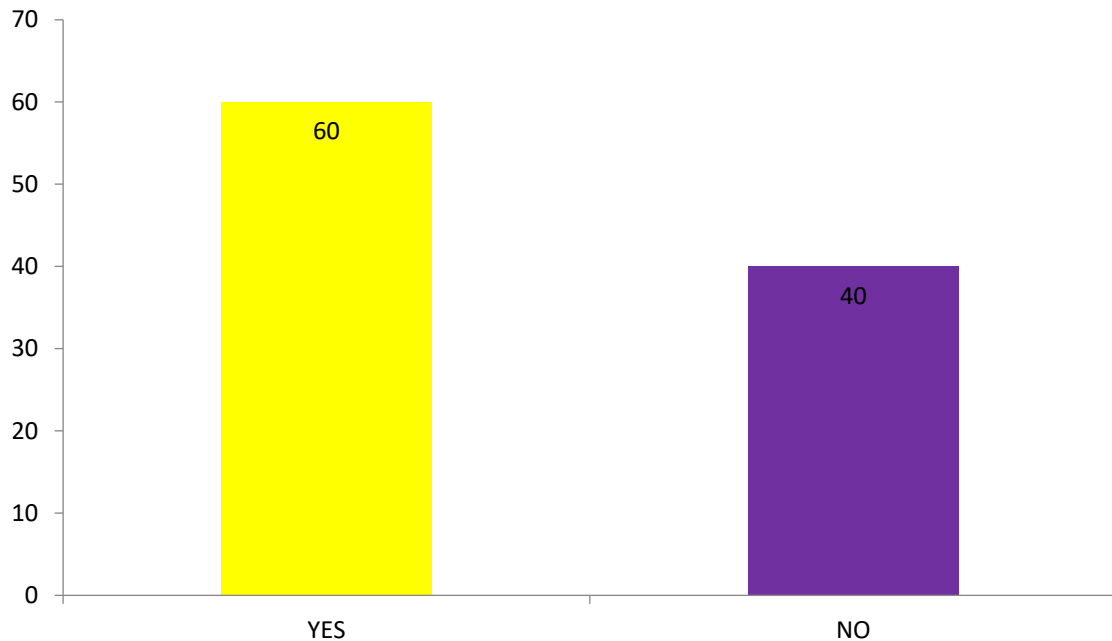
schools whereas 35% of respondents said no low level of writing and reading is a result of poor teaching methods among teachers, learners have different background, different levels of understanding and this makes some learners to long in catching up other learners in the school. Majority of respondents (65%) agreed with the opinion that the performance of learners rely on their ability to write and read whereas 35% of respondents said no the performance of primary children do not depend on reading and writing ability because they are learners who do not know how to talk, who have no the ability to read but they can write.

When respondents were asked to give their opinion whether, there is poor teaching habit in this school (59%) of respondents disagreed with the view that teaching habit is poor in Bubiita Sub-County primary schools. Those who agreed the opinion that there is poor teaching habit in this school were presented by 41% of respondents in Bubiita Sub-County.

#### **4.2.4 The status of writing and reading ability among primary learners in Bubiita Sub-County primary schools**

The findings on the status of writing and reading ability in Bubiita Sub-County primary schools revealed that writing and reading ability in Bubiita Sub-County primary schools is low as majority of respondents (60%) said yes there is low writing and reading ability among learners in Bubiita Sub-County primary schools. Those who disagreed with the opinion that writing and reading ability in not low were represented by 40% of respondents in Bubiita, Namurwe and Busooto Primary schools, Bubiita Sub-County, Bududa District.

**Figure 4.4 the status of writing and reading ability among primary learners in Bubiita Sub-County primary schools**



To link these findings to the interviews results, the study revealed that most of the interviewees from Bubiita primary school, Namurwe primary school and Busooto Primary school were in agreement with the quantitative results. A female student in one of the schools remarked that;

*“most of us female learners in this school, we are first of all experiencing gender inequalities, much as the school has teaching materials to improve our writing and reading ability most attention is given to the boys. I realized that when it comes to phonetic and phonology less attention is given to the girls however boys are force to attend even when they are not willing.*

*A male student among Bubiita Sub-County primary schools justified that there is low effort put by the teachers and head teachers to improve writing and reading ability because some teachers like only those who can read and write and really they don't mind about the other learners thus holding writing and reading ability low., for example during dictation when you tell a teacher that I have got you in this area, she or he will tell you got and copy from your friend whom you are not sure whether she has written the correct spelling”.*

**Table 4.8 Teaching Methodologies and writing and reading ability in Bubiita Sub-County primary schools.**

<b>Respond</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	8	49%
<b>No</b>	9	51%
<b>Total</b>	17	100%

*Source: Research Findings (2024)*

The purpose of the study was to establish how teaching methodologies influence the writing and reading ability of primary schools in Bubiita Sub-County, Bududa District. Findings revealed that teaching methodologies do not influence on writing and reading ability, this proved by 51% of respondents who said no teaching methodologies do not influence writing and reading ability among primary learners. Those who said yes were represented by 49% of respondents in Bubiita Sub-County schools (Table 4.8) below;

This implies that in Bubiita Sub-County primary schools teaching methodologies are not effective to improve the writing and reading ability of the learners much as teachers putting more effort to produce quality learners few have enhanced their reading and writing ability in Bubiita primary school, Namurwe primary school and Busooto Primary school in Bubiita Sub-County, Bududa District.

Basing on the findings, the study concluded that teachers in the present study have, on the basis of their long experience from practice, arrived at insights and developed methodologies for teaching. The teachers' narratives indicate that the insights and methodologies have derived from refinement of practice and/or experiencing turning points in their conceptions of teaching methodologies. It seems that they have understood and manifested several similar values in their teaching, but they have also developed teaching methodologies with different orientations in order to teach learners how to write and read. The broad spectrum of teaching methodologies presented in this study

suggests that highly experienced English teachers in Uganda can understand English teachers in different ways and have had the liberty to determine to a great extent the goals, methods and content of teaching. The teachers' stories illuminate how, through their teaching methodologies in interaction with their insights, they have created an overview and structure in the complex reality of English teaching. In the conceptions of English teaching the teachers clearly emphasize different parts of the comprehensive national guidelines. It is notable that no respondent talked about historical consciousness, even though this has been a major part in the history didactic research in Uganda and is a part of the national curriculum. In an international perspective the conceptions of English teaching show similarities, and also some differences, to what has been noted in earlier studies of less experienced teachers.

## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the discussions of the findings on how teaching methodologies influence the writing and reading ability among primary learners in Bubiita Sub-County schools, this discussion was based on the primary and secondary data. The discussion of study findings made by the researcher that could draw the attention of various education stakeholders in Bubiita Sub-County primary schools to improve the quality of primary education through improved teaching methodologies and writing and reading ability among the learners in Bubiita Sub-County.

#### **5.1 Discussions of Study Findings**

This section focused on the discussion of the research findings in relation to the objectives of the study that were affirmed in chapter one and previous studies that were reviewed in chapter two.

##### **5.1.1 Teaching methodologies influence the writing and reading ability of primary schools in Bubiita Sub-County, Bududa District**

The purpose of the study was to establish how teaching methodologies influence the writing and reading ability of primary schools in Bubiita Sub-County, Bududa District. Findings revealed that teaching methodologies had statistically insignificant influence on writing and reading ability, this was supported by 51% of respondents who contended that teaching methodologies do not influence writing and reading ability among primary learners in Bubiita Sub-County schools. The findings are undependable with prior study done by (Jalilifar, 2010) who explained that teaching methodologies can employ a set of instructional processes of methodologies that refer back to learning-work situations the pupils have already encountered or to earlier knowledge

already constructed. This resituating gives pupils the possibility to mobilize learning they did not fully possess, learning that they would not have used on their own but which enables them to give meaning to the task at hand. Some of the interviewees observed that;

*‘the school has instrumental materials to improve reading and writing of the learners but the biggest problem we face is poor time management among teachers in the school. Some teachers report to school late after doing their work. Those who come early over stay in the staff room for about one hour and half. Teachers in this school have good teaching skills but they do not utilize those skills to help the learners. Some of them complain that they are not paid while say that they are not having regular lunch, hence affecting their reading ability in Bubiita Sub-County primary schools....’*

Similarly, Quadir & Chen, (2015), agreed with the qualitative and quantitative results who argued that the invisible factor of instruction reflected in the amount of implicit and uncertain, proves hugely differentiating, as it further clouds the landscape of understanding for pupils whose family socialization has not readied them for school. This is how socio-cognitive misunderstandings arise between the teaching methodologies and certain pupils’ perceptions, and how the gap widens between pupils effectively inside in requisite intellectual activity and those that are outside looking in, going through the motions as they only see the mechanics of the classroom task. Unfortunately, schools in Bubiita Sub-County primary schools teaching methodologies do not have any influence on improve writing and reading ability of the learners.

## **5.2 Conclusions of the Study**

The conclusions from the present study are presented in accordance to the order of the objectives.

### **5.2.1 The influence of Learners-focused teaching methodologies on writing and reading ability among primary learners in Bubiita Sub-County**

The first objective of this study was to examine how Learners-focused teaching methodologies influence writing and reading ability among primary learners in Bubiita Sub-County primary schools. From the study findings, the researcher concluded that Learners-focused teaching methodologies, teachers needed to involve their learners. From the findings, it was proposed that to enhance in the Learners-focused teaching methodologies, there should be increased writing and reading ability of the primary children in Bubiita Sub-County primary schools. Thus if schools want to increase writing and reading ability of the learners, they need to pay much attention to the Learners-focused teaching methodologies in Bubiita Sub-County primary schools.

### **5.2.2 The influence of teaching methodologies on writing and reading ability among primary learners in Bubiita Sub-County**

The second objective of this study was to find out the extent to which teaching methodologies influence writing and reading ability among primary learners in Bubiita Sub-County. From the findings of the study, the researcher concluded that teaching strategy did not have significant influence on writing and reading ability in Bubiita Sub-County primary schools. However, lack of a significant influence does not mean that teaching methodologies have no influence on writing and reading ability in Bubiita Sub-County primary schools. Thus if schools wanted to increase writing and reading ability of the learners, they needed to pay much attention to the teaching methodologies in Bubiita Sub-County primary schools.

### **5.2.3 To establish the extent to which Engagement Methodologies influence writing and reading ability among primary learners in Bubiita Sub-County**

The third objective of this study was to establish the extent to which Engagement Methodologies influence writing and reading ability among primary learners in Bubiita Sub-County primary schools. From the study findings, the researcher concluded that engagement methodologies have significant influence on writing and reading ability in Bubiita Sub-County primary schools. This means that to enhance in engagement methodologies might show the way to increase writing and reading ability of the primary children in Bubiita Sub-County primary schools. Thus if schools want to increase writing and reading ability of the learners, they need to pay much attention to the engagement methodologies in Bubiita Sub-County primary schools.

### **5.2.4 To establish the extent to which Engagement Methodologies influence writing and reading ability among primary learners in Bubiita Sub-County**

The purpose of the study was to establish how teaching methodologies influence the writing and reading ability of primary schools in Bubiita Sub-County, Bududa District. The findings of the present research revealed that teaching methodologies do not influence writing and reading ability in Bubiita Sub-County primary schools. From the findings of the study, the researcher concluded that teaching methodologies do not have significant influence on writing and reading ability in Bubiita Sub-County primary schools, Bududa District. This means that to enhance teaching methodologies in Bubiita Sub-County, there was need to show the way to improve writing and reading ability among primary children. Thus if schools want to increase writing and reading ability of the learners, they need to pay much attention to the teaching methodologies in Bubiita Sub-County primary schools, Bududa District.

### **5.3 Recommendations from the Study**

The study recommended that to increase writing and reading ability among the learners;

- Education policy makers should pay a considerable attention to the teachers of English language in both public and private primary schools not only in Bududa District but the country as a whole.
- There should be a resolute effort by all education stakeholders to build confidence in primary school teachers in order to address the issue of inadequate teaching materials and consequently teacher absenteeism in schools.
- To improve on the writing and reading ability, it is recommended that education policy makers and implementers establish relevant teaching materials to trigger children's ability in writing.
- It is recommended that head teachers, pay teachers allowances to foster their hard work in primary schools in Bududa District
- The Ministry of Education, Sports, Science and Technology should have a working policy to foster literacy development in lower primary for teachers in public primary schools since it's one of the requirements for all school going children. Government could study this teachers' initiative with a view of improving and supporting it, so that they can have enough time for the children.

### **5.4 Areas for Further Research**

A study to be conducted on teachers' contribution towards reading and writing ability of children in primary schools in Bubiita Sub-County.

A study be conducted on the effect of family background on writing and reading ability of children in primary schools in Bubiita Sub-County.

A study on the effect of the school environment on English teachers' performance in both public and private schools in other parts of the country since the current research was restricted to public primary schools in Bubiita Sub-County.

## REFERENCES

- Achombo Christine Nyipir, (2010). *Factors affecting the performance of pupils in primary schools in Paidha Sub-County*, published in Makerere University, Uganda Kampala.
- Adeyemi B. (2016). The Efficacy of Social Studies Teachers' competence in the Use of Playword in Lower Primary Schools in Osun State, Nigeria. *Journal of Education and Human Development*; 5(1):249-255.
- Aghaie, R., & Zhang, L. (2012). Effects of explicit instruction in cognitive and metacognitive reading methodologies on Iranian EFL learners' reading performance and strategy transfer. *Instruction Science*, 40, 1063–1081.
- Akarsu, Oktay Daryemez, T. (2014). The reading habits of university learners studying English language and literature in the digital age. *Journal of Language and Linguistic Studies*, 10(2), 85–99.
- Al-Qahtani, A. & Lin, M. (2016). The Influence of Creative Circles on EFL Learners' Reading Comprehension. *Theory and Practice in Language Studies*, 6 (8), 1519-1530.
- Blazar D. (2016). Teacher and Teaching effects on Learners' Academic Performance, Attitudes, and Behavior. Doctoral dissertation. Harvard Graduate School of Education, 2016.
- Burgess, J. (2012). The influence of teaching thinking skills as habits of mind to young children with challenging behaviors. *Emotional and Behavioral Difficulties*, 17 (1), 47-63
- Ellis, R., & Shintani, N. (2014). Exploring language through second language acquisition research. London: Routledge. experiment manuals in science education: The influence of writing, genre, and audience.
- Farrell, T. S., & Jacobs, G. M. (2016). Practicing What We Preach: Teacher Reflection Groups on Cooperative Learning. *TESL-EJ*, 19 (4), n4. [p.1-9].
- Ferina, F. (2015). STAD as a strategy of teaching reading comprehension in (NCES 2008-468). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

- Genc, G. (2017). The Relationship Between Academic Achievement , Reading Habits And Critical Thinking Dispositions of Turkish, Tertiary Level EFL Learners. *Education Research Quarterly*, 43–73.
- Grabe, W., & Stoller, F. (2012). *Teaching and Researching Reading*. London: Longman.
- Gupta, M., & Ahuja, J. (2014). Cooperative Integrated Reading Composition (CIRC): Influence on Reading Comprehension Achievement in English Among Seventh Graders. *INFLUENCE: International Journal of Research in Humanities, Arts and Literature (INFLUENCE: IJRHAL)*, 2(5), 37–46.
- Hakim A. (2015). Contribution of competence Teacher (Pedagogical, Personality, Professional Competence and Social) on Performance of Learning. *International Journal of Engineering and Sciences*; 4(2):1-12.
- Hamidreza, F., & Hashemi, M. (2016). The effect of cooperative METHODOLOGIES versus concept visualization on reading comprehension ability of intermediate EFL learners, *Theory and practice in language studies*, Vol. 6, No.4, pp. 686-692,
- Han, M. (2015). An Empirical Study on the Application of Cooperative Learning to English Listening Classes. *English Language Teaching*, 8 (3) [p.177-184].
- Harris D, (2012). Sass TR. Skills, Productivity and the Evaluation of Teacher Performance. W.J. Usery Workplace Research Group Paper Series.
- Hastuti, D., & Yuliasri, I. (2015). The effectiveness of STAD and TGT to enhance narrative text reading comprehension of the learners with high and low achievement. *English Education Journal*, 5(2), 46–52.
- Hinton, K., Suh, Y., O’Hearn, M., & and Colón-Brown, L. (2016). Fostering Habits of Mind: A Framework for Reading Historical Nonfiction Illustrated by the Case of Hitler Youth. *Voices from the Middle*, 23(3), 38-42.
- Huang, C., & Yang, S. C. (2015). Effects of Online Reciprocal Teaching on Reading methodologies, Comprehension, Self-Efficacy, and Motivation. *Journal Educational Computing Research*, 52(3), 381–407.
- Ibraheem, T. L. (2011). Effects of two modes of student teams achievement division methodologies on senior secondary school learners’ learning outcomes in chemical kinetics. *Asia-Pacific Forum on Science Learning and Teaching*, 12(2), 1–21.

- Ismail, S., Yusof, p., Abdul Rashid, M. & Lin, E. (2015). Compensatory Reading among ESL Learners: A Reading Strategy Heuristic. *English Language Teaching*, 8 (8).
- Jalilifar, A. (2010). The effect of cooperative learning techniques on college learners' reading comprehension. *System*, 38(1), 96–108.
- Jones, Virginia R. (2014). Habits of mind: developing problem-solving methodologies for all learners. *Children's Technology & Engineering*, 19 (2), p.24, junior high school. *JEELS*, 2(1), 29–43.
- Kai-ming C. (2013). Towards A Learning Profession: The Teacher Competencies Framework and the continuing Professional Development of Teachers.
- Kalua, F. (2011). Reading for empowerment: Intertextuality offers creative possibilities for enlightened citizenry, *Reading & Writing* 3(1).
- Kazemi, M., Mohsen, H., & Mohammadreza, K. (2013). Strategic Reading Instruction in EFL Contexts. *Theory and Practice in Language Studies*, 3(12), 2333-2342.
- Khaled Beshar Albeshar. (2012). Developing the writing skills of ESL learners through the collaborative learning strategy,
- Khonamri, F., & Karimabadi, M.(2015). Collaborative Strategic Reading and Critical Reading Ability of Intermediate Iranian Learners. *Theory and Practice in Language Studies*, 5, 1375-1382.
- Klauda, S., & Guthrie, J. (2015). Comparing relations of motivation, engagement, and achievement among struggling and advanced adolescent readers. *Read Write*, 28, 239–269.
- Li, Z., & Yang, C. (2014). Reading-to-Write: A Practice of Critical Thinking. *Journal of Art and Humanities*, 3(5), 67–72.
- Lindemann-Matthies P, Remmele M, Yli-Panula E. (2017). Professional Competence of Student Teachers to Implement Species Identification in Schools - A Case Study of Germany. *CEPS Journal*; 7(1):29-47.
- Moore, M. and Hall, S. (2012). Listening and Reading Comprehension at Story Time: How to Build Habits of the Mind. *Dimensions of Early Childhood*, 40 (2), 24-31.
- O'Sullivan, M. (2013). The reconceptualization of learner-centered approaches: A Namibian case study. *International Journal of Educational Development*. In

- Press.Scrivener, Jim (1994), *Learning Teaching*, Macmillan Education Oxford, UK [p.6].
- Pan, C. H. & Wu, H. Y. (2013). The cooperative learning effects on English reading comprehension and learning motivation of EFL Freshman. *English Language Teaching*, 6. 5, 13-27
- Pangestuti, A. A., Corebima, A. D., & Zubaidah, S. (2015). Using Reading-Concept Map-Teams Games Tournament (Remap-TGT) to Improve Reading Interest of Tenth Grade Student of Laboratory Senior High School State University of Malang. *American Journal of Educational*
- Pilten, G., & Kuralbayeva, A. (2018). Investigation of Reflecting Reading Comprehension methodologies on Teaching Environment among Preservice Classroom. *International Electronic Journal of Elementary Education*, 10(4), 397–405.
- Quadir, B., & Chen, N. (2015). The effects of reading and writing habits on blog adoption. *Behaviour & Information Technology*, 34(9), 893–901. *Research*, 3 (2), 250–254.
- Rijlaarsdam, G., Couzijn. M., Janssen, T., Braaksma, M., & Kieft, M. (2016). Writing
- Safaa M. Abdelhalim, (2017). *Developing EFL Learners' Reading Comprehension and Reading Engagement: Effects of a Proposed Instructional Strategy*, published in the College of Language and Translation, Imam University, KSA; Faculty of Education, Helwan University, Egypt.
- Salahu-Din, D., Persky, H., & Miller, J. (2018). *The nation's report card: Writing 2007*
- Sammy Godfrey Poro, Andrew Peter Yiga, Julius Caesar Enon, Fabian Mwosi, Marus Eton (2018). *Teacher competence and performance in primary schools in Nwoya MUNICIPALITY, Northern Uganda*, published in Nkumba University, Entebbe, Uganda.
- Schunk, D. H. (2012). Social cognitive theory. In D. Schunk (Ed.), *Learning theories: An educational perspective* (6th ed., pp. 117-162). Boston, MA: Pearson. *Science*, 42, 905-927. doi:10.1007/s11251-014-9318-5.
- Shafiee, S., & Branch, S. (2017). Effects of Cooperative Learning on Vocabulary Achievement of Reflective / Impulsive Iranian EFL Learners. *International Journal of Foreign Language Teaching & Research*, 5(17).

- The Great Books Foundation (2014). Shared Inquiry handbook for Discussion Leaders & Participants, Chicago, available at [www.greatbooks.org](http://www.greatbooks.org), (retrieved December 20, 2015).
- Townsend, J., Dillon, A., Sequiera, S. (2018). Student-Centered Learning and Metacognitive methodologies in Engineering Thermal-Fluid Courses, *Proceedings of the AIAA Aerospace Sciences Meeting 2018, January 6 – 9, 2018, Reno, Nevada*.
- Tran, V. D. (2014). The effects of Cooperative Learning on the Academic Achievement and Knowledge Retention, *Int. J. of Higher Education*. 3(2), 131-140.
- Troia, G., & Graham, S. (2012). The effectiveness of a highly explicit, teacher-directed strategy instruction routine: Changing the writing performance of learners with learning disabilities. *Journal of Learning Disabilities*, 35, 290-305.
- Van Steendam, E., Rijlaarsdam, G., Van den Bergh, H., & Sercu, L (2014). The mediating effect of instruction on pair composition in L2 revision and writing. *Instructional*

## APPENDICES

### APPENDIX: I

#### QUESTIONNAIRE FOR PUPILS

##### **INFLUENCE OF TEACHING METHODOLOGIES ON WRITING AND READING ABILITIES IN SELECTED PRIMARY SCHOOLS BUBIITA SUB-COUNTY, BUDUDA DISTRICT**

Dear respondent,

The intention of this study is to investigate the influence of teaching methodologies on writing and reading ability in selected primary schools in Bubiita Sub-County, Bududa District. As a pupils and teachers, you have been selected to participate in the research by completing the questionnaire as per the instruction at the beginning of a given section. You are compassionately asked to freely fill in the questionnaire. All your responses will be kept confidential and for academic purpose only. Please endeavor to fill the questionnaire within one week and return it to the researcher.

Yours sincerely,

Namutosi Mirriam

#### **Section A: Background Information**

Please help us classify your responses by supplying appropriate facts about yourself as the case may be. Tick your appropriate choice in boxes provided.

**1. Sex:** Male  Female

**2. Age:** 24-29 years  30-35 years  36-41 years  41 years above

**3. Education:** Certificate  Diploma  Degree  post-graduate

**Section B: Independent Variable: Home-based Factors**

For the following sub-sections, use the rating scale below to supply appropriate facts about the opinions mentioned below. Tick on the digit that gives the most objective and accurate information, this should be on Yes or No depending on your opinion about the statement below:

**Learners-focused Teaching Methodologies**

<b>Opinions</b>	<b>Yes</b>	<b>No</b>
Learners-focused teaching are helpful in this school		
There is group discussions among learners to improve writing ability		
The school has strategic plan for delivering lessons to the learners		
Learners focused-strategy improves writing and reading in our school		
This school has a professional teachers for English language		

**Teaching Methodologies**

<b>Opinions</b>	<b>Yes</b>	<b>No</b>
Teaching methodologies like drawing has improved writing ability in our school		
The school has instruments materials for improving reading and writing abilities		
Teachers in this school have good teaching skills		
Language teachers in this school use narrative strategy of teaching		
This use debate as a strategy of improving reading and writing ability		

**Engagement Methodologies**

### Writing and reading ability

Opinions	Yes	No
Supporting learners' through engagement training to improve reading and writing		
engagement in reading is methodologies is a mental dispositions		
Learners gain a deeper understanding of a text when they work together		
Engagement methodologies create behaviorally active and internally motivated abilities		
experimental group's reading and writing increase comprehension skills of learners		

Opinions	Yes	No
Writing and reading ability is poor in this school		
There is low effort put by the teachers to improve writing and reading ability		
Low level of writing and reading is a result of poor teaching methods		
The performance of learners relay on their ability to write and read		
There is poor teaching habit in this school		

*Thank you for your participation*

**APPENDIX: I**  
**QUESTIONNAIRE FOR TEACHERS**

**INFLUENCE OF TEACHING METHODOLOGIES ON WRITING AND READING ABILITIES IN SELECTED PRIMARY SCHOOLS BUBIITA SUB-COUNTY, BUDUDA DISTRICT**

Dear respondent,

The intention of this study is to investigate the influence of teaching methodologies on writing and reading ability in selected primary schools in Bubiita Sub-County, Bududa District. As a pupils and teachers, you have been selected to participate in the research by completing the questionnaire as per the instruction at the beginning of a given section. You are compassionately asked to freely fill in the questionnaire. All your responses will be kept confidential and for academic purpose only. Please endeavor to fill the questionnaire within one week and return it to the researcher.

Yours sincerely,

Namutosi Mirriam

**Section A: Background Information**

Please help us classify your responses by supplying appropriate facts about yourself as the case may be. Tick your appropriate choice in boxes provided.

**1. Sex:** Male  Female

**2. Age:** 24-29 years  30-35 years  36-41 years  41 years above

**3. Education:** Certificate  Diploma  Degree  post-graduate

**Section B: Independent Variable: Home-based Factors**

For the following sub-sections, use the rating scale below to supply appropriate facts about the opinions mentioned below. Tick on the digit that gives the most objective and accurate information, this should be on Yes or No depending on your opinion about the statement below:

**Learners-focused Teaching Methodologies**

<b>Opinions</b>	Yes	No
Learners-focused teaching are helpful in this school		
There is group discussions among learners to improve writing ability		
The school has strategic plan for delivering lessons to the learners		
Learners focused-strategy improves writing and reading in our school		
This school has a professional teachers for English language		

**Teaching Methodologies**

<b>Opinions</b>	Yes	No
Teaching methodologies like drawing has improved writing ability in our school		
The school has instruments materials for improving reading and writing abilities		
Teachers in this school have good teaching skills		
Language teachers in this school use narrative strategy of teaching		
This use debate as a strategy of improving reading and writing ability		

**Engagement Methodologies**

## Writing and reading ability

<b>Opinions</b>	<b>Yes</b>	<b>No</b>
Supporting learners' through engagement training to improve reading and writing		
engagement in reading is methodologies is a mental dispositions		
Learners gain a deeper understanding of a text when they work together		
Engagement methodologies create behaviorally active and internally motivated abilities		
experimental group's reading and writing increase comprehension skills of learners		
<b>Opinions</b>	<b>Yes</b>	<b>No</b>
Writing and reading ability is poor in this school		
There is low effort put by the teachers to improve writing and reading ability		
Low level of writing and reading is a result of poor teaching methods		
The performance of learners relay on their ability to write and read		
There is poor teaching habit in this school		

*Thank you for your participation*

**APPENDIX: III**

**INTERVIEW FOR HEAD TEACHERS**

**INFLUENCE OF TEACHING METHODOLOGIES ON WRITING AND READING ABILITIES IN SELECTED PRIMARY SCHOOLS BUBIITA SUB-COUNTY, BUDUDA DISTRICT**

Dear respondent,

The intention of this study is to investigate the influence of teaching methodologies on writing and reading ability in selected primary schools in Bubiita Sub-County in Bududa District. As a pupils and teachers, you have been selected to participate in the research by completing the questionnaire as per the instruction at the beginning of a given section. You are compassionately asked to freely fill in the questionnaire. All your responses will be kept confidential and for academic purpose only. Please endeavor to fill the questionnaire within one week and return it to the researcher.

Thank you.

Yours sincerely,

Namutosi Mirriam

The Researcher

**Section A: Background Information**

1. Years of working experience as a head teacher.....
2. Years of service in the current school.....
3. What is your opinion about low poor writing and reading in this school?

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

4. What methodologies do apply in teaching your learners?

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

6. Why do you think that improving Teaching methodologies can improve the writing and reading ability of learners?

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

7. What influence do the instruments marital do to improve the performance of the pupils in your school?

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

8. What could be the cause of poor reading and writing in your school?

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

9. How do you overcome this problem in order to have good performance among your learners?

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

10. if the parents of these learners complain about the performance of their children, how address it before them?

.....  
.....

.....  
.....

11. What is your view about the academic performance of the pupils in your school?

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

12. What do you think are some of the factors that could have led to the poor performance of pupils' in terms of writing and reading ability?

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

13. If there is any strategy of teaching in your school; why do you think this strategy is failing?

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

**APPENDIX: IV**

**INTERVIEW FOR LEARNERS**

**INFLUENCE OF TEACHING METHODOLOGIES ON WRITING AND READING ABILITIES IN SELECTED PRIMARY SCHOOLS BUBIITA SUB-COUNTY, BUDUDA DISTRICT**

Dear respondent,

The intention of this study is to investigate the influence of teaching methodologies on writing and reading ability in selected government aided primary schools in Bubiita Sub-County in Bududa District. As a pupils and teachers, you have been selected to participate in the research by completing the questionnaire as per the instruction at the beginning of a given section. You are compassionately asked to freely fill in the questionnaire. All your responses will be kept confidential and for academic purpose only. Please endeavor to fill the questionnaire within one week and return it to the researcher.

Thank you.

Namutosi Mirriam

**Section A: Background Information**

Please help us classify your responses by supplying appropriate facts about yourself as the case may be. Tick your appropriate choice in boxes provided below:

1. Sex: Male  Female

2. Age: 12 years  13 years  14 years  15 years  16 years  17 years

3. Your Class: Primary two  Primary three  Primary four  Primary five

Primary six  Primary seven

4. Your School: .....

Responsibility held at school:

1. Prefect  2. Class Monitor  3. Club Official  4. Head girl   
5. Head Boy  6. None

**Section B: Background Information**

1. If you have been a leader above the mentioned leadership; what you're your performance in reading and writing ability?

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

2. Which year did you serve as a leader among the above?

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

3. Why do you think reading and writing are the key to your performance?

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

4. What is the most interesting method of teaching you like in your school?

A: Is it narrative B: drawing C: focused methodologies D: demonstration

If you any of these please explain why?

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

4. Is it true that learners-focused teachings are helpful in this school?

If Yes or No explain why?

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

5. How does teaching strategy like drawing improve your writing and reading ability?

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

6. is it true that Writing and reading ability in this are poor?

If Yes or No Explain why?

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

7. As learners what do you think are some of the factors affecting your writing and reading ability in this school?

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

8. What do think the school should do to improve writing and reading ability in your school?

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

9. Is the teaching strategy used in this school good for improving your writing and reading ability?

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

10. Does engagement methodologies create behavioral and internal motivated in your academic?

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

***THANK YOU FOR YOUR COMMITMENT***

**APPENDIX: V**

**Krejcie and Morgan's table**

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie &amp; Morgan, 1970</i>				

APPENDIX VI

INTRODUCTION LETTER



UGANDA CHRISTIAN UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To ..... \* 12 MAR 2024 \*  
.....  
P. O. BOX 2116 MBALE

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss NAMUTOSI MIRIAM

Of Registration Number; RT.22/MUC/BD.1030 ..... pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree ✓

He/ she is required to carry out an academic research on the topic INFLUENCE OF TEACHING METHODOLOGIES ON WRITING AND READING ABILITIES IN SELECTED PRIMARY SCHOOLS OF BUBITA SUBCOUNTY, BUDUDA DISTRICT.

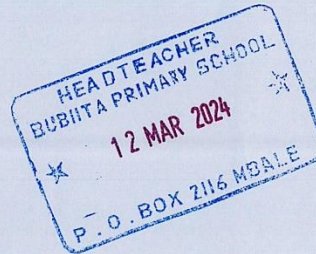
and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

Mr. Akampurira Timothy  
Academic Registrar





UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To .....  
 Dear Sir/Madam,

*[Stamp: NAMURWE PRIMARY SCHOOL, 14 MAR 2024, HEAD TEACHER, BUDUDA DISTRICT]*

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss NAMUKOSI MIRIAM  
 Of Registration Number; RS 22 / MUC / BED / 1030 ..... pursuing a Masters'  
 Degree/Postgraduate Diploma / Bachelor's Degree

He/ she is required to carry out an academic research on the topic INFLUENCE  
OF TEACHING METHODOLOGIES ON WRITING AND READING  
ABILITIES IN SELECTED PRIMARY SCHOOLS OF BUBITA  
SUBCOUNTY, BUDUDA DISTRICT  
 and thereafter produce a well bound hard cover research report (MAROON) in color for  
 undergraduate and three (BLACK) copies for Postgraduate students as a University  
 requirement for the award of a degree/diploma in the academic discipline that he / she is  
 pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

*[Handwritten signature]*

28 FEB 2024

Mr. Akampurira Timothy  
 Academic Registrar

*[Stamp: NAMURWE PRIMARY SCHOOL, 14 MAR 2024, HEAD TEACHER, BUDUDA DISTRICT]*



UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HEADTEACHER

BUSBOTO P

BUSBOTO PRIMARY SCHOOL  
P.O. BOX 2 MBALE (U)DATE 15-03-2024  
0782037201

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss NAMUTOSI MIRIAM

Of Registration Number; RT 22 / MUC / BEd / 030 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree

He/ she is required to carry out an academic research on the topic INFLUENCE OF TEACHING METHODOLOGIES ON WRITING AND READING ABILITIES IN SELECTED PRIMARY SCHOOLS OF BUBITA SUBCOUNTY, BUDUDA DISTRICT.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

28 FEB 2024

Mr. Akampurira Timothy

Academic Registrar

APPENDIX VII

A MAP OF BUDUDA DISTRICT SHOWING THE AREA OF STUDY

