IMPROVING ACCESS TO AND UTILIZATION OF READING MATERIALS AMONG RURAL PRIMARY SCHOOLS IN UGANDA: CASE OF KALAGALA SUBCOUNTY, LUWEERO DISTRICT

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Abstract

This study on Improving Access to and Utilization of Reading Materials Among Rural Primary Schools in Uganda: Case of Kalagala Subcounty, Luweero District sought to understand the reading culture of rural primary schools in Uganda. The study was descriptive in nature and made use of primary data collected using questionnaires. The study was premised on two objectives; to establish access to reading materials for learners and teachers in rural primary schools and to document the utilization of reading materials for learners and teachers in the study area. The findings of the study revealed that, accessibility to reading materials among teachers and learners was a challenge, as majority 69.2% and 83.1% of the teachers and learners respectively did not have access to reading materials. The study also investigated the determinants of accesses to reading materials using the logistic regression model and it was found that organizational affiliations (P= 0.001) and teaching experience (P= 0.039) positively and significantly (α= 0.05) increased the likelihood of schools to have access to reading materials. Regarding utilization the study looked at reading frequency, main purpose of reading, reading method, reading policy and reading competition. Only 4.6% of the learners where reported to have read daily, 72.3% indicated that schools had reading lessons although they were for lower primary, 53.8% read to pass exams and the majority (81.5%) conducted group reading. Access and utilization to reading materials remains a big challenge for rural primary schools in Uganda and the study recommends that school and community reading clubs be established, schools be encouraged and sensitized to take part in reading competitions and establish partnerships and collaborations with other schools and civil society organization. Besides putting in place robust school inspection strategies, government should increase funding to support reading programs in rural primary schools in Uganda.

Key Terms: Access, Utilization, Reading Materials, Reading Culture.
INTRODUCTION

Reading is indispensable in creating literacy and knowledge. Reading is a benchmark for education, motivation and exploration. In urban settings, majority of people cannot imagine a day without reading. This starts right away from social media (Facebook, WhatsApp, Twitter, and Instagram) to newspapers, road signs, advertisements and reading and writing work related tasks. In addition, reading prepares Learners for success in school and it is also a basis for creating awareness, understanding and empowerment amidst social, cultural, political and economic barriers (Kewaza and Welch 2013).

In order to enhance literacy and numeracy, the government of Uganda started initiatives which include Universal Primary Education, National textbook policy, Early Grade reading and Decentralization of Instructional Materials Procurement Programme. These initiatives have increased school enrolment levels; however, have not done so much in enhancing reading literacy. There is no coordinated strategy for promoting reading culture among primary schools. (Magara & Batambuze, 2005).

Reading culture in Uganda and primary schools specifically is underdeveloped. Learners and teachers hardly read both in school and outside school. It is documented that primary teachers are less qualified and schools lack instructional materials to facilitate reading (Nalusiba, 2010). Also, the high (100:1) student to teacher ratio especially in government schools makes it hard for the teachers to guide and support learners on sustainable reading habits.

Building a voluntary long-life reading culture demands an understanding of the reading habits, access and utilization of reading materials as well as identifying the challenges to accessing and utilizing reading materials among schools.

Materials and Methods

This study was conducted in Kalagala Sub County with teachers as a unit of analysis. A self-structured questionnaire was used to gather data. The study utilized a multistage sampling technique where the first stage of sampling was purposive selection of Kalagala sub County because of its rural features and notable poor primary level academic performance. The sub county is composed of eight (8) parishes namely: Ddegeya, Busiika, Lunyolya, Vvumba, Kalanamu, Busoke, Kamira and Kayindu. From these 8 parishes, four parishes namely: Busiika, Ddegeya,
Kalanamu, and Kayindu were selected randomly by use of simple random sampling technique. The study respondents were identified using a multistage sampling technique. The First stage of sampling was purposive selection of Kalagala sub County and the sub county was selected because of its rurality and notable poor primary level academic performance.

A list of all primary schools within the 4 selected parishes was generated through an exploratory survey and from this list, 2 schools per parish including a single private and a single government school were randomly picked per four parishes using stratified simple random sampling. While in the selected schools, individual respondents were supposed to be selected using simple random sampling however due to low numbers of teachers in primary schools and teachers absenstism, the study made use of a census method where all teachers, head teachers and librarians available in the selected schools were involved in the study.

The researcher was unaware of the total number of primary school teachers within the area due to lack of appropriate statistics. Hence a sample size computation formula using proportions for un known population size as provided by Rose et al (2015) was used to estimate the sample size. This approach computes the minimum sample required to attain accuracy and assuming a 10% level of non-response, a total of 80 respondents were computed to be involved in the study, however only 65 respondents were finally interviewed. This was because of missing data and failure to meet some respondents due to absence although since the sample size was greater than 30, it was enough to inform the study. The study made use of primary data and this was collected using structured questionnaires. Before being used, the questionnaires were pretested among 10 primary school teachers from Bamunanika Sub County an area which shares similar educational characteristics like the study area and the result from the pretest were used to rephrase and focus the questions in the data collection tools.

**The logistic model specification**

Logistic model is a special class of regression models under generalized linear model used in modeling categorical dichotomous dependent variables. The response variable denoted (Y) is coded with dummy variable that is 1 for a success and 0 for a failure (Harrell Jr, F. E. (2015). The relationship between the dependent and independent variables can be demonstrated as below:

\[
p = \frac{y}{n}
\]  

(1)
Where $P$ is the probability of success (schools having access to reading materials), $y$ the number of success and $n$ the number of trials. For this study, $y$ is specified as 1 for access to reading materials and 0 for not having access to reading materials. The school’s access to reading material is therefore a function of a set of predictor variables expressed in equation 2 below

$$y = f(X, e) \quad (2)$$

Where $y$ = response variable following binomial distribution, $X$= predictor variables which can take any distributions, $e$= error term following a logistic distribution. For a response variable following a binomial distribution, the logistic regression function is given as:

$$logit(p) = log_e \left( \frac{p}{1-p} \right) \quad (3)$$

Where logit is a link function which constrains the probabilities within 0 and 1, $p$ the probability of have access to reading materials , $1-p$ the probability of not having access to reading materials , $\left( \frac{p}{1-p} \right)$ is the odds of success. The probability that a school has access to reading materials can therefore be modeled as a function below :

$$log_e \left( \frac{p}{1-p} \right) = (B_0 + B_1X_1 + ... + B_nX_n) \quad (3)$$

We take the antilogarithm of the above equation for easy interpretation of results

$$\left( \frac{p}{1-p} \right) = Exp \left( B_0 + B_1X_1 + ... + B_nX_n \right) \quad (4)$$

Where $B_0$ is the $y$ intercept

$X_1$-$X_n$ the explanatory variables

$B_1$-$B_n$ the coefficients to be predicted. These parameters are then predicted using the maximum likelihood method. From the above equations, the regression model for accessing or not accessing reading materials was predicted as below

Access to reading materials by schools $\left( \frac{p}{1-p} \right) = Exp \left( \text{Affiliations to organization, School organizational structure, teaching experience of teacher, school type} \right)$
Definition of Model variables

*Affiliations to organizations:* this was measured as a dummy variable where 1 was coded for presence of an educational support related affiliation and 0 coded for absence of any affiliations. It was expected that these organizations support learning institutions with learning materials including reading facilities and therefore it was expected to influence access to reading materials positively.

*Teaching experience of teachers:* this was a continuous variable measured in number of years of teaching by teachers. It was expected that the more years one spends in school, the more exposed, intelligent and knowledgeable they become in identifying and addressing student reading needs and in appropriately guiding them on sustainable reading. The direction of influence of this variable was therefore expected to be positive.

**RESULTS AND DISCUSSIONS**

In terms of demographic characteristics, the study indicated that majority (55.4%, 72.3% and 93.8%) of the respondents interviewed were females, had education level of certificate which was also the lowest education level recorded and were primary teachers respectively. Majority of the respondents were women with Certificate Level of education. This may be attributed to the fact that, in patriarchal societies, majority of the women are less educated as compared to men. The study had targeted to interview teachers and school librarians however no school was found to have a librarian.

**Access to Reading Materials**

One the main objectives of this study was to find out access to reading materials for learners and teachers in rural primary schools in Kalagala Subcounty in Luweero District. Henceforward the study investigated whether teachers had a reliable access to reading materials and a large proportion (69.2%) of the respondents indicated that teachers did not have reliable access to reading materials. Furthermore, when the respondents were asked about the main source of reading materials accessible to them, majority (43.1%) indicated that teachers did not have a specific source to access reading materials, 35.4% indicated that teachers could access reading materials from schools though not from a school library, 20% of the respondents indicated school library whereas 1.5% had accessed reading materials from friends.
Similarly, access to reading materials among learners was pitiable as only 16.9% of the learners were reported to have access to reading materials. A follow up question on where learners accessed reading materials revealed that 53.8% did not have any specific access point for reading materials. It was further observed that, 30.8% acquired reading materials from schools though not in the school library, 12.3% from school library while 3.1% indicated that learners could access reading materials from friends each time they wanted to read.

It is on this note that the role of school libraries in enhancing a reading culture cannot be over emphasized. Besides making reading materials accessible to learners and teachers, school libraries provide an ambient reading environment where learners can sit and read without any disturbances. Libraries help to display reading materials and offer reference books from which learners and teachers can select the reading materials of their interest hence building reading confidence. In addition, reading guidance provided from libraries stimulates reading even with the most reluctant reader (Justin and Jacintha, 2015). Notably accessing reading materials from schools and not specifically from the school library poses challenges as readers lack a peaceful place to read and guidance on what to read.

Figure 1 shows Main Source of Reading Materials among Teachers and Learners in Kalagala Subcounty, Luweero District
Utilization of Reading Materials

The second major objective of the study was to document the utilization of reading materials for learners and teachers in rural primary schools in Kalagala Subcounty in Luweero District. Generally, utilization of reading materials was construed in a diverse manner with key variables such as; frequency of reading materials, main purpose of reading, reading method, reading facilities, reading policies, school reading competitions, reading frequencies and lessons.

Findings from the study revealed that only 4.6% of the learners were reported to have read daily, 23.1% indicated that learners read weekly, 1.5% read once a month and the majority (70.8%) of the respondents indicated that the learners did not read at all. Regarding reading lessons, majority (72.3%) of the respondents indicated that the schools had reading lessons although these were mainly for lower primary (baby class to primary two) and only 18.5% had reading classes for the entire school. 9.2% of the respondents indicated that they did not have reading classes completely. An English teacher from Namumira Primary School explained that pupils in the lower primary conducted reading daily using teacher prepared reading materials and reading was an examinable subject for them and a learning lesson on their learning time table unlike other classes in upper primary (primary three to primary seven). Building a sustainable reading culture among schools develops gradually and it is not abrupt. This is influenced by school reading habits such as frequent reading by learners and teachers, creating reading time, lessons and space as well as a positive attitude towards reading.
In reference to main purpose of reading, a significant proportion (53.8%) indicated that learners read to pass exams, 44.6% cited gaining information whereas 1.5% indicated that learners were recommended to read for leisure. The results are also comparable with the findings from Nalusiba (2010) who indicated that majority of the learners read educational related materials with sole purpose of excelling in exams. When children participate in reading with the aim of passing exams or gaining information, the implication is that after completing formal education or attaining the required information respectively, reading stops.

The goal of a good reading culture however, is to make people want to read and rather not make them read on occasions and this can be achieved when people read for pleasure. Besides creating enjoyment, reading for pleasure and leisure creates imagination, builds social skills and has positive impacts on literacy. Reading for pleasure and leisure is also known to create a positive attitude towards reading and increase reading frequencies among people. It is also documented that reading for enjoyment creates greater educational success among children as compared to their family socio economic characteristics (Department for Education (DFE) standards Research Team, 2012).

The study further investigated the reading methods employed by the learners and teachers in primary schools’ majority (81.5%) indicated that they conducted group reading where the teacher could read together with the learners, 12.3% indicated that teachers read to learners and
this was mainly for lower classes whereas 4% of the respondents indicated that they had practiced silent reading by the teachers and learners\(^1\). The Reading method practiced by learners and teachers influences reading and is basic in creating a positive reading culture. Reading audibly like in the case of group reading bridges the gap between reading, writing and pronunciation. In return, this build reading confidence, skills and comprehension (Geske and Ozola 2008). On the other hand, young children in lower primary need support to conduct reading and cannot engage in reading by themselves due lack of enough skills and comprehension hence reading to them can close this gap.

Reading facilities in this study referred to amenities which support smooth access and utilization of reading materials. Variables investigated included availability of reading space, reading policies and strategies to identify student reading needs. Findings indicated that, only 18.5% of the respondents had enough space designated for reading and 18.5% indicated that they had a reading space although it was not enough for all the learners and teachers in the school. On the other hand, majority (63.1%) of the respondents indicated that they did not have any space allocated for reading activities. It was observed in most of the schools that reading space was not available and the few available reading materials where kept in boxes.

A designated reading space creates an organized environment for reading and hence contributing to a long-life reading culture. Also, some schools had designated places for reading however they were very small compared to the student and teacher’s population and they lacked facilities like reading chairs.

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\(^1\) Refer to appendix 6
Reading Policies including local, national and international policies play a vital role in providing a guideline on adopting and implementing a sustainable reading culture. The study also sought to look at whether schools followed any reading policies. Subsequently, schools were asked whether they had any reading policies that were being adopted and majority 81.5% indicated that they did not have any policies guiding schools on reading, whereas 18.5% of the respondents indicated that they were implementing reading policies which included Early Grade Reading for lower primary. The government of Uganda has put in place several policies like the National Textbook policy, Government language policy and the Early Grading reading however only few schools were aware of such policies and therefore not using them.

This study looked at participation in reading contests for rural schools as an important indicator of a good reading culture among schools. Reading contests instill a habit of reading extensively among pupils and teachers and it’s important in making use of available reading materials (Justin and Jacintha, 2015). Reading contests also come with rewards and may increase
motivation for reading. Even with the role of reading competitions in building a positive reading culture, discussion with the respondents indicated that only 9.2% of the respondents interviewed had participated in reading competitions outside their schools whereas most (90.8%) of the schools in the study area had not participated in any external reading competitions. On the other hand, 36.9% of respondents indicated that their schools had participated in internal reading competitions although still the majority (63.1%) had not participated in any internal reading competitions\(^2\).

The study further investigated the most common type of reading materials available in schools and results as summarized\(^3\) indicated that the majority (95.4%) of schools had educational related materials. These included reading materials like textbooks of curriculum subjects, charts of alphabets and teacher made reading cards for lower primary pupils. On the other hand, only 1.5% of the respondents had had story telling materials whereas 3.1% had information sharing materials namely calendars and books and guidelines from the district and National Curriculum Development Center. As documented by Miller and Pennycuff (2008), use of a diversity of pedagogical materials is key in literacy improvement. For example, reading and listening to storytelling materials not only improves comprehension and writing, it also improves listening, recall and is a motivation to reading among reluctant readers and writers.

Just like already highlighted in the upper sections, building long life reading culture need to be grounded in the concept of reading for pleasure and leisure and therefore possessing more educational materials than other kinds of reading materials cannot help achieve the goal of long-life reading culture.

\(^2\) See appendix 4 showing results for reading competitions
\(^3\) Refer to appendix 4
Reading Frequency and Lessons

Findings from the study in line with reading frequency and lessons revealed that only 4.6% of the learners were reported to have read daily, 23.1% indicated that learners read weekly, 1.5% read once a month and the majority (70.8%) of the respondents indicated that the learners did not read at all. Regarding reading lessons, majority (72.3%) of the respondents indicated that the schools had reading lessons although these were mainly for lower primary (baby class to primary two) and only 18.5% had reading classes for the entire school. 9.2% of the respondents indicated that they did not have reading classes completely.

An English teacher from Namumira Primary School explained that, learners in the lower primary (Baby class to primary two) conducted reading daily using teacher prepared reading materials and reading was an examinable subject for them and a learning lesson on their learning time table unlike other classes in upper primary. This points to generally accepted belief that building a sustainable reading culture among schools develops gradually and it is not abrupt and it is influenced by school reading habits such as frequent reading with the help of teachers setting aside reading time.
Figure 4 shows Learners Reading Frequency among Rural Schools in Kalagala Sub County, Luweero District.

Determinants of Access to Reading Materials

A logistic regression was performed to ascertain the effects of presence of affiliations and teaching experience of teachers on the likelihood that schools have access to reading materials. The logistic regression model was statistically significant, $\chi^2 (2) = 25.114, p < .0005$. The model explained 43.5% (Nagelkerke $R^2$) of the variance in access to teaching materials and correctly classified 61.5% of cases. Schools with organizational affiliations were 0.123 times more likely to have access to reading materials compared to those without any affiliation. In addition, increasing teaching experience of teachers was associated with an increased likelihood of having access to teaching materials where a unit increase in the teaching experience of teachers would increase the likelihood of accessing reading materials by 0.928.
Table 5 shows the Determinants of Access to Reading Materials

<table>
<thead>
<tr>
<th>Variables in the equation</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>Df</th>
<th>Sig.</th>
<th>Exp(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affiliations(1)</td>
<td>-2.094</td>
<td>.653</td>
<td>10.294</td>
<td>1</td>
<td>.001</td>
<td>.123</td>
</tr>
<tr>
<td>Experience</td>
<td>-.075</td>
<td>.036</td>
<td>4.250</td>
<td>1</td>
<td>.039</td>
<td>.928</td>
</tr>
<tr>
<td>Constant</td>
<td>2.296</td>
<td>.574</td>
<td>16.011</td>
<td>1</td>
<td>.000</td>
<td>9.936</td>
</tr>
</tbody>
</table>

Model summary

<table>
<thead>
<tr>
<th>Step</th>
<th>-2 Log likelihood</th>
<th>Cox &amp; Snell R Square</th>
<th>Nagelkerke R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>61.502&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.320</td>
<td>.435</td>
</tr>
</tbody>
</table>

The findings are also in line with Kini and Podolsky (2016), who in their study on the effect of teaching experience on teacher effectiveness found out that, teaching experience positively and significantly increased teacher’s effectiveness. They further emphasize that this positive relationship between teachers experience and teacher’s effectiveness occurs after a teacher has accumulated seven or more years of teaching experience.

Similarly, the present study had observed a teaching experience of 10.5 years which matches with the findings above. In the context of rural schools, it was observed that a teacher with more years of teaching experience will most likely use locally available materials to act as learning aids for the learners. It was also observed in many classrooms, teachers with experience made teacher reading cards for learners as seen in the picture below.
The above model further observes that a positive likelihood of increase in access to reading material among schools with affiliations to other organizations may be because, in the developing world, the government and private sectors’ capacity sector to adequately provide quality educational services is jeopardized. This may also be attributed to the massive poverty coupled with corruption. Usually schools are put in place without requisite amenities such as reading materials and reading space. Vermeulen (2013). In her study on Quality of Public Primary Education in Rural Uganda, highlights that most schools lack adequate instructional materials. Vermeulen further states that, the Ministry of Education is supposed to provide learning materials to primary schools however this not sufficiently done. In addition, utilization of the available material is limited as most school lack appropriate places where books can be kept and accessed for reading easily.

One of respondents indicated that the few available materials could be picked by teachers who were reluctant to return them hence delaying accessibility to teachers and learners. In a few schools like Namumira Primary School which had a library, they lacked a permanent librarian to
assist the learners and teachers in accessing reading materials. Reading materials were available, but since the librarian was a full-time teacher too, most of the time the library was closed hence creating a challenge to accessing and utilizing reading materials. Apart from lower primary, most of the schools did not have reading lessons and therefore there was not any reading time created for teachers and learners hence negatively affecting the access and utilization of reading materials.

In such situations therefore, NGO’s through affiliations/collaborations come in to support government and private efforts by providing such services and materials which the state and the private actors have failed to provide. It was also observed from the field that one school had access to a reading space and materials because of its affiliations to Just Like My Child (JLMC) an NGO that champions child education in Uganda. Although JLMC had helped to put up a mini library/reading space, there did not seem to be a clear procedure for learners and teachers to fully utilize the facility. It was also mentioned that teachers prefer to pick out books and materials and take them outside to their class rooms for consultations.

The study is in line with Jagannathan (1999), who highlights the need to involve CSO’s including Faith Based Organizations in enhancing quality of education. In his study the Role of NGO’s in Primary Education, found out that, majority of the NGO’s surveyed had brought education concepts namely multi-level teaching, child centered teaching and financial aid to schools.
JUST LIKE MY CHILD FOUNDATION\(^4\) has support helped to establish the only Center in Kalagala Sub County at Namumira Primary School in Busiika Parish

Conclusion

The conclusive note for this study is guided by evidence that has clearly shown that, building a sustainable reading culture in rural schools requires concerted effort on the part of teachers, learners and government as a major stakeholder of the education system. Although even in some of the government aided schools studied there was no proper access and utilization of reading materials, this leaves a huge task to parents and founders of private schools to work hard to supplement government efforts.

To have all children learn how to read and write is within the frame of Education for All (EfA). Importantly this study has illuminated the importance of rural primary schools to seek for support from NGO’s to provide reading materials and where possible assist in constructing

\(^4\) Just Like My Child Foundation (https://www.justlikemychild.org/) is a San Diego-based 5013 organization that works with women and children in rural Uganda and Senegal, with the goal of creating healthy, self-sustaining families who prosper without further aid. Source: Wikipedia
libraries or reading spaces. The case of *Just Like My Child* in Namumira Primary School is a good example of how NGO’s can be instrumental in supporting governments Universal Primary Education (UPE) and the EfA global efforts.

The respondents were also asked to suggest what can be done to create a positive reading culture in primary schools and the majority (61.5%) suggested that a positive reading culture could be created by providing reading materials to schools. On the other hand, 38.5% indicated establishing libraries, ensuring strict rules among schools to provide reading materials and other reading amenities, collaborating with Non-Governmental Organizations in line with literacy and numeracy respectively. But rather providing choice and motivation among readers such that learners and teachers choose what they want to read creates reading interest and is key in building sustainable reading culture.

**Recommendations**

1. Key stakeholders in the education sector such as government (local governments to be precise), civil society organizations, parents and entrepreneurs should support setting up school and community reading clubs. In these reading clubs, activities such as reading contests, hosting guest readers can be conducted. Reading clubs can also be a platform for lobbying to acquire more reading materials locally and internationally.

2. The study recommends that reading be made a priority in rural primary schools with emphasis put on schools without reading space and reading materials. As much as possible all rural primary schools should engage in reading competitions organized internally within the schools and externally with other schools to help build a reading culture and confidence in learners. Such competitions help to build and nurture networks or partnerships that can be utilized in holistic education efforts.

3. Government and other stakeholders should sensitize and advise rural primary schools to have partnerships or collaborations these can be with schools both in and outside the country or CSO’s working in line literacy. Such partnerships or collaborations if established can go a long way in facilitating learning and sharing of vital information mainly through technological transfer within the framework of ‘north to south cooperation.”
4 The study further recommends a more robust school inspection system where there is periodic monitoring and evaluation of school reading and writing activities to ensure that learners benefit from properly established guidelines from the MoE.

5 Many of the schools visited where not connected to electricity nor solar energy. Such power shortage leaves rural schools behind in the digital world. Rural children cannot compete with their fellow urban counterparts or those from the developed societies because many of the children in rural areas do not know or have never touched a computer.

References


2. Department for Education STANDARDS RESEARCH TEAM. (2012). Research Evidence on Reading for Pleasure Education.


**APPENDICNES**

Appendix 1 shows the demographic characteristics of the respondents of the study.

Table 1: Demographic characteristics of the respondents

<table>
<thead>
<tr>
<th>Demographic characteristics</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
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<td></td>
</tr>
<tr>
<td>Males</td>
<td>29</td>
<td>44.6</td>
</tr>
<tr>
<td>Females</td>
<td>36</td>
<td>55.4</td>
</tr>
<tr>
<td>Education level</td>
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<tr>
<td>Certificate</td>
<td>47</td>
<td>72.3</td>
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<tr>
<td>Diploma</td>
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<td>24.6</td>
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<td>Degree</td>
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<td>3.1</td>
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<tr>
<td>Position in school</td>
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<tr>
<td>Head teacher</td>
<td>4</td>
<td>6.2</td>
</tr>
<tr>
<td>Teacher</td>
<td>61</td>
<td>93.8</td>
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<td>School type</td>
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<tr>
<td>Private</td>
<td>34</td>
<td>52.3</td>
</tr>
<tr>
<td>Government</td>
<td>31</td>
<td>47.7</td>
</tr>
</tbody>
</table>

Appendix 2 shows results for student reading purpose

![Bar chart showing reading purpose](chart.png)

- Passing exams: 53.8%
- Leisure: 1.5%
- Gain information: 44.6%
Appendix 3

Figure 5: Reading space

Appendix 4 showing the results for reading competitions

<table>
<thead>
<tr>
<th>External competitions</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>9.2</td>
</tr>
<tr>
<td>No</td>
<td>59</td>
<td>90.8</td>
</tr>
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</table>

**Internal reading competitions**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
</tr>
<tr>
<td>No</td>
<td>41</td>
</tr>
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</table>

Appendix 5 shows table indicating the challenges to access and utilization of reading materials among Learners

<table>
<thead>
<tr>
<th>Challenges to utilization of reading materials</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unavailability of reading materials</td>
<td>21</td>
<td>32.3</td>
</tr>
<tr>
<td>Unavailability of reading space</td>
<td>15</td>
<td>23.1</td>
</tr>
<tr>
<td>Lack of reading interest</td>
<td>4</td>
<td>6.2</td>
</tr>
</tbody>
</table>
Lack of time for reading 2 3.1
Poor reading skills and comprehension 23 35.4
Unavailability of relevant reading materials 3 4.6

Appendix 6 shows Table indicating suggestions on how to create a positive reading culture

<table>
<thead>
<tr>
<th>Improving reading culture</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing reading materials</td>
<td>40</td>
<td>61.5</td>
</tr>
<tr>
<td>Establishing libraries</td>
<td>11</td>
<td>16.9</td>
</tr>
<tr>
<td>Establishing strict rules for schools to provide reading materials</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td>Working with NGOs</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Provide reading space</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td>Create reading time</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td>Provide permanent librarian</td>
<td>1</td>
<td>1.5</td>
</tr>
</tbody>
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Appendix 7 shows the Reading Method of Learners in Kalagala Subcounty in Luweero District