



A Journal on Navigating The Causes of Low Literacy Levels Among Pupils

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Abstract- A journal is written in order to highlight some causes of low literacy levels among school going children in Kasama District of Northern according to the purposive sampling of some teachers that are directly connected with pupils and some research showed that about 28 percent of parents based case reported of some poor interaction with learners, lack support from parents on home work. 21 percent poor follow up on pupils based progress, lack of teaching facilities, high teacher pupil ratio. Results of binary logistic model revealed that the main factors affecting pupils are truancy, inadequate coverage of supplementary reading materials and sex by which girls are more affected than boys. The study recommends a high need of extension on teacher-pupil interaction on academic matters and more government provision and teacher involvement in curricular matters. Factors leading to truancy should be highly campaigned against. Pupils themselves should ensure that large coverage of the needed reading materials when provided by education stake holders are taken care of.

Index Terms- High Teacher-Pupil Ratio, Inadequate Teaching Facilities, Limited Supplementary Reading Materials.

I. Introduction

From 1948, the the acquisition of basic skills like reading and writing has been considered as a human right according to (UNESCO2010). However, the persistence of illiteracy remains one of society's great challenge. The education (UPE) has been established as millennium development goal which needs to be achieved. All the (EFA) approaches, (UNESCO2013) show that the number of people who can not read world wide was about 774 million, 66 percent being women and 34 percent men. The number of US population who can not read was 32 million equivalent to 14 percent. The US adults who can not read below 5th level was 63 percent while 19 percent of graduates could not read. In Africa, the number of people who can not read is increasing. The (world Bank 2012) reported that 56 percent women in Africa are illiterate. In East Africa, efforts to expand access to education, has resulted into 90 percent enrollment rate. literacy and numeracy outcomes remains significantly different across the region with low literacy levels in Burundi 33 percent, Ethiopia 70.2, Rwanda 29.8 percent, Uganda 26.8 percent, Tanzania 27.1 percent, Kenya 12.3 percent. In 2008, Zambia experienced 11 percent drop in literacy levels for the past 33 years, the situation that is worrying education stake holders. In order to realize the dream of illiterate in Zambia, teachers have been trained and good approaches have been revised and upgraded to improve literacy levels. All these method seem to yield good and desired results. This journal therefore wants to navigate the factors responsible for the poor literacy levels among the pupils.



II. LITERATURE SURVEY

The term literature review means the work the researcher consulted in order to understand and investigate the research problem. (Kombo et 2006) stated that literature review therefore, is an account of what has been published on the topic by accredited researchers or scholars.

The concept of literacy

The definition of literacy has over time and continues to evolve each time. Literacy is a neutral and technical skill, to analogous to typing or word processing. However, the technical approach has been challenged by those who propose a broader and more explicit political definition. Sociologists and educators reject the notion that literacy is a fixed measurable achievement or a complete and propose a more relativistic concept. (Lavine 1990) for example, argues that literacy requirements vary among different socioeconomic groups, region and communities. (Scribner and Cole 1981) have defined literacy as a set of socially organized practices that are reproduced and disseminated by symbol systems.

(Friere and Macedo 1987) developed the most explicit political of literacy as a process of conscientization which involves reading a word.

(UNESCO 2006) defines literacy as a basic learning need to be addressed throughout life, enabling individuals to develop the knowledge and the skills necessary to participate fully in society. It is intertwined with concepts such as citizenship, cultural identity and socioeconomic development of human rights, equity and need to create a literature environment for its survival and development.

The concept low literacy and performance

Low literacy is the inability of a person to read, write and do simple arithmetic of grade four of a primary school.

Rationale of literacy

Literacy level acquisition results into the following benefits, effective communication, life career skills, critical thinking and problem solving, communication collaboration (Strauss et al 2000).

The status of low literacy in developing countries

There has been a tremendous progress made in the spread of literacy in developing countries especially in the last ten years (UNESCO 2006). The global literacy level was close to 40 percent in 1970 compared to only a quarter of the world's population in 1990. According to (Chowdhury 1995) illiteracy rates decreased in developing countries from over 50 percent in 1970 to over 35 percent in 1990s. The progress is commendable not in all regions have such impressive improvement. The situation is most critical in developing countries. More than half of the population in sub-Saharan Africa and South Asia are without any literacy. Most of the developing countries in Africa belong to the



illiterate rate of 77.5 percent in 1990.(1990_1993). Moreover, the total number of illiterate population is still increasing in sub-saharaAfrican countries, the Arab States and South Asia (UNESCO 1993). Only 9 out of 39 Sub-Sahara African countries experienced a dead in their number during the 1980s, compared to 14 out of 27 countries in Latin America and Carriibbean.

School based in low literacy performance

School based on low literacy level is a general term referring to the conclusive state where teaching and learning takes place.It includes all things and actions found within schools which enables smooth learning.School based factors are those factors found within schools.They include commencement of learning, adequacy of learning materials, school administration, frequency of checking of the teachers lesson plans,adequacy of teachers, frequency of staff meeting, observation of classes by headteachers and teacher turn over rate(Rachet 2012) the factors of poor academic performance include late beginning of lessons particularly in week two after school opens.

Pupil -based factors on low literacy level

These are factors within the pupil that could enhance or hinder their literacy performance.In pupil based factors, the language use, pupil rate of absenteeism and pupils, lateness to school are considered to be factors influencing low literacy performance.The prevalence of the use of local language leads to lack of volcabularies in English.(Mosha2012) assessed that majority pupils who interact in English language tends to understand it better and do well in literacy performance and examination.Those who use mother tongue tend to perform poorly in literacy as their understanding becomes difficult due to the process of translating language first then to learn in a context required..

Parent/community based factors on low literacy level

Community based factors are factors within the community that impede or enhance pupils literacy performance.According to (Ubogu2004) good performance is realized when parents work in consultation with the teachers in order to understand their children better.Participation put pupils on alert study in schools as they know that their parents would inquire and check about their performance.Also parents will not be able to provide guidance to their children if they are ignorant about what happens in schools.Open days boost morale of pupils if they interact with teachers and know their childrens' performance.

METHODOLOGY

The journal has been carried out in Kasama District of Northern province.

Research Design

A cross section of research design has been used in this study; the research design allows data to be collected at a single point in one time and used in descriptive studies as well as studying the relationship between variables (Kohari 2004)



Sampling procedure

In order to obtain the parents as respondents, snowballing sampling was employed by which a pupil was directly involved in obtaining his or her parents or guardians based on the selected data. Purposive sampling was employed to select all the teachers in schools since they are directly concerned with literacy matters.

III. PRELIMINARY DATA

Preliminary data is the section that shows findings evidence, methodology used, the comparison of results with Base paper and relationship as well as the importance of any give category.

Primary data collection

Pupils, teachers and parents were used to obtain data with regard to low literacy rate. Semi structure questionnaire was administered to those respondent and the teachers the pupils Teachers and parents factors leading to low literacy that is failure to read and write and count among the pupils were collected.

Secondary data collection

Secondary data were collected from different sources in some schools in Kasama District, Kasama District Education Offices and the Headteachers of some schools.

Data processing and analysis

Raw data were collected, coded and analysed quantitatively accordingly.

validity and reliability of data

Validity and reliability of data depends on depends on the instrument measures what is intended to be measured. In this case the findings must be accurately described that is the phenomenon being researched. One must ensure that the element of the main issue to be covered in research is fairly represented about the issues under the research instrument on the questionnaires presented.

The purpose of pretesting the instrument was to ensure that satisfactory level of functioning and to help eliminate ambiguities in the language and English was used in designing the questionnaires. In order to facilitate understanding between the research the respondents, it is necessary that the research instruments needs to be prepared in language that is easy to understand by the respondents. (Best and Kahn 2006)

Ethnic Consideration

The ethics used in this research covered a number of concerns including ensuring the welfare of those who participated in the research maintaining integrity in conducting the research and treating the given information by participants with uttermost secrecy or confidentiality.



IV. DISCUSSION

In this section, there is a presentation of the results and discussion about the findings of the study.

Characteristics of respondents

In this section, respondent characteristics such as sex, age, marital status, education level and parental involvement. The parental wealth were expressed in percentage for the purpose of obtaining general setting.

Sex of parent respondents

Surveyed questionnaires respondent's sex was well balanced that is 75 percent respondent equivalent to 50 percent of the respondents were females and 75 respondents equivalent to 50 percent were males. The fact that the sample was balanced is not by design and the sex balance indicated that both male and female equally had a chance and not freedom to express their opinion on low literacy performance.

Age of parent respondent

In this study age was considered as an important variable since it determines various inter-household and intra-house characteristics. The characteristics include ownership and control of important resources such as land.

Parental based factors on low literacy levels

Under this study various factors from parents that would influence pupils; failure to read, write and count were explored. Results show that among the cases reported, 65 respondents equivalent to 28.5 percent were a failure to teachers. Consultation to parents on academic matters that mark low relationship between teachers and parents, help on pupils homework, 48 respondents equivalent to 21 percent poor parental follow-up on pupils academic progress. 16.7 percent poor participation of parents in school meeting that are related to pupils academic progress.

With regard to teacher parent interaction as a factor for low literacy (Ubogu 2004) found out that the results are consistent with poor parents interaction with teachers. Parents interaction with teachers enable them to know what their children are encountering in school and how their children can be helped to deal with the academic challenges

V. STATEMENT OF LIMITATION

The statement of limitation is all about the alternatives and what could be done and not be done in the research work. Most of the measures aimed at enabling primary school pupils to acquire the basic skills which are reading, writing and counting. Motivation, knowledge, attitudes are needed for effective individual actualisation. The target was subsequently revised in (1974 and 2002) through primary education development plan.



The management and delivery of education (URT2001) as a sub component of ESDP. Therefore, this study has been intended to assess the factors contributing to low literacy rates in primary schools. What should be done to lower illiterate levels in primary schools are;

1. Extension of teacher-parent relationship.
2. Parents and guardians should ensure gender balance equality to their children.
3. Parents should be educated on the importance of education to their children.
4. Ministry of education should ensure they increase teaching materials and learning facilities.

VI. CONCLUSION

The findings of the study revealed that failure of the teachers, consultation by parents on academic matters, lack of rewards, motivation on pupils performance, poor participation of parents in school meetings, and lack of punishment on pupils. Factors that cause low literacy level among the pupils were mostly caused by teachers, parents and pupils themselves. In case of pupils, gender has significantly affected literacy, girls were mostly likely to perform in literacy than boys. Pupils who were missing classes for more than seven times per month and those who never cover supplementary reading materials were at higher risk of breaking through in literacy.

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