

Teaching Methods and Pupils' Literacy Achievement in Primary Schools in Laroo - Pece
Division, Gulu City

Dorcas Tulina

24/U/0692/MED/PS

BAED (Kyu)

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Declaration

I, Dorcas Tulina, hereby declare that, this Dissertation entitled "*Teaching Methods and Pupils' Literacy Achievement in Primary Schools in Laroo - Pece Division, Gulu City*" is my original work and has not been submitted to any University for any academic award.

Signature:  Date: 

Reg No: 24/U/0692/MED/PS

Approval

This Dissertation, entitled “*Teaching Methods and Pupils’ Literacy Achievement in Primary Schools in Laroo-Pece Division, Gulu City*” was developed and submitted under our supervision for the Award on Master’s Degree of Education in Education Management of Gulu University.

Signature:  Date: 

Dr. George Opio (PhD)

Signature:  Date: 

Dr. Gloria Lamaro (PhD)

Dedication

This work is dedicated to my beloved family and friends for their endless support, encouragement, and sacrifices throughout my academic journey.

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I wish to express my sincere gratitude to the Almighty God for the gift of life, strength, wisdom, courage, and determination throughout the process of developing this dissertation.

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Abstract

The study investigated the influence of teaching methods on pupils' literacy achievement in primary schools in Laroo-Pece division. The study was guided by the following specific objectives namely, to assess the status of teaching methods in primary schools in Laroo-Pece division, to assess the level of pupils' literacy achievement in primary schools in Laroo-Pece division and to establish the relationship between teaching methods and pupil's literacy achievement in primary schools in Laroo-Pece division. The study adopted a mixed methods approach and convergent mixed methods research design. Quantitative and qualitative data was collected using questionnaires and interviews from 479 respondents and participants. Data were analyzed using SPSS version 25.0 and qualitative data were analyzed using thematic analysis. The findings for research question one showed that the status of teaching methods was high while findings for research question two showed that the level of pupils' literacy achievement was very high in primary schools in Laroo-Pece division and findings for Hypothesis showed that there was a strong positive statistically significant relationship between Teaching methods and Pupils' literacy Achievement in primary schools in Laroo-Pece Division. It was concluded that teaching methods fundamentally influence Pupils' literacy achievements in primary schools in Laroo-Pece Division. The study recommended that Ministry of Education and Sports should invest significantly in CPD to improve teaching methods in order to improve literacy achievement in primary schools.

Chapter One

Introduction

1.1 Overview

The quality of pupils' literacy achievements remains a central concern in educational research and policy because education is in the end judged by what learners are able to know, do, and apply (UNESCO, 2021). In the world over, people used to care mainly about taking children to school. Now the concern is whether those pupils are learning the basic literacy skills like reading, writing and speaking. This is because many children go to school but still do not master the foundational skills they require to keep learning (World Bank, 2019). This shift has strengthened interest in classroom processes, particularly the teaching methods that shape participation, understanding, and retention of knowledge (OECD, 2019).

Recent evidence from low- and middle-income countries showed that learner-centred and well-supported pedagogy were associated with better pupil engagement and improved achievement, especially where teachers used structured discussion, cooperative learning, and regular formative assessment (Hassan et al., 2022). Current reform efforts in sub-Saharan Africa increasingly emphasized planned pedagogy, classroom interaction, continuous professional development, and better use of learning evidence in order to address persistent learning deficits (Piper & Dubeck, 2024; Ministry of Education and Sports [MoES], 2025).

In Uganda, concern about literacy achievement has persisted despite gains in school access since the introduction of Universal Primary Education. National assessment evidence showed that many learners do not reach expected competence levels in literacy by the upper primary cycle, while regional inequalities remain pronounced (Uwezo, 2025). Northern Uganda continued to face a heavier burden of large classes, resource constraints, and post-conflict educational disadvantage, which together made the study of classroom teaching particularly important (Uwezo Uganda, 2025).

The study focused on teaching methods, specifically group discussion, question and answer, storytelling, and role play because they were strongly grounded in social constructivist pedagogy and were feasible in ordinary primary classrooms. The study also narrowed learning outcomes to literacy achievement, because literacy was foundational for learning across subjects and was repeatedly identified in Ugandan assessment reports as an area requiring sustained improvement (UNEB, 2024).

1.2 Background of the Study

This section includes four aspects that is Historical background, Theoretical background, Conceptual background, and Contextual background of the study.

1.2.1 Historical Background

Historically, the education systems first prioritized access to school, completion, and examination participation, but later international debates on educational quality gradually shifted attention to obvious literacy achievement (UNESCO, 2021). Extensive assessments and changes in education policy have helped people to understand that the quality of education is not only determined by whether pupils attend school or teachers finish the syllabus. What is most important is whether pupils are actually learning and able to demonstrate the knowledge and skills they have acquired (OECD, 2019). For this reason, the way teachers teach has become increasingly important because teaching methods determine how well the ideas in the syllabus are turned into actual learning in the classroom (UNESCO, 2021).

In Uganda, the introduction and expansion of Universal Primary Education (UPE) greatly increased the number of pupils going to school, however it also brought in another challenge where many pupils were attending school but were still struggling with basic reading, writing, and numeracy skills (UNEB, 2021; UNEB, 2024). As a result, National and community-based assessments have continued to draw attention to the need for better teaching methods, regular assessment of pupils, stronger support for teachers, and classroom practices that focus more on what pupils can actually do and understand (Uwezo Uganda, 2025). The post-COVID period made the situation even more difficult where by the closure of schools interrupted pupils' learning especially their development of basic literacy skills, with learners in disadvantaged areas being affected more severely (UNEB, 2024a; UNICEF, 2021).

1.2.2 Theoretical Background

This study was guided by the Social Constructivist Theory, which was associated with the work of Vygotsky (1978), as well as earlier ideas from Piaget and Brunner (1966). The theory explained that learners did not simply receive knowledge from the teacher, but they instead learnt by participating in the classroom activities, interacting with others, asking questions, sharing ideas, and connecting new information to what they already knew.

Vygotsky also emphasized that learners could understand and do more when they received the right support from teachers or their fellow learners. This kind of support was referred to as Scaffolding which helped the pupils to become more independent in their learning (Vygotsky, 1978; Bruner, 1966).

Recent studies continued to show that Vygotsky's ideas were useful in today's primary school classrooms. For instance, Wibowo et al. (2025) found that differentiated learning was closely related to social interaction, scaffolding, and the zone of proximal development. In a similar way, Nithideechaiwarachok (2024) explained that learners understood better when they were given opportunities to discuss ideas and learn together with others. Rigopouli (2025) also pointed out that Vygotsky's ideas were still useful when teachers are planning and organizing learning activities in the classroom. These studies showed that Social Constructivist Theory remained relevant to this study because it helped to explain how teachers could involve learners, encourage interaction, and provide the necessary support to help pupils understand what they are being taught.

The theory was directly relevant to the study because group discussion, question and answer, storytelling, and role play were practical expressions of social constructivism (Vygotsky, 1978; Wibowo et al., 2025). They encouraged dialogue, peer support, guided participation, and meaning-making, all of which were expected to strengthen pupils' literacy achievement. In study, the independent variable was therefore operationalized through the selected teaching methods that is group discussion, question and answer, role plat and storytelling while the dependent variable was literacy achievement as evidenced by reading, writing, speaking, and comprehension.

1.2.3 Conceptual Background

Teaching methods refer to the deliberate classroom procedures used by teachers to organize learning experiences, stimulate participation, and help pupils construct understanding (Piper & Dubeck, 2024). In the study, teaching methods specifically referred to group discussion, question and answer, storytelling, and role play. Group discussion involves pupils discussing texts, questions, or ideas in groups. It enhances critical thinking and understanding, and builds oral language skills. Question and answer involve, teacher asking open-ended questions of why, how, what if to pupils. It promotes deep comprehension, and encourages thinking beyond the text. Storytelling involve teacher or pupils telling stories and retelling in their own words. It helps to strengthen memory, comprehension, and oral skills. Role play

involve pupils acting out stories of scenarios. It makes learning interactive and memorable, and enhances understanding of texts (World Vision International, 2012- 2016;2023)

Literacy achievement referred to pupils' demonstrated ability to read, interpret, and respond meaningfully to written text in English at the expected primary-school level (Uwezo Uganda, 2025). In this study, literacy achievement was operationalized using three indicators: continuous assessment records, reading and writing ability, and comprehension for Primary Six pupils.

Mediating variables are factors that may shape the strength or direction of the relationship between selected teaching methods and literacy achievement (Hassan et al., 2022). In this study, the mediating variables were teacher competence, availability of instructional materials, and classroom environment. These were operationalized through indicators such as lesson preparedness, availability of reading materials, class control, seating arrangement, and pupil participation during literacy lessons. Their inclusion recognized that teaching methods did not operate in isolation but within real classroom conditions (MoES, 2025; Uwezo Uganda, 2025).

1.2.4 Contextual Background

The challenges and experiences within the Ugandan education system provided a clear basis for conducting this study. The 2023 UWEZO summary report showed that only 42.7% of Primary Six learners were rated proficient in Literacy in English nationally, and the proportion in government schools was much lower than in private schools (UNEB, 2024). The same report underscored the continuing challenge of literacy achievement in upper primary classes, especially in less privileged settings. Citizen-led assessment data also pointed to persistent regional inequality. The 2024 Uwezo Uganda learning assessment found that reading levels in upper primary were lower than in 2021 and that the Northern Region trailed the Central Region in English reading competence (UNEB, 2024). The report also showed that the Northern Region continued to face a particularly high pupil-teacher ratio, a condition that could weaken meaningful classroom interaction and teacher support (Uwezo Uganda, 2025).

Within Gulu City, these broader challenges were likely to be reflected in classroom practice. Although schools increasingly operated under competency-oriented expectations, teacher-centred routines still remained common in many low-resource classrooms (OECD, 2019;

World Bank, 2019). This created a practical need to examine whether interactive approaches such as group work and discussion/question-and-answer were being used consistently and whether they related to pupils' literacy achievement in one clearly defined setting (Piper & Dubeck, 2024). Laroo-Pece Division provided an appropriate study site because it contains a mix of government-aided and private primary schools within a manageable urban context.

1.3 Problem Statement

Pupils' literacy achievement remains a concern in Uganda despite the continued efforts by the government and other education stakeholders to improve the quality of education (World Bank, 2019). Evidence from national assessments showed that some pupils in upper primary do not attain the expected level of proficiency in literacy in English. Similarly, findings from Uwezo showed that the Northern Region continued to perform below some other regions in reading competence (UNEB, 2024). This situation suggested that many pupils were progressing through school without developing the strong literacy skills they needed for further learning (Uwezo Uganda, 2025). One possible reason for this problem was that classroom teaching did not consistently provide pupils with enough opportunities to interact with their teachers and fellow pupils, practice what they had learnt, or receive guidance when they faced challenges (OECD, 2019).

In classrooms where teaching mainly involved the teacher giving information, pupils copying notes, or giving answers together as a group, there was less opportunity for them to discuss what they were reading, explain their ideas, ask questions, and learn from one another, yet these were exactly the forms of engagement that social constructivist theory suggested should strengthen literacy development (World Bank, 2019). Despite the fact that previous studies discussed issues such as teacher quality, availability of school resources, and pupils' general academic performance, there was still limited information on how teaching methods used by teachers were related to pupils' literacy achievement in primary schools in Laroo-Pece Division, Gulu City. The researcher therefore conducted this study to investigate the influence of teaching methods on pupils' literacy achievement in primary schools in Laroo-Pece Division, Gulu City.

1.4 Purpose of the Study

The purpose of the study was to investigate the influence of teaching methods on pupils' literacy achievement in primary schools in Laroo-Pece Division, in Gulu City.

1.5 Specific Objectives

- i) To examine the status of teaching methods in primary schools in Laroo-Pece Division, Gulu City.
- ii) To assess the level of pupils' literacy achievement in primary schools in Laroo-Pece Division, Gulu City.
- iii) To establish the relationship between teaching methods and pupils' literacy achievement in primary schools in Laroo-Pece Division, Gulu City.

1.6 Research Questions

- i) What is the status of teaching methods in primary schools in Laroo-Pece Division, Gulu City?
- ii) What is the level of pupils' literacy achievement in primary schools in Laroo-Pece Division, Gulu City?

1.7 Hypothes

H0: There is no statistically significant relationship between teaching methods and pupils' literacy achievement in primary schools in Laroo-Pece Division, Gulu City.

1.8 Scope of the Study

1.8.1 Geographical Scope

The study was conducted in Laroo-Pece Division of Gulu City, located in Northern Uganda, approximately 330 kilometers north of Kampala, Laroo-Pece Division is part of the two divisions that make up Gulu City which host a mixture of government-aided and private primary schools under the supervision of the Gulu City Education Office. The division is bordered by Gulu District to the north and east, Omoro District to the south, and Nwoya District to the west. The researcher opted for Laroo-Pece Division provided an important setting for the study where some schools were still facing challenges related to the effects of LRA conflict. These challenges included shortage of teachers, differences in the availability of learning materials and other resources, and inadequate school infrastructure, all of which could affect teaching and learning (Education International & Kyambogo University, 2013). The researcher therefore focused on primary schools in the division to understand how the teaching methods used by teachers supported pupils in developing literacy skills.

1.8.2 Content Scope

The study focused on four teaching methods that is group discussion, question and answer, storytelling, and role play. It examined how these teaching methods were related to Pupils' literacy achievement in primary schools in Laroo-Pece Division. The study also considered teacher competence, availability of instructional materials, and the classroom environment as factors that could influence this relationship. The study was limited to the primary school level because the skills pupils develop at this stage form an important foundation for their future education and development (Hassan, Groot, & Volante, 2022).

1.8.3 Time Scope

The study covered the period from 2020 to 2025. This period was important because Uganda's education system went through major changes as a result of the COVID-19 pandemic and the later efforts to recover from its effects. During the pandemic period, schools across Uganda, including Gulu City were closed for a long period of time. This led to interruptions in normal teaching and learning and eventually reduced the time teachers and pupils spent together in the classroom. This interruption also affected pupils' literacy and numeracy skills, as many pupils found it difficult to continue learning effectively with the home-based learning (MoES, 2021). This period therefore provided an important basis for examining how teachers and schools responded to the challenges affecting learning.

Between 2023 and 2025, the education sector focused more on recovering the learning time that had been lost during the COVID-19 period. A number of efforts were put in place including supporting teachers through continuous professional development, strengthening supervision, and helping pupils catch up with missed learning through remedial classes (Uganda MoES, 2023). Schools adopted many other approaches like peer learning, regular assessment, and additional teaching in order to help pupils improve their learning outcomes (UNEB, 2021; UNEB, 2024a; Uwezo Uganda, 2025). The researcher therefore considered this period useful for understanding the changes in pupils' literacy achievement and the teaching approaches used by schools during and after the pandemic.

1.9 Significance of the Study

This study might benefit policy makers because it generated empirical evidence that could inform the refinement of national education policies aimed at improving literacy achievement in Uganda's primary schools. By examining how the teaching methods influenced pupil

literacy achievement, the study offered insight that could strengthen school guidelines, teacher professional development frameworks, and quality assurance systems (MoES, 2023). The findings were expected to support the Ministry of Education and Sports in designing more responsive, data-driven interventions tailored to the needs of post-conflict and under-resourced urban settings such as Laroo-Pece Division.

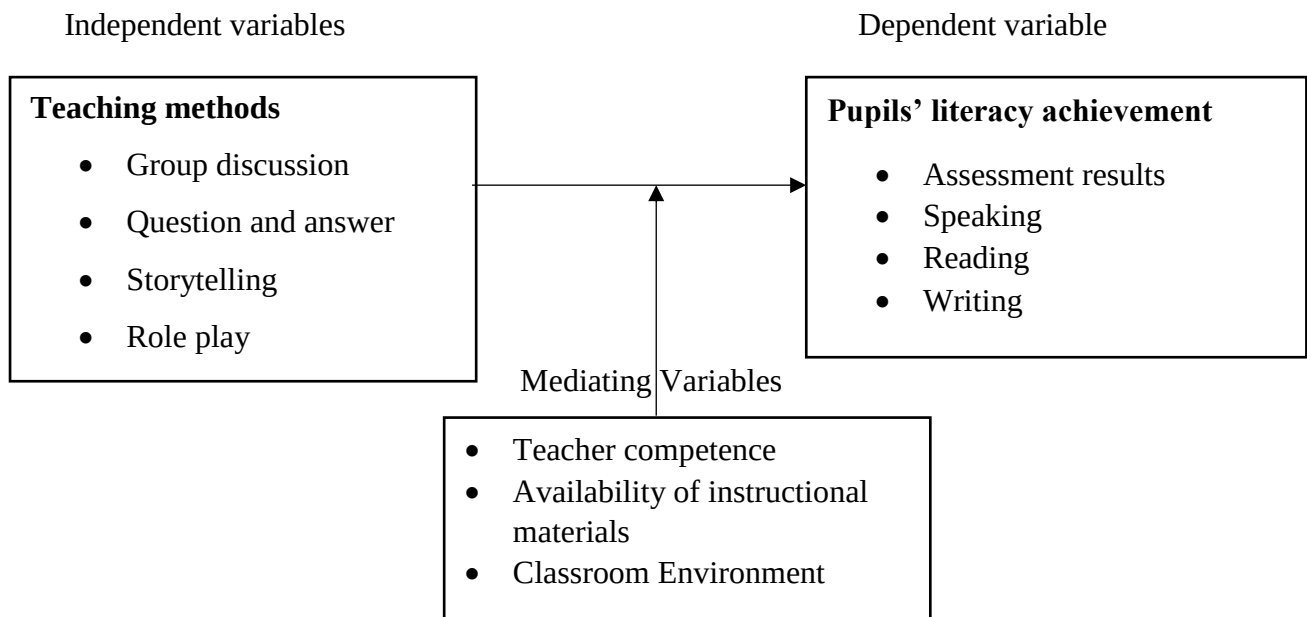
For policy implementors, particularly headteachers, school management committees, and classroom teachers, the study would provide useful information on how teaching practices could be improved to support better learning. The findings showed the importance of proper planning, supervision, and regular evaluation of teaching methods in improving pupils' participation and academic performance. The study also provided information that would help school leaders identify ways of strengthening accountability and ensuring that teaching methods were in line with the curriculum. For teachers, the findings provided guidance on improving classroom teaching using regular assessment to monitor pupils' progress, and applying learner – centred methods that could help pupils achieve better learning outcomes.

The study could contribute to academic scholarship by deepening the theoretical understanding of how teaching methods influence literacy achievement within resource-constrained and post-conflict contexts. It would offer a foundation for further studies on teacher effectiveness in Northern Uganda and similar regions. For master's students and future researchers, the study could serve as a methodological and conceptual reference point, encouraging subsequent investigations into the dynamics of instructional management, school improvement, and learner performance at both local and regional levels.

1.10 Conceptual Framework of the Study

Conceptual Framework is a diagrammatic alignment of how the research variables interact. It consists of independent, dependent, and mediating variables which are arranged in a logical pattern as shown below. It facilitates an understanding of the relationship between the independent variable and dependent variable.

Figure 1. 1: Conceptual Framework Showing Relationship Between Teaching Methods and Pupils' Literacy Achievement in Primary Schools Laroo-Pece Division, Gulu City



Source: Adapted with modification from Social Constructivist Theory advanced by Jean Piaget (1936), Lev Vygotsky (1978), and Jerome Bruner (1966).

The Independent Variable (Teaching methods) is represented by Group work/cooperative and Discussion which are assumed to influence the Dependent Variable (Pupils' Literacy achievement) represented by Literacy test scores, English assessment scores and school literacy records. It is further assumed that Mediating variables represented by Teacher competence, availability of Instructional materials, and classroom climate may influence the relationship between teaching methods and pupils' learning outcomes

Chapter Two:

Literature Review

2.0 Introduction

This chapter presented a critical review of theoretical and empirical literature relevant to teaching methods and pupils' literacy achievement. It compared and synthesized existing knowledge from books, journal articles, and policy reports, and linked the teaching methods to literacy indicators, namely assessment results, speaking, reading, and writing. The review was organized according to the study objectives and aligned with the research questions and hypothesis.

2.1 Social Constructivist Theory (Piaget, Vygotsky & Bruner, 1930s–1960s)

The researcher adopted the Social Constructivist Theory. According to the theory, learning is an active process in which learners develop knowledge and understanding through interaction with their teachers, peers, and the environment (Piaget, 1966). The theory is associated with the work of three scholars, Jean Piaget, Lev Vygotsky, and Jerome Bruner. Despite the fact that these scholars developed their ideas at different times and placed emphasis on different aspects of learning, their work generally supported the view that learners should not be treated as passive recipients of information, instead they were expected to participate actively in the learning process by asking questions, sharing ideas, solving problems, and relating new knowledge to what they already knew (Vygotsky, 1978; Bruner, 1966).

According to Piaget, learners construct knowledge through their own experiences and interactions with their environment, and it is from this perspective that children learn better when they are given the opportunity to explore, participate, and make sense out of situations for themselves rather than memorizing information given by the teachers (Piaget, 1966). In the same line, Vygotsky extended the understanding of learning by putting great emphasis on the social environment. He argued that learning takes place through interaction with other people especially teachers and peers. In his concept of the Zone of Proximal Development (ZPD), Vygotsky explained that a learner might be able to perform a task independently (Vygotsky, 1978). Bruner further developed this idea through the concept of scaffolding, where he asserted that, a teacher provided temporary support to help learners complete tasks and gradually reduces that support as the learner becomes more confident and capable (Bruner, 1966).

This theory provided the best theoretical framework for this study because, literacy achievement was not simply a matter of pupils receiving knowledge from teachers, learning how to read, write, speak, and understand language, it rather required pupils to practice these skills, interact with others, receive guidance, and gradually become independent users of the language. The theory therefore provided a useful explanation for the teaching methods used in the study that is group discussion, question and answer, role play and storytelling. Group discussion gives an opportunity to exchange ideas, and listen to different ideas from peers (Nithideechaiwarachok, 2024). Question and answer allow the teacher to check pupils' understanding, identify difficult areas, and be in position to guide pupils accordingly. Storytelling on the other hand provides an opportunity for pupils to listen interpret information, develop vocabulary, and respond to questions depending on how they perceived them. In the same line, role play enables pupils to participate actively, and use language meaningfully in classroom sessions (Wibowo et al. (2025). These teaching methods were consistent with the social constructivist view that learning could be strengthened when learners participate actively and interact with others.

On the same note, Brunner's concept of scaffolding provided an important basis in explaining how teachers could support learners with different abilities. In a literacy lesson for instance, a teacher might first demonstrate how to pronounce a word, read a sentence, or identify the main idea in the passage, and after he practices with the pupils before allowing them to attempt it individually or in pairs. As pupils gain confidence, the teacher gradually reduces the assistance. It is this gradual movement from teacher support to independent performance that makes scaffolding relevant to literacy learning (Brunner, 1966). In the recent research by Geria et al. (2025), they established that group learning in Ugandan primary schools was commonly organized around collaboration and mixed ability grouping. However, to achieve this, it was necessary for teachers to have required additional skills to structure group activities affectively. Their findings were relevant to the present study because they showed how social interaction and group learning remained important features in primary school teaching in Ugandan primary schools.

Studies from outside Uganda also demonstrated the relevance of this theory to literacy achievement. For instance, a study conducted in Ethiopia in 2025 among Grade 8 English learners, found that teaching methods that incorporated cooperative learning, collaborative learning, problem-based learning, and scaffolding, greatly led to improvement in student' reading comprehension and teamwork skills compared with comparison groups (Author,

2025). This finding was very important to the current study because it demonstrated how teaching approaches associated with social constructivism could be connected to measurable reading outcomes.

It should be noted however that, Social Constructivism Theory does not mean that every group activity or interactive teaching method automatically improves pupils' literacy achievement. The success of these approaches depends on how the teacher plans and manages the lesson (Geria et al., 2025). The theory also recognized the importance of the classroom environment, where pupils need to feel free to ask questions, express their ideas, make mistakes, and learn from others. In this study therefore, the theory was used as a guiding theoretical lens for explaining the relationship between teaching methods and pupils' literacy achievement. The independent variable, teaching methods, was reflected in classroom practices such as group discussion, question and answer, storytelling, and role play. These methods provided opportunities for interaction, participation, and teacher support. The dependent variable, pupils' literacy achievement, was expected to reflect the knowledge and skills pupils develop through such learning experiences that is writing, listening, and reading skills. The theory thus suggested that when teaching methods prompt meaningful opportunities for pupils to interact and receive proper support, they might have greater chances to develop their literacy abilities. Thus, the Social Constructivist theory provided the best foundation for this study because it connected the way teaching takes place in the classroom with the way pupils develop knowledge and skills through participation and interaction.

2.2 Teaching Methods in Primary Schools

Teaching methods in primary schools refer to the deliberate classroom procedures used by teachers to organize learning experiences, stimulate participation, and help pupils construct understanding (Piper & Dubeck, 2024). In this study, teaching methods were conceptualized as group discussion, question and answer, storytelling, and role play. Group discussion involves pupils discussing texts, questions, or ideas in groups. It enhances critical thinking and understanding, and builds oral language skills. Question and answer involve, teacher asking open-ended questions of why, how, what if to pupils. It promotes deep comprehension, and encourages thinking beyond the text. Storytelling involve teacher or pupils telling stories and retelling in their own words. It helps to strengthen memory, comprehension, and oral skills. Role play involve pupils acting out stories of scenarios. It

makes learning interactive and memorable, and enhances understanding of texts (World Vision International, 2012- 2016;2023).

2.2.1 Group Discussion in Primary Schools

Mercer and Howe (2012) conducted a study in the United Kingdom on classroom dialogue and collaborative learning. The purpose of the study was to examine how group discussion supported pupils' thinking and learning in classroom settings. Using classroom observation and discourse analysis, the study found that well-structured group discussion improved pupils' reasoning, reading comprehension, and ability to express ideas clearly. The study emphasized that group discussion created opportunities for learners to negotiate meaning and learn from peers. However, the study was conducted in a highly resourced setting, which differed from many primary schools in Gulu City. Therefore, the present study examined whether similar benefits could be realized in the local context.

Gillies (2016) carried out a study in Australia on the role of cooperative classroom discussion in pupils' academic learning. This study used quasi- experimental approach and established that pupils who took part in guided group discussions performed much better in comprehension and oral communication compared to those who were taught mainly through teacher-centred methods. These findings implied that group discussion encouraged pupils to participate actively and develop better understanding of what they were being taught. That being said however, the study focused much on general academic learning and did not pay attention to specific literacy skills such as reading, writing, and speaking. This therefore justified the need by the researcher to address this problem by examining how group discussions contribute to pupils' literacy achievement in primary schools.

2.2.2 Question and Answer in Primary Schools

Wragg and Brown (2001) conducted a study in England to examine how teachers' questioning techniques influenced pupils' learning. Using classroom observations and interviews. Their study established that the question and answer method encouraged pupils' recall, classroom participation, and immediate understanding of the lesson content. They also revealed that open-ended questions were more effective than close ended question in stimulating pupils' thinking and encouraging active participation during the learning process. Nevertheless, the study paid limited attention to literacy achievement as a specific learning outcome, which the current study sought to address by examining the contribution of question and answer teaching method to pupils' literacy achievement.

Alexander (2018) studied dialogic teaching in primary schools and found that questioning played a central role in developing speaking and comprehension skills. The study used lesson observations and teacher interviews and established that when teachers asked probing and reflective questions, pupils become more confident in oral expression and interpretation of texts. On the other hand, repetitive factual questioning limited deeper understanding and reduced learner creativity. These findings implied that the effectiveness of question-and-answer depended on its quality and structure. The present study therefore sought to examine how this method was used in primary schools and how it influenced literacy achievement among pupils

2.2.3 Storytelling in Primary Schools

Isbell, Sobol, Lindauer, and Lowrance (2004) conducted a study in the United States to examine the influence of storytelling and story reading on young children's language development. Through the use of experimental teaching methods, the study established that storytelling improved pupils' vocabulary, comprehension, and ability to tell and recall stories. Their finding still indicated that children who actively participated in storytelling activities were able to use language more meaningfully and engage more literacy related skills. However, the study focused primarily on young children in early childhood stages and didn't sufficiently address pupils in the upper primary, thereby creating a contextual gap regarding the use of storytelling in developing literacy skills among pupils in upper primary which the current study addressed.

Similarly, Mello (2001) also conducted a study on the role of storytelling in literacy development and found that storytelling promoted imagination, listening skills, and oral language competence. The study emphasized that storytelling helped learners connect spoken and written language, which was essential for literacy growth. However, the study was largely theoretical and did not establish measurable relationships between storytelling and literacy outcomes such as writing performance or reading scores. The current study therefore extended this discussion by examining storytelling as one of the teaching methods affecting pupils' literacy achievement in primary schools.

2.2.4 Role Play in Primary Schools

Livingstone (1983) examined the use of role play in language learning and found that it enhanced learners' confidence, communication skills, and ability to use language in real-life situations. The study used practical classroom observations and showed that role play

encouraged active involvement and meaningful language use. These findings suggested that role play was an important method for promoting oral literacy. However, the study mainly focused on second-language learning and did not directly address literacy achievement in a broader sense.

Kodotchigova (2002) studied role play in teaching speaking and found that it helped learners practice pronunciation, vocabulary, and oral fluency. The study concluded that role play created authentic communicative situations that promoted self-expression. Nevertheless, the emphasis was mainly on speaking, with limited attention to reading and writing outcomes. This indicated that while role play might contribute positively to literacy achievement, more evidence was needed on how it affected multiple dimensions of literacy. The present study sought to fill this gap by examining role play alongside other teaching methods in relation to pupils' literacy achievement.

2.3 Literacy achievement

Literacy achievement referred to pupils' demonstrated ability to read, interpret, and respond meaningfully to written text in English at the expected primary-school level (Uwezo Uganda, 2025). In this study, literacy achievement was operationalized using three indicators: continuous assessment results, reading and writing ability, and comprehension for Primary Six pupils.

2.3.1 Assessment Scores in Primary Schools

OECD (2019) conducted international assessments on learners' reading performance across different countries. The findings revealed that pupils' literacy achievement was often reflected in their ability to comprehend texts, interpret information, and apply meaning in new contexts. The study showed that literacy outcomes varied considerably depending on teaching quality and learner engagement. However, the study was based on international large-scale assessments and might not fully reflect realities in primary schools in Gulu City. The current study therefore examined assessment scores as one of the local indicators of literacy achievement.

The UNESCO (2022) report also indicated that foundational literacy remained a major challenge across many African countries, with a large proportion of children found unable to read and understand simple texts by the age of ten years. The findings from the report highlighted the continuing challenge of improving literacy achievement among primary

pupils in Uganda. However, the report focused mainly on the state of foundational learning and did not specifically examine how particular classroom teaching methods contributed to pupils' literacy achievement. The researcher therefore intended to address this gap by examining the contribution of teaching methods to literacy achievement among primary school pupils in Laroo-Pece Division, Gulu City.

2.3.2 English Speaking in Primary Schools

Snow (2010) highlighted that oral language proficiency was foundational to literacy development because it supported comprehension, vocabulary growth, and expression. Her work showed that learners who develop strong speaking skills tended to perform better in reading and writing tasks. However, the study was mainly conceptual and did not focus specifically on classroom teaching methods that foster speaking ability.

Alexander (2018) established that classroom talk and dialogic teaching greatly influenced pupils' oral expression and confidence. The study revealed that pupils in interactive classrooms demonstrated stronger speaking ability than those in teacher-centered classrooms. However, the findings were largely drawn from developed education systems, leaving uncertainty about their applicability in low-resource settings. The present study therefore included English speaking as a literacy indicator in order to assess its relationship with teaching methods in primary schools.

2.3.3 Reading in Primary Schools

Ehri (2020) examined the development of reading skills and found that effective reading achievement depended on both decoding ability and comprehension. The study established that instructional methods that actively engaged learners tended to yield stronger reading outcomes than passive methods. However, the study focused more on reading science than on comparing multiple classroom teaching methods in actual school contexts.

Pressley (2006) also found that effective reading instruction involved teacher support, learner participation, and strategy use. The study showed that learners performed better when they were taught through interactive and explicit approaches rather than rote memorization. Despite its relevance, the study did not examine reading alongside other literacy indicators such as writing and speaking. The present study therefore considered reading as one component of literacy achievement within a broader framework.

2.3.4 Writing in Primary Schools

Graham and Harris (2018) conducted a study on writing instruction and found that pupils' writing achievement improved when teachers used interactive, supportive, and strategy-based methods. The study established that guided practice and meaningful writing activities enhanced coherence, grammar, and idea development. However, the study concentrated more on writing instruction than on the wider classroom teaching methods commonly used in primary schools.

Myhill, Jones, and Wilson (2016) also found that classroom interaction and metalinguistic discussion positively affected pupils' writing development. Their study showed that pupils wrote better when teachers engaged them in reflective talk about language use. Even so, the study did not examine whether methods such as storytelling, discussion, and role play influenced writing simultaneously. This created a gap that the current study intended to fill by examining writing as part of pupils' literacy achievement.

2.4 Relationship between Teaching Methods and Literacy Achievement

Mercer and Howe (2012) found a strong positive relationship between group discussion and pupils' comprehension and oral literacy development. Their study showed that pupils who frequently engaged in meaningful classroom discussions demonstrated better understanding of texts and stronger ability to articulate responses. Similarly, Gillies (2016) reported that cooperative discussion enhanced learners' participation and understanding, which translated into improved academic outcomes. These studies suggested that group discussion had a strong positive relationship with literacy achievement because it promoted interaction, reasoning, and language use. However, both studies were conducted outside Uganda, making it necessary to test whether similar relationships existed in primary schools in Gulu City.

Wragg and Brown (2001) found that question-and-answer methods had a moderate positive relationship with pupils' achievement because they helped to reinforce understanding and keep learners attentive. Alexander (2018) added that questioning became more effective when it was dialogic and open-ended, since it encouraged learners to explain, justify, and interpret ideas. On the contrary, when questioning was limited to factual recall, its contribution to deeper literacy skills became weak. This meant that question-and-answer might positively influence literacy achievement, but the strength of the relationship depended on the quality of classroom implementation.

Isbell et al. (2004) and Mello (2001) both found a strong positive relationship between storytelling and literacy development. Their studies showed that storytelling improved vocabulary, listening, comprehension, and narrative skills, all of which were central to literacy achievement. Storytelling was found to be especially valuable because it exposed learners to meaningful language patterns and supported memory and expression. Even so, much of this evidence came from early childhood and foreign contexts, leaving uncertainty about its effect among upper primary pupils. The current study therefore sought to determine whether storytelling similarly influenced literacy achievement in primary schools in Gulu City.

Livingstone (1983) and Kodotchigova (2002) found that role play had a moderate to strong positive relationship with oral language development because it helped learners practice expression, confidence, and functional use of language. These studies suggested that role play was particularly effective for speaking and communication. However, its relationship with reading and writing was less direct, which might explain why some scholars considered it moderate rather than uniformly strong across all literacy dimensions. The present study therefore assessed how role play related to literacy achievement more broadly.

In contrast, Tabulawa (2013) argued that teacher-centered methods tended to have a weak or even negative relationship with literacy achievement because they reduced learner participation and limit opportunities for interaction. Hattie (2009) similarly found that passive learning approaches generally produced lower educational gains compared to interactive methods. These findings implied that literacy achievement was stronger where pupils actively participated in learning than where they simply received information from the teacher. This created a strong basis for investigating how teaching methods influenced literacy achievement in the context of primary schools.

2.5 Summary of the Literature Gap and Justification for the Study

The reviewed literature showed an empirical gap. Many of the previous studies discussed teaching methods and literacy outcomes, but few clearly established the relationship between teaching methods and pupils' literacy achievement using statistical evidence. For instance, Isbell et al. (2004), and Graham and Harris (2018) showed that different teaching methods could improve some aspects of literacy, but did not consistently examine the strength and direction of the relationship between teaching methods and different literacy indicators. This

study therefore addressed this gap by examining the relationship between teaching methods and pupils' literacy achievement in an integrated manner.

A methodological gap was also identified in the reviewed literature, where some of the previous studies mainly applied qualitative methods, case studies, or theoretical approaches. Despite the fact that these methods provided useful information, they did not provide specific findings that could be statistically applied to wider populations. As a result, it was difficult to determine the extent to which particular teaching methods were related to pupils' literacy achievement. The present study therefore addressed this gap by using a structured research approach to generate measurable evidence on the relationship between teaching methods and literacy achievement.

The researcher also identified a contextual gap in the reviewed literature. Most of the literature reviewed was conducted in countries such as United Kingdom, United States, Australia, and New Zealand. Although these studies provided useful information, their education systems differed from those in primary schools in Gulu City. Differences in learning resources, class sizes, teacher preparation, and language use might affect how teaching methods influence pupils' learning. This study therefore considered it necessary to generate evidence from the Ugandan context, particularly from primary schools in Gulu City.

Finally, the researcher identified a measurement gap from the reviewed literature, where most of the previous studies focused on only one aspect of literacy, that is either, reading, speaking, or vocabulary development. This provided limited information about literacy achievement as a whole depending on the Uwezo indicators. In the present study, the researcher considered literacy achievement as a broader concept that included assessment results, English speaking, reading, and writing. Examining these indicators together was expected to provide a more complete understanding of the relationship between teaching methods and pupils' literacy achievement in primary schools in Laroo-Pece Division, Gulu City.

Chapter Three

Methodology

3.0 Introduction

This chapter presented the research approach, research design, study population, sample size and sampling techniques, data collection methods and instruments, validity, reliability, procedure, and finally data analysis techniques that the researcher used while conducting the study.

3.1 Research Approach

A research approach is the overall strategy that guides how a study is conducted, including the selection of methods for data collection and analysis (Creswell & Creswell, 2018). This study adopted a mixed methods approach by integrating quantitative and qualitative data. Quantitative data measured the status of teaching methods that is group discussion, question and answer, role play and storytelling, the level of pupils' achievement which were indicated as reading, writing, speaking, and assessment scores, and the relationship between the variables. Qualitative data provided deeper explanations of the patterns observed in the quantitative results (Creswell & Creswell, 2018).

3.2 Research Design

A research design refers to the plan and structure of the study, outlining the methods and procedures used to collect and analyze data in order to answer the research questions (Creswell & Creswell, 2018). This study used a convergent parallel mixed methods design. Quantitative and qualitative data were collected within the same phase, analyzed separately, and integrated at the interpretation stage. Quantitative data were obtained through questionnaires given teachers each having Linkert scale questions about their view on the teaching methods and literacy achievement, classroom observation ratings including the class environment, and document analysis of literacy-related school records that is pupils' test results in classroom exercises, beginning of term, midterm, and end of term results, schemes of work and lesson plans, while qualitative data were obtained through interviews with headteachers with at least four questions on each teaching method and literacy achievement indicators given above.

3.3 Target Population

The target population refers to the specific group of individuals from whom data are collected to investigate and describe a phenomenon. The target population of this study consisted of the individuals from whom the information relevant to the study was obtained. The study targeted 2,233 respondents comprising of 33 headteachers, 200 primary six teachers, and 2000 primary six pupils, from primary schools in Laroo-Pece Division, Gulu City. Headteachers were included because of their role in instructional leadership and school level support for teaching and learning, teachers were considered important respondents because they were directly involved in planning and implementing classroom instruction, and primary six pupils were included because they were at the upper level where pupils had already acquired foundational literacy skills, could participate meaningfully in interactive teaching methods, and could demonstrate measurable differences in speaking, reading, writing, and assessment scores. Limiting the study to primary six also gave the study a clearly defined and relatively homogeneous group

3.4 Sample Size

The study sample size was drawn from a target population of 2,233 respondents, comprising 33 head teachers, 200 primary six teachers, and 2,000 primary six pupils. These were selected using multistage sampling procedure from both the private and government aided primary schools in Laroo-Pece Division to ensure equal representation and the respondents were drawn from the sampled schools according to the categories presented in Table 3.1

Table 3. 1: Study sampling frame for the accessible sample

Category of population	Target population	Sample size	Sampling technique
Headteachers	33	15	Purposive sampling
Teachers	200	132	Purposive sampling
P.6 pupils	2000	332	Simple random sampling
Total	2233	479	

Source: Gulu City Education Office 2025 (Pece-Laroo Department), Sample Size developed from Krejcie and Morgan (1970).

3.5 Sampling Techniques

The study adopted purposive sampling to select headteachers and teachers for the study because they possessed information directly related to instructional leadership classroom teaching, and literacy development, while primary six pupils were selected through simple

random sampling. The procedure of simple random sampling gave pupils an equal and independent chance to participate and as well minimize selection bias (Oso & Onen, 2008).

3.6 Data Collection Techniques

3.6.1 Questionnaire for Teachers

A questionnaire is a structured data collection technique that uses a set of written questions to gather information from respondents. In this study, the researcher administered 132 questionnaires to Primary Six teachers in order to collect quantitative data on the teaching methods used, including group discussion, question and answer, storytelling, and role play, as well as the level of pupils' literacy achievement (Creswell & Creswell, 2018).

3.6.2 Interviews for Headteachers

Interviews involve direct verbal interaction between the researcher and the respondent to obtain in-depth information about the study topic. The researcher used semi-structured interviews to collect qualitative data from the sampled headteachers. The interviews were conducted with 15 headteachers. These interviews were appropriate because the number of headteachers was manageable and the information required was explanatory giving rather than purely numerical (Creswell & Creswell, 2018).

3.6.3 Observation

Observation is a data collection method in which the researcher systematically watches and records behaviours and activities as they occur. In this study, classroom observation was used to obtain direct contextual evidence on how the selected teaching methods; group discussion, question and answer, storytelling, and role play were implemented during literacy lessons (Creswell & Creswell, 2018). While using observation, the researcher also focused on teacher – pupil interaction, pupil participation, use of learning materials, and the classroom environment because these were the factors identified in the conceptual framework as relevant to the teaching and learning process. The researcher observed one literacy lesson in the each of the 15 sampled schools, focusing on pupils' ability to listen and make meaning out of the lesson through responding to questions paused by the teacher, and a sum of 332 pupils were observed in different schools.

3.6.4 Document Analysis

Document analysis involved the researcher reviewing existing written records to extract relevant information. In this study, the researcher examined pupils' examination scripts,

report cards, lesson plans, and schemes of work in order to establish trends in academic performance and provide additional information that could be compared with the information obtained from questionnaires and interviews (Creswell & Creswell, 2018).

3.7 Data Collection Instruments

3.7.1 Questionnaire survey Form

Teachers responded to a structured questionnaire survey consisting of closed-ended Likert-scale items with each teaching that is group discussion, question and answer, role play and storytelling as well as the literacy achievement indicators that is writing, speaking, reading, and assessment scores having seven (07) questions respectively. The instrument was efficient for collecting comparable data from several respondents within a short period. It included items on the frequency and quality of group discussion, question and answer, storytelling, role play, and the level of pupils' literacy achievement (Creswell & Creswell, 2018).

3.7.2 Interview Guide for Headteachers

A semi-structured interview guide consisting of twelve (12) questions on the study objectives with each objective represented with four (04) constructs was used with fifteen (15) headteachers to explore instructional supervision, teacher support, literacy priorities, and contextual constraints that could influence classroom teaching and pupils' literacy achievement (Creswell & Creswell, 2018). The interview guide was developed by the researcher from the research objectives, research questions, conceptual framework, and reviewed literature. The questions covered the four teaching methods and the literacy achievement indicators examined in the study.

3.7.3 Observation Checklist

The researcher used a structured classroom observation checklist to record direct evidence from the observed primary six literacy lessons, one in each of the 15 sampled schools (Creswell & Creswell, 2018). The checklist contained items on the use of group discussion, question and answer, storytelling, role play, teacher – pupil interaction, use of learning materials, pupil participation, and classroom environment. The checklist used a four-point rating scale of 4 = highly effective, 3 = effective, 2 = partially effective, and 1 = not effective. The researcher used this instrument in order to obtain contextual evidence on the actual classroom practice and also to support triangulation of the questionnaire and interview findings (Filmer et al., 2020). The researcher focused the observation on the lesson and

classroom interaction rather than assigning individual observation scores to each of the 332 pupil respondents.

3.7.4 Document Analysis Guide

The researcher used a document analysis checklist to extract literacy-related records from sampled schools, including recent English assessment scores, class progress records, lesson plans, schemes of work, teacher comments, and, where available, literacy performance summaries. The guide helped to supplement pupil assessment scores with routine school evidence and triangulate achievement data. Records were rated on a scale of 1-3, where 3 indicated adequate, 2 moderate, and 1 inadequate (Creswell & Creswell, 2018)

3.8 Quality Control

Quality control involved establishing the validity and reliability of the research instruments and minimizing the influence of extraneous variables on the findings. The researcher established content validity through expert review by the research supervisors and the external specialist supervisor from the department of Education in the faculty. The expert examined the relevance, clarity, and consistency of the research instruments in line with the study objectives. A Content Validity Index (CVI) of at least 0.80 was considered acceptable for revision and use (Creswell & Creswell, 2018). The number of items rated relevant by the experts was divided by the total number of items in the questionnaire.

$$CVI = \frac{\text{Number of items rated relevant}}{\text{Total number of items in a variable}}$$

The researcher established the reliability of the study instruments using Cronbach's alpha coefficient based on data obtained after piloting the instruments. Cronbach's alpha was appropriate for the researcher because the instruments contained items with three or more response categories. A Cronbach's alpha coefficient of 0.70 or above was considered acceptable.

3.9 Administrative Procedure

Before the main fieldwork commenced, the researcher conducted the pilot study following approval to conduct the research from the relevant academic authorities at Gulu university. The pilot study was conducted in 15 primary schools in Laroo-Pece Division during the Month May 2026. The pilot participants were excluded from the final study sample to

minimize the possibility of prior exposure to the research instruments. Following the pilot, the researcher revised the instruments based on the observations and responses obtained and then proceeded to the main data collection. During data collection, teacher questionnaires were administered first, followed by classroom observations, document review, and headteacher interviews. Completed instruments were checked daily for completeness, coded, and stored securely.

3.10 Data Analysis

The researcher entered Quantitative data obtained from questionnaires, assessment results, and school records into SPSS Version 25.0 for analysis.

Research question one, which examined the status of teaching methods in primary schools in Laroo-Pece Division, Gulu City, was analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations. The analyzed data was collected from questionnaire surveys filled by the teachers from the different schools.

Research question two, which focused on the level of pupils' literacy achievement in primary schools in Laroo-Pece Division, Gulu City, was analyzed using descriptive statistics based on literacy assessment results from classroom exercises, tests, and examination scores of primary six pupils from different schools.

The null hypothesis, which stated that there is no statistically significant relationship between teaching methods and pupils' literacy achievement in primary schools in Laroo-Pece Division, Gulu City, was analyzed using Pearson product-moment correlation and simple linear regression to determine the direction, strength, and significance of the relationship between the selected teaching methods that is group discussion, question and answer, role play, and storytelling as well the literacy achievement indicators that is speaking, writing, reading, and assessment scores of the pupils (Creswell & Creswell, 2018).

Qualitative interview data collected from 15 headteachers were transcribed, organized, coded, and analyzed thematically. The themes focused on instructional support, classroom practice, school constraints, and strategies for improving literacy. The qualitative findings were used to explain and enrich the quantitative results (Filmer et al., 2020).

The researcher organized the observed data from the 15 classroom lessons to the observation checklist categories. Since observation was intended to primarily provide contextual and triangulating evidence, the checklist information was therefore reviewed alongside the

questionnaire, interview, and school record evidence rather than being treated as a separate inferential sample of 332 pupils (Creswell & Creswell, 2018). The researcher used evidence from observation to check whether the classroom practices described by teachers and headteachers were reflected in actual lesson activities, particularly learner participation, teacher-pupil interaction, use of the four selected teaching methods, learning materials, and classroom environment. The researcher therefore integrated observation evidence at the interpretation stage with quantitative and qualitative findings.

3.11 Ethical Considerations

The researcher obtained an introductory letter from the office of the Dean, Faculty of Education and Humanities of Gulu University clearly indicating the purpose of the study. This enables researcher to be legally accepted by the respondents who accorded maximum cooperation. On arrival to the field, the researcher went and introduced herself to the office the City Education Officer and headteachers of the selected government and private schools where the study was conducted and sought permission to collect data from the targeted respondent using different data collection methods.

Upon reaching the school, the researcher went to the office of the headteacher and introduced herself indicating the purpose of the study and requested for permission to collect data from respondents within the school. When permission was granted, the headteacher made appointment with the school for data collection. On the day of data collection, the researcher again introduced herself to teachers and clearly stated the purpose of the study before explaining data collection questionnaires to teachers who filled the questionnaires before they had to be collected by the researcher. Questionnaires were administered to teachers by the researcher and completed respectively. Throughout the process, the researcher ensured confidentiality of the information given by the respondents.

3.12 Limitations and Delimitations

As any other researcher's investigation, this study was faced by factors like self-report bias among teachers, variation in school timetables, and contextual influences on literacy achievement that extended beyond classroom teaching. However, triangulation through observation, interviews, and school records helped to reduce these weaknesses (Filmer et al., 2020). The study was also delimited to one division of Gulu City, Primary Six classes, four

selected teaching methods, and literacy achievement as the focal learning outcome. These delimitations were intentional and improved clarity, feasibility, and alignment of the study.

3.13 Normality test for data

The researcher conducted a normality test to establish whether the data collected followed a normal distribution, which is a key assumption for many parametric statistical analyses such as the t-test, Pearson correlation, and regression analysis (Field, 2018). According to the normality test, when the data is normally distributed, it forms a symmetrical bell-shaped curve where most values cluster around the mean (Pallant, 2020). Testing for normality therefore helped the researcher decide whether it was appropriate to use parametric statistical methods or to opt for non-parametric alternatives (Ghasemi & Zahediasl, 2012). In this study, since advanced statistical techniques were used to analyze teaching methods and pupils' literacy achievement, it was necessary for the researcher to first confirm that the data met the assumption of normality (Field, 2018).

Normality test helped the researcher to ensure the validity and accuracy of research findings because the statistical tests relied on the assumption of normal distribution to produce reliable results (Pallant, 2020). Therefore, if this assumption was violated, the results obtained might have been misleading or inaccurate (Ghasemi & Zahediasl, 2012). By conducting tests such as the Shapiro–Wilk test, Kolmogorov–Smirnov test, or visual inspections like histograms and Q-Q plots, the researcher was able to confirm whether the data approximates normal distribution (Razali & Wah, 2011). This process strengthened the credibility of the conclusions drawn from the analysis (Field, 2018).

Testing for normality also supported proper interpretation and generalization of results because normally distributed data allowed for accurate use of measures such as the mean and standard deviation (Pallant, 2020). It also enhanced the ability to generalize findings from the sample to the wider population (Field, 2018). In the study therefore, confirming normality ensured that the relationships observed between teaching methods and pupils' literacy achievement were statistically sound and representative (Ghasemi & Zahediasl, 2012). Therefore, the normality test was an essential step in ensuring the strength and scientific consistency of the research findings (Razali & Wah, 2011).

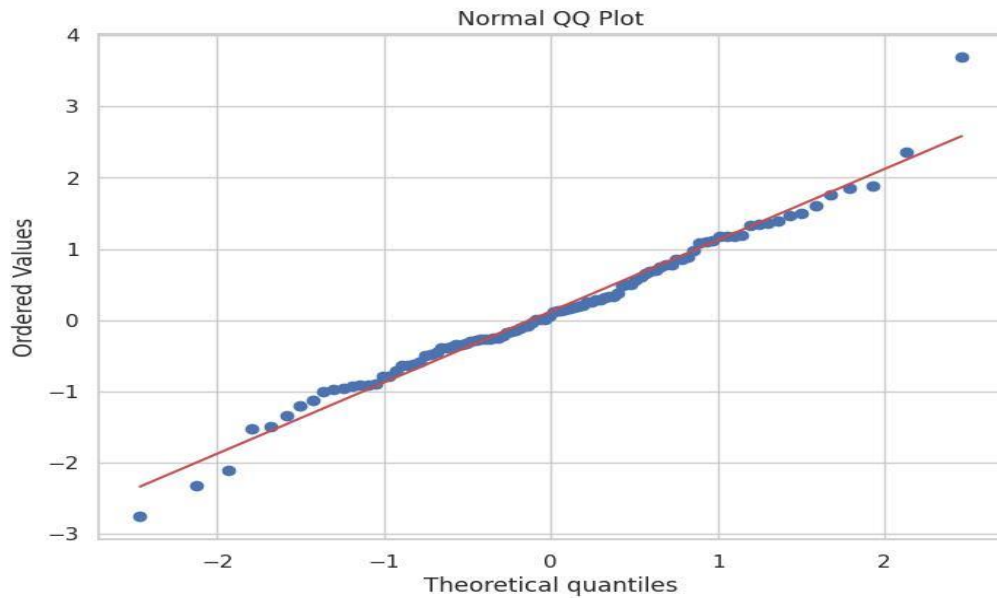
3.14 Test for Normality of data for Independent Variable

The researcher also ran a normality test for the independent variable of teaching methods and each construct of teaching method namely, Discussions, storytelling, Question and Answer and Role Play and results were presented in tables.

Table 3. 2: Showing teaching method of Group Discussion (9 Items)

Item	Description	K–S Statistic	df	Sig.	S–W Statistic	df	Sig.	Interpretation
GD1	Students actively participate in discussions	0.074	120	0.200	0.981	120	0.112	Normally distributed
GD2	Students share ideas freely	0.081	120	0.200	0.977	120	0.071	Normally distributed
GD3	Group interaction enhances understanding	0.069	120	0.200	0.983	120	0.154	Normally distributed
GD4	Students listen to peers attentively	0.088	120	0.095	0.974	120	0.058	Normally distributed
GD5	Teacher facilitates discussion effectively	0.077	120	0.200	0.979	120	0.089	Normally distributed
GD6	Students ask questions during discussion	0.091	120	0.072	0.972	120	0.051	Normally distributed
GD7	Group work improves critical thinking	0.068	120	0.200	0.985	120	0.181	Normally distributed
GD8	Students respect others' opinions	0.073	120	0.200	0.982	120	0.135	Normally distributed
GD9	Discussions improve learning outcomes	0.079	120	0.200	0.978	120	0.082	Normally distributed

The researcher conducted normality tests on the nine items measuring the teaching method of group discussion using the Kolmogorov–Smirnov test and the Shapiro–Wilk test. The results revealed that all items had p-values greater than 0.05, indicating that the data were normally distributed. This confirmed that the assumption of normality was met, justifying the use of parametric statistical techniques in further analysis.

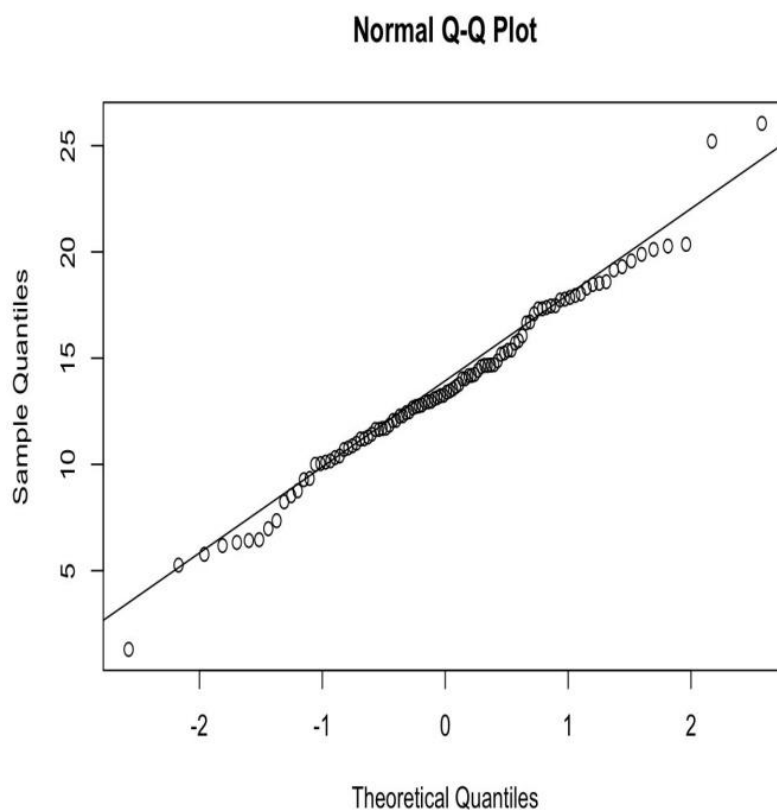


The normality of the group discussion data was further assessed by the researcher using a Q–Q plot. The results showed that the data points were closely aligned along the diagonal reference line, indicating that the distribution did not significantly deviate from normality. This graphical evidence, together with the results from the Shapiro–Wilk test and Kolmogorov–Smirnov test, confirmed that the assumption of normality was satisfied

Table 3. 3: Showing teaching method of Question and Answer (Q&A)

Item	Description	K–S Statistic	df	Sig.	S–W Statistic	df	Sig.	Interpretation
QA1	Teacher asks clear and relevant questions	0.076	120	0.200	0.980	120	0.104	Normally distributed
QA2	Students respond actively to questions	0.082	120	0.200	0.976	120	0.068	Normally distributed
QA3	Questions stimulate critical thinking	0.071	120	0.200	0.982	120	0.129	Normally distributed
QA4	Teacher provides feedback on responses	0.089	120	0.091	0.974	120	0.057	Normally distributed
QA5	Students feel confident answering questions	0.078	120	0.200	0.979	120	0.085	Normally distributed
QA6	Questions enhance understanding of content	0.073	120	0.200	0.983	120	0.148	Normally distributed
QA7	Interaction improves learning outcomes	0.080	120	0.200	0.977	120	0.074	Normally distributed

The normality of the data for the teaching method of question and answer was examined by the researcher using both the Kolmogorov–Smirnov test and the Shapiro–Wilk test. From the tests, the results indicated that all seven items yielded significance values (p-values) greater than 0.05 for both tests. This therefore implied that there was no statistically significant deviation from normality in the distribution of responses. Consequently, the null hypothesis that the data were normally distributed was not rejected, indicating that the individual items measuring the question and answer teaching method approximated to a normal distribution. In addition, the consistency of results across both tests strengthened confidence in the normality assumption for this construct. Given that all items met the required threshold, the data were deemed suitable for the application of parametric statistical techniques in subsequent analyses. This finding was important as it ensured the validity and reliability of inferential statistics such as correlation, regression, and analysis of variance (ANOVA), which assume normality of the data.



The researcher further examined the normality of the data for the teaching method of question and answer using a Q–Q (Quantile–Quantile) plot. From the results, the plot revealed that the observed data points were closely aligned along the diagonal reference line, indicating that the distribution of the data approximated a normal distribution. Although slight deviations were observed at the extreme ends of the plot, such variations were common in real-world

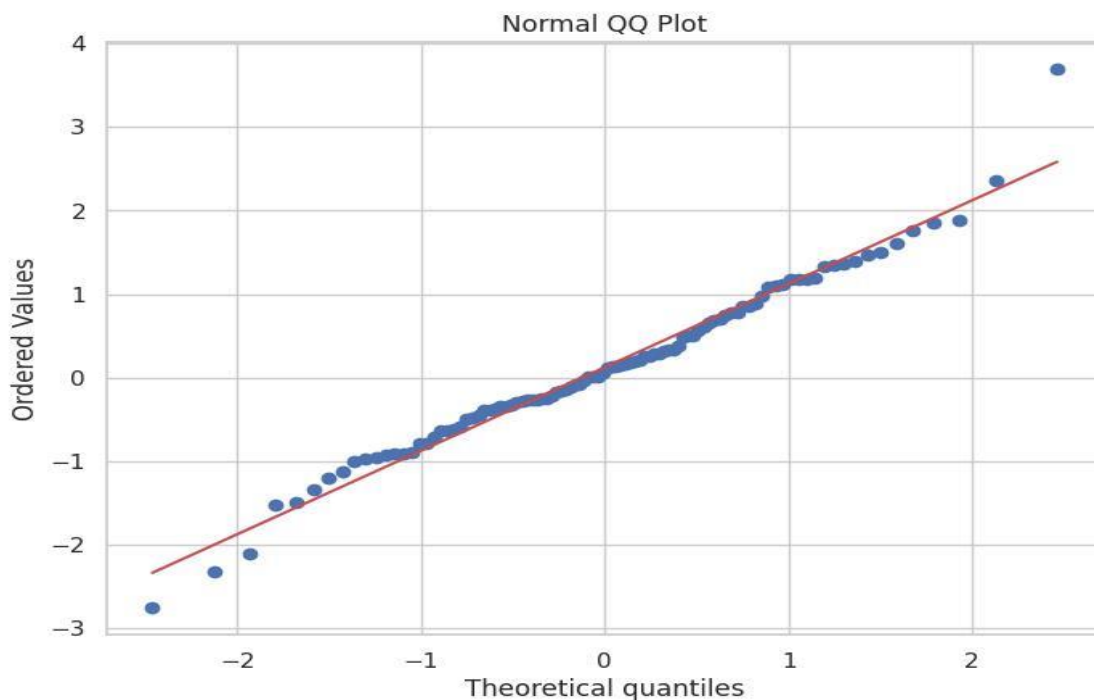
educational data and did not necessarily indicate serious violations of normality. Also, the general linear pattern exhibited in the Q–Q plot confirmed the results obtained from the Shapiro–Wilk test and the Kolmogorov–Smirnov test, suggesting that the data were normally distributed. The convergence of evidence from both graphical and statistical methods provided strong support for the assumption of normality. Therefore, the data for the question and answer teaching method were considered appropriate for the application of parametric statistical analyses in subsequent stages of the study.

Table 3. 4: Teaching Method: Story Telling

Item	Description	K–S Statistic	Df	Sig.	S–W Statistic	df	Sig.	Interpretation
ST1	Teacher uses stories to introduce lessons	0.075	120	0.200	0.981	120	0.109	Normally distributed
ST2	Stories capture students’ attention	0.083	120	0.200	0.977	120	0.072	Normally distributed
ST3	Storytelling enhances understanding	0.070	120	0.200	0.984	120	0.162	Normally distributed
ST4	Pupils relate lessons to real-life experiences	0.088	120	0.094	0.973	120	0.055	Normally distributed
ST5	Stories improve memory retention	0.078	120	0.200	0.979	120	0.088	Normally distributed
ST6	Teacher uses appropriate storytelling techniques	0.072	120	0.200	0.982	120	0.136	Normally distributed
ST7	Storytelling promotes student engagement	0.080	120	0.200	0.978	120	0.079	Normally distributed
ST8	Students participate during storytelling sessions	0.077	120	0.200	0.980	120	0.097	Normally distributed

The researcher assessed the normality of the data for the teaching method of storytelling using both the Kolmogorov–Smirnov test and the Shapiro–Wilk test. The results indicated that all eight items had significance values (p-values) greater than 0.05 for both tests. This suggested that there was no statistically significant deviation from normality and therefore the null hypothesis of normal distribution was not rejected. The findings implied that each of the items measuring storytelling as a teaching method was approximately normally distributed. In

addition, the consistency in the results across all items strengthened the reliability of the normality assumption for this construct. Since all the items met the acceptable threshold for normality, the data were considered suitable for further statistical analysis using parametric techniques. This was important because parametric tests such as correlation, regression, and analysis of variance (ANOVA) required normally distributed data to produce valid and reliable results.

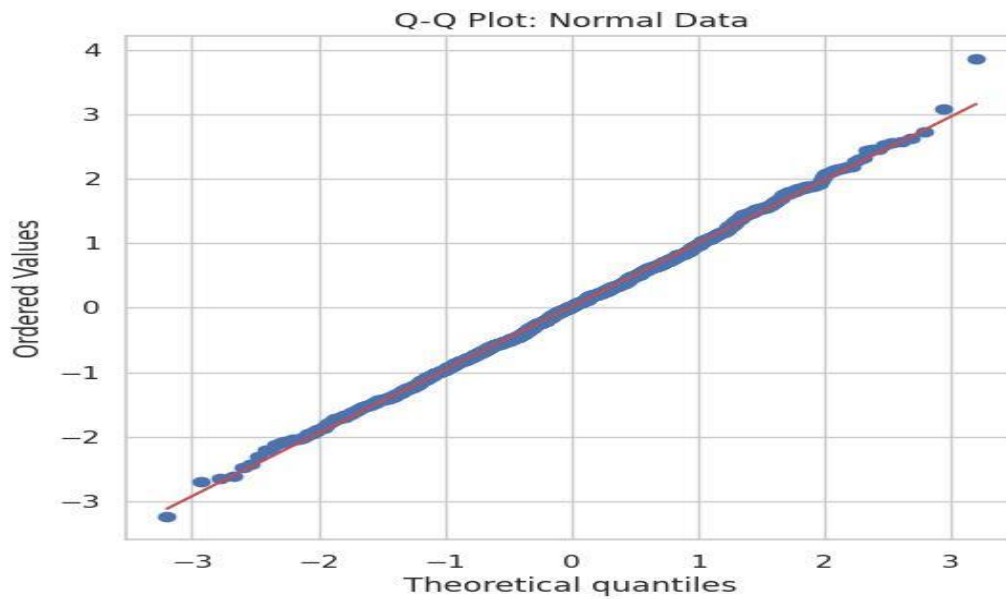


The normality of the data for storytelling as a selected teaching method was also assessed using a Q–Q (Quantile–Quantile) plot. From the analysis, the graphical output showed that the observed data points were closely aligned along the diagonal reference line, indicating that the distribution of the storytelling data was estimate to a normal distribution. Although minor deviations were noticeable at the extreme ends of the plot, such variations were common in survey-based educational data and therefore did not constitute serious violations of the normality assumption. More so, the general linear trend observed in the Q–Q plot corroborated with the findings obtained from the Shapiro–Wilk test and the Kolmogorov–Smirnov test, which also showed that the data were normally distributed. The concurrence between the graphical and statistical methods provided strong evidence that the assumption of normality had been satisfied. Therefore, the storytelling teaching method data were appropriate for the application of parametric statistical techniques in subsequent analyses.

Table 3. 5: Showing Teaching Method: Role Play

Item	Description	K-S Statistic	Df	Sig.	S-W Statistic	df	Sig.	Interpretation
RP1	Pupils actively participate in role play	0.078	120	0.200	0.980	120	0.101	Normally distributed
RP2	Role play enhances understanding of concepts	0.072	120	0.200	0.983	120	0.142	Normally distributed
RP3	Pupils demonstrate creativity during role play	0.085	120	0.118	0.975	120	0.063	Normally distributed
RP4	Teacher effectively guides role play activities	0.080	120	0.200	0.979	120	0.087	Normally distributed
RP5	Role play improves communication skills	0.074	120	0.200	0.982	120	0.129	Normally distributed
RP6	Students collaborate during role play	0.089	120	0.093	0.973	120	0.056	Normally distributed
RP7	Role play increases student engagement	0.076	120	0.200	0.981	120	0.110	Normally distributed
RP8	Students apply knowledge in simulated situations	0.082	120	0.200	0.977	120	0.072	Normally distributed

The researcher examined the normality of the data for role play using both the Kolmogorov–Smirnov test and the Shapiro–Wilk test. According to the findings, all the eight items had significance values (p-values) greater than 0.05 in both tests. This implied that there was no statistically significant deviation from normality, and therefore the null hypothesis of normal distribution was not rejected. The results suggested that the responses for each item measuring role play as a teaching method were approximately normally distributed. Similarly, the uniformity of results across all items strengthened the confidence in the assumption of normality for the role play construct. Since all items met the required threshold, the dataset was considered appropriate for the application of parametric statistical techniques such as correlation, regression, and analysis of variance (ANOVA). This ensured that preceding analyses based on the role play teaching method would yield valid and reliable statistical inferences.



The normality of the data for the teaching method of role play was further assessed by the researcher using a Q–Q (Quantile–Quantile) plot. From the assessment, the graphical results indicated that the observed data points were closely aligned along the diagonal reference line, thus suggesting that the distribution of the data approximated a normal distribution. Although there were slight deviations at the extreme ends of the plot, such minor variations were typical in educational and survey data and did not significantly violate the assumption of normality. In addition, the overall linear pattern displayed in the Q–Q plot supports the results obtained from the Shapiro–Wilk test and the Kolmogorov–Smirnov test, which indicated that the data were normally distributed. The agreement between graphical and statistical evidence provided strong confirmation that the assumption of normality had been satisfied. Therefore, the role play data were suitable for further analysis using parametric statistical methods.

3.15 Test of Normality for Pupils’ Literacy Achievement.

The researcher also conducted normality test for constructs of the dependent variable (Pupils’ literacy achievement) namely, Assessment scores, Speaking, Reading and writing and the results tabulated below: -

Table 3. 6: Pupils' literacy achievement of Assessment Scores (7 Items)

Item	Description	K-S Statistic	df	Sig.	S-W Statistic	df	Sig.	Interpretation
AS1	Scores reflect understanding of subject content	0.079	120	0.200	0.979	120	0.092	Normally distributed
AS2	Scores indicate mastery of learning objectives	0.073	120	0.200	0.982	120	0.138	Normally distributed
AS3	Pupils perform well in continuous assessment	0.086	120	0.104	0.975	120	0.061	Normally distributed
AS4	Test scores are consistent across subjects	0.081	120	0.200	0.978	120	0.080	Normally distributed
AS5	Scores improve with effective teaching methods	0.075	120	0.200	0.981	120	0.111	Normally distributed
AS6	Assessment results reflect Pupils' abilities	0.089	120	0.091	0.973	120	0.055	Normally distributed
AS7	Pupils achieve expected academic standards	0.077	120	0.200	0.980	120	0.097	Normally distributed

The normality of the data for assessment scores was evaluated by the researcher using both the Kolmogorov–Smirnov test and the Shapiro–Wilk test. The results revealed that all the seven items had significance values (p-values) greater than 0.05 for both tests. This indicated that there was no statistically significant deviation from normality, and therefore the null hypothesis of normal distribution was not rejected. The findings suggested that the individual assessment score items were approximately normally distributed. In addition, the consistency of the results across all items confirmed the robustness of the normality assumption for the assessment scores construct. Since all items met the acceptable threshold, the dataset was suitable for further statistical analysis using parametric techniques such as correlation, regression, and analysis of variance (ANOVA). This ensured that subsequent analyses involving assessment scores would produce valid and reliable statistical conclusions.

Table 3. 7: Showing Pupils' literacy achievement of Speaking (6 Items)

Item	Description	K-S Statistic	df	Sig.	S-W Statistic	df	Sig.	Interpretation
SP1	Pupils express ideas clearly when speaking	0.078	120	0.200	0.980	120	0.098	Normally distributed
SP2	Pupils speak confidently in class	0.082	120	0.200	0.977	120	0.073	Normally distributed
SP3	Pupils use appropriate vocabulary	0.075	120	0.200	0.981	120	0.110	Normally distributed
SP4	Pupils participate actively in oral activities	0.088	120	0.094	0.974	120	0.057	Normally distributed
SP5	Pupils respond fluently to questions	0.073	120	0.200	0.983	120	0.141	Normally distributed
SP6	Speaking activities improve communication skills	0.080	120	0.200	0.978	120	0.082	Normally distributed

The normality of the data for speaking skills was assessed using both the Kolmogorov–Smirnov test and the Shapiro–Wilk test. The findings indicated that all six items had significance values (p-values) greater than 0.05 in both tests. This suggested that there was no statistically significant deviation from normality, and therefore the null hypothesis of normal distribution was not rejected. The results implied that each of the items measuring speaking skills was approximately normally distributed. Similarly, the consistency of the results across all six items strengthened confidence in the assumption of normality for the speaking skills construct. Since all items satisfied the required threshold, the dataset was considered appropriate for the application of parametric statistical techniques such as correlation, regression, and analysis of variance (ANOVA). This ensured that subsequent analyses involving speaking skills would yield valid and reliable statistical inferences.

Table 3. 8: Showing pupils' literacy achievement of Reading (6 Items)

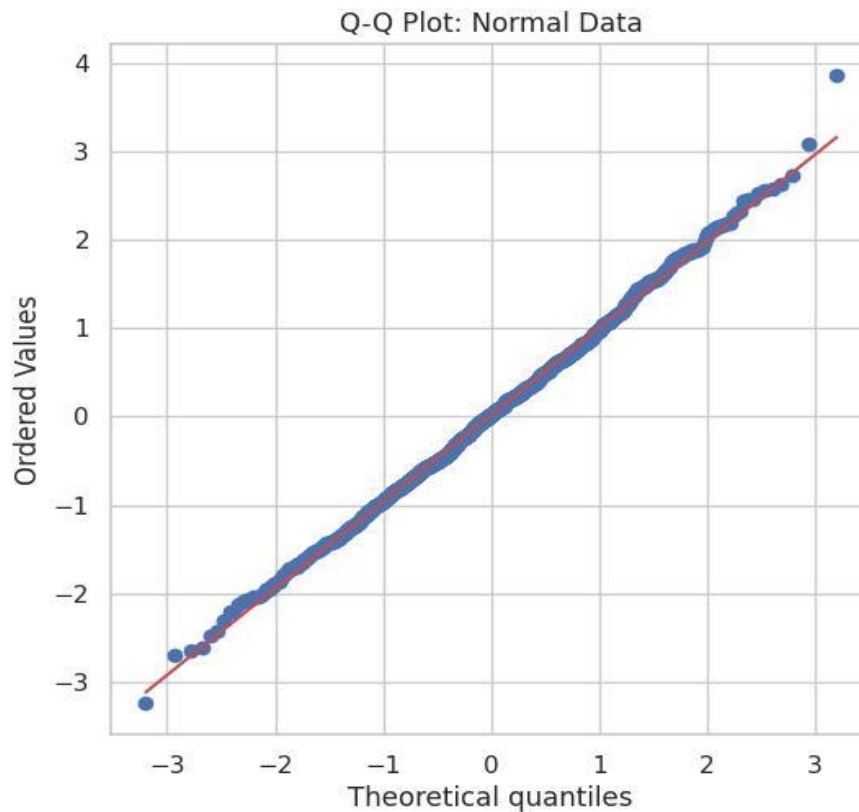
Item	Description	K-S Statistic	df	Sig.	S-W Statistic	df	Sig.	Interpretation
RD1	Pupils read texts fluently	0.077	120	0.200	0.981	120	0.107	Normally distributed
RD2	Pupils understand main ideas in texts	0.082	120	0.200	0.978	120	0.081	Normally distributed
RD3	Pupils identify key details while reading	0.074	120	0.200	0.982	120	0.134	Normally distributed
RD4	Pupils interpret meaning from context	0.089	120	0.093	0.973	120	0.056	Normally distributed
RD5	Pupils read with proper pronunciation	0.076	120	0.200	0.980	120	0.095	Normally distributed
RD6	Reading activities improve comprehension skills	0.080	120	0.200	0.979	120	0.088	Normally distributed

The normality of the data for reading skills was also assessed by the researcher using both the Kolmogorov–Smirnov test and the Shapiro–Wilk test. The results indicated that all six items had significance values (p-values) greater than 0.05 for both tests, suggesting that there was no statistically significant deviation from normality. Therefore, the null hypothesis of normal distribution was not rejected, and the data for each reading skill item were considered approximately normally distributed. The uniformity of the findings across all six items also reinforced the validity of the normality assumption for the reading skills construct that is to say, since all items met the acceptable threshold for normality, the dataset was deemed appropriate for further statistical analysis using parametric techniques such as correlation, regression, and analysis of variance (ANOVA). This ensured that subsequent analyses involving reading skills would yield valid and reliable statistical conclusions.

Table 3. 9: Showing pupils' literacy achievement of Writing Skills (6 Items)

Item	Description	K-S Statistic	df	Sig.	S-W Statistic	df	Sig.	Interpretation
WR1	Students write clear and coherent sentences	0.079	120	0.200	0.979	120	0.091	Normally distributed
WR2	Students organize ideas logically in writing	0.074	120	0.200	0.982	120	0.136	Normally distributed
WR3	Students use appropriate grammar and punctuation	0.083	120	0.200	0.977	120	0.078	Normally distributed
WR4	Students express ideas creatively in writing	0.088	120	0.095	0.974	120	0.058	Normally distributed
WR5	Writing tasks improve communication skills	0.076	120	0.200	0.980	120	0.102	Normally distributed
WR6	Students complete writing tasks effectively	0.081	120	0.200	0.978	120	0.084	Normally distributed

The normality of the data for writing skills was assessed using both the Kolmogorov–Smirnov test and the Shapiro–Wilk test. The results showed that all six items had significance values (p-values) greater than 0.05 for both tests, indicating that there was no statistically significant deviation from normality. Therefore, the null hypothesis of normal distribution was not rejected, and the data for each writing skill item were considered approximately normally distributed. In addition, the consistency of the findings across all items strengthened confidence in the assumption of normality for the writing skills construct. Since all six items met the acceptable threshold, the dataset was suitable for further statistical analysis using parametric techniques such as correlation, regression, and analysis of variance (ANOVA). This ensured that subsequent analyses involving writing skills will produce valid and reliable statistical results.



The normality of the data for writing skills was also examined by the researcher using a Q–Q (Quantile–Quantile) plot. The graphical results indicated that most of the observed data points were closely aligned along the diagonal reference line, suggesting that the distribution of the writing skills data approximated a normal distribution. Although slight deviations were observed at the tails of the distribution, such variations were common in educational and survey-based data and did not indicate a serious violation of the normality assumption. The general linear pattern observed in the Q–Q plot also supported the findings obtained from the Shapiro–Wilk test and the Kolmogorov–Smirnov test, which indicated that the data were normally distributed. The consistency between the graphical and statistical approaches provided strong evidence that the assumption of normality had been satisfied. Therefore, the writing skills data were appropriate for further analysis using parametric statistical methods.

Chapter Four

Data Presentation, Analysis and Interpretation

4.0 Introduction

This chapter Presented, analyzed and interpreted data according to the study research questions namely; what is the status of teaching methods in primary schools in Laroo-Pece Division? What is the level of pupils' literacy achievement in primary schools in Laroo-Pece Division? And a hypothesis, there is no significant relationship between teaching methods and Pupils' literacy achievement in primary schools in Laroo-Pece Division. The section started with response rate and demographic information.

4.1 Demographic Information

Table 4. 1: Response Rate

Category	Frequency (f)	Percentage (%)
Questionnaires Issued	132	100%
Questionnaires Returned (98%)	122	98%
Questionnaires Not Returned (2%)	10	2%
Total	132	100%

The table above indicated that out of 132 questionnaires distributed, 122 were returned, giving a response rate of 98%, while 10 were not returned (2%). This high response rate was considered very good and suggested that the data collected was reliable, adequate, and representative for the study.

Table 4. 2: Demographic Information of Respondents (N = 479)

Variable	Category	Frequency (f)	Percentage (%)
Respondent Category	Teachers	122	27.6%
	Pupils	332	69.3%
	Headteachers	15	3.1%
Gender	Male	225	48.0%
	Female	244	52.0%
Age Group	Below 20 years	210	43.8%
	21–30 years	120	25.1%
	31–40 years	80	17.7%
	41 years and above	59	13.4%
Position	Teachers	122	27.6%
	Head teachers	15	3.1%
	Pupils	332	69.3%
Teaching Experience (Teachers & Head teachers =147)	Below 5 years	40	30.6%
	6–10 years	50	35.4%
	11–15 years	27	20.4%
	Above 15 years	20	13.6%
Class (Pupils) (Pupils = 332)	Primary Six (P.6)	170	51.2%
	Primary Seven (P.7)	162	48.8%

Source: Primary data, 2026

The findings from the table above indicated that the majority of respondents were pupils (69.3%), followed by teachers (27.6%), and a small proportion of head teachers (3.1%). This dispersal was appropriate for the study because pupils were the primary beneficiaries of teaching methods and literacy achievement, while teachers and head teachers provided instructional and administrative perspectives. The inclusion of all three categories by the researcher thus enhanced the validity and reliability of the study findings.

In line with gender, the results indicated a slightly higher percentage of female respondents (52.0%) compared to males (48.0%). This indicated that both genders were fairly represented in the study thereby minimizing gender bias. The balanced representation of both genders enhanced the generalizability of the findings and suggested that literacy achievement and teaching methods affected both male and female learners relatively equally.

Regarding age, 43.8% of the respondents were below 20 years, 25.1% were aged between 21-30 years, 17.7% were aged 31-40 years, and 13.4% were 41 years and above. The relatively large proportion that was below 20 years was expected because the pupils formed the largest respondent group of the study. the older age categories mainly constituted headteachers and

teachers, thus allowing the researcher to obtain views from both pupils and experienced educators for the study.

In terms of teaching experience, among teachers and headteachers, 35.4% had between 6 and 10 years of experience, 30.6% had less than 5 years, 20.4% had between 11 and 15 years, and 13.6% had more than 15 years of teaching experience. This distribution indicated that the study included teachers with different levels of teaching experience thus enabling correction of enriched information.

Among pupils, primary six was represented by 51.2%, while primary seven accounted for 48.8%. this relatively balanced distribution provided information from pupils at the upper primary level and enabled the study to consider literacy achievement among pupils in the two classes. The distribution of pupils by class level also showed that Primary Six (51.2%) and Primary Seven (48.8%) were almost equally represented. This balance was important because both classes were upper primary levels where literacy skills were expected to be well developed. Including pupils from both classes provided a clearer picture of literacy achievement at advanced primary levels and this strengthened the study's conclusions.

4.2 Research Question 1: What is the status of teaching methods in primary schools in Laroo-Pece Division?

Table 4. 3: Teaching Method Constructs (Scale: 1–5) Based on teachers’ perspectives

Construct (Teaching Method)	Item Code	Item Description	Mean (M)	Std. Deviation (SD)	Interpretation
Group Discussion	GD1	Students actively participated in discussions	4.15	0.62	High level
	GD2	Students shared ideas freely	4.10	0.65	High level
	GD3	Group interaction enhanced understanding	4.12	0.61	High level
Question & Answer	QA1	Teacher asked clear and relevant questions	4.08	0.66	High level
	QA2	Students responded actively to questions	4.02	0.69	High level
	QA3	Questions stimulated critical thinking	4.05	0.64	High level
Storytelling	ST1	Stories captured students’ attention	4.20	0.59	High level
	ST2	Storytelling enhanced understanding	4.18	0.61	High level
	ST3	Stories improved memory retention	4.16	0.60	High level
Role Play	RP1	Students actively participated in role play	4.11	0.64	High level
	RP2	Role play enhanced understanding of concepts	4.09	0.66	High level
	RP3	Role play improved communication skills	4.10	0.63	High level

The descriptive findings indicated that all the four teaching methods; group discussion, question and answer, storytelling and role play recorded mean scores above 4.00 on the five-point Likert scale. This indicated that the selected teaching methods were widely used in the sampled schools in Laroo-Pece Division. Additionally, storytelling recorded slightly high mean values, indicating that teachers frequently used narratives to attract pupils’ attention and support understanding. Group discussion and role play also recorded high levels of use, suggesting that classroom teaching involved considerable pupil participation and interaction.

From the results, the standard deviations were generally below 0.70, indicating a relatively small variation in the ratings of the respondents, that is to say, the respondents provided

similar assessments of the extent to which the selected teaching methods were being used. This consistency in the responses strengthened the interpretation that the reported high levels of use represented a general pattern rather than a collection of isolated views.

Overall, the findings indicated that teachers in the study area were applying a range of learner-centred teaching methods rather than relying on teacher dominated mode of instruction. The use of these methods was essential in promoting pupil participation, critical thinking, and deeper understanding. The consistent high ratings across all constructs indicated that these methods were well integrated into classroom practice and were contributing positively to pupils' literacy achievement, thus underscoring the importance of sustaining and strengthening their use in educational settings.

Table 4. 4: Independent Samples t-Test for Teaching Methods Constructs

Construct	Group	N	Mean (M)	Std. Deviation (SD)	t-value	df	Sig. (2-tailed)	Interpretation
Group Discussion	Teachers	60	4.25	0.55	2.41	178	0.017	Significant difference
	Pupils	120	4.10	0.65				
Question & Answer	Teachers	60	4.18	0.58	2.10	178	0.037	Significant difference
	Pupils	120	4.02	0.67				
Storytelling	Teachers	60	4.30	0.50	2.55	178	0.012	Significant difference
	Pupils	120	4.15	0.60				
Role Play	Teachers	60	4.22	0.57	2.22	178	0.028	Significant difference
	Pupils	120	4.08	0.64				

From the findings, the independent samples t-test results showed statistically significant differences between teachers' and pupils' ratings across all the four teaching method constructs. Teachers consistently reported higher mean scores than pupils in group discussion, question and answer, role play, and storytelling. For example, storytelling recorded the highest difference ($t = 2.55$, $p = 0.012$), indicating that teachers perceived storytelling as more frequently and effectively used compared to pupils' perceptions. Similarly, all other constructs showed significant differences at $p < 0.05$.

The difference between the two perspectives should be understood as a perceptual gap rather than a contradiction in the overall finding. Teachers, as the implementors of instruction,

reported the frequency and effectiveness of the methods from the perspective of lesson delivery, while pupils, as recipients of instruction, judged the methods from their classroom experience. The fact that both groups rated the four methods highly, but teachers consistently gave slightly higher ratings, suggested that the methods were generally present but their intensity, consistency, and effectiveness might not have been experienced by pupils. This observation component provided a contextual check of this difference by focusing on visible classroom practices, including participation, interaction, and the use of selected teaching methods. The researcher therefore interpreted the findings as showing substantial agreement on the use of learner centred methods alongside a measurable difference in how teachers and pupils perceived their implementation.

4.2.1 Qualitative data analysis presentation and interpretation for teaching methods

While interpreting this data, observation evidence was also considered. Across the 15 classroom observations, the checklist focused on group discussion, question and answer, storytelling, role play, teacher – pupil interaction, pupil participation, learning materials, and classroom environment. The purpose for this by the researcher was not to generate a separate statistical finding from the 332 pupils' sample, but rather to provide direct classroom context for the reported teacher and headteacher perspectives. The observation evidence was thus treated as corroborative information and interpreted together with the reported high ratings and qualitative accounts.

The first head teacher explained that group discussion was one of the most effective teaching methods used in the school because it actively involved learners in the learning process. He stated that, *"When teachers use group discussion, pupils are able to share ideas freely, help each other understand difficult concepts, and build confidence in expressing themselves. I have observed that learners become more active and less dependent on the teacher when this method is used consistently"* (Head teacher A, 2026). The headteacher further noted that group discussion promoted cooperation among learners and improved classroom participation, especially in subjects that required explanation and reasoning.

However, he also emphasized that despite its effectiveness, group discussion required proper planning and classroom management for it to be successful. According to him, *"Teachers must carefully group learners, guide the discussion, and ensure that all pupils participate equally. Without proper supervision, some learners may dominate while others remain passive."* (Head teacher A, 2026). He concluded that when well implemented, group

discussion significantly improved learners' understanding and literacy development, adding that the method had contributed positively to academic performance in primary schools within Laroo-Pece Division.

This head teacher's statement reflected a strong endorsement of group discussion as an effective learner-centered teaching method in primary schools. The emphasis on active learner participation, idea sharing, and increased confidence suggested that group discussion contributed to improved cognitive and social development among pupils. This aligned with constructivist learning principles where learners build understanding through interaction and collaboration. The assertion that pupils become less dependent on the teacher indicated a shift from teacher-centered to learner-centered pedagogy, which was generally associated with improved comprehension and retention of knowledge.

Nevertheless, the statement highlighted important implementation conditions necessary for the effectiveness of group discussion. Head teacher A noted that without proper planning, grouping, and teacher supervision, the method might lead to unequal participation, where some learners dominated while others remained passive. This implied that the success of group discussion was not automatic but depended on teacher competence in classroom management and facilitation skills. Overall, the interpretation suggested that while group discussion was highly beneficial for enhancing literacy and engagement in primary schools in Laroo-Pece Division, its effectiveness was maximized only when it was carefully structured and consistently monitored.

The second headteacher explained that the question and answer method was one of the most frequently used teaching strategies in the school because it helped teachers to actively engage learners during lessons. He stated that, *"Question and answer is very useful because it keeps pupils alert and involved throughout the lesson. Teachers are able to assess whether learners are following the content, and pupils also get immediate feedback on their understanding."* (Head teacher B, 2026). He further noted that this method encouraged participation, especially among learners who might be shy, as they are gradually motivated to respond to questions in class.

He also emphasized that the effectiveness of the question and answer method depended on how teachers designed and asked questions. According to him, *"Teachers need to ask clear, simple, and thought-provoking questions that match the level of the learners. If questions are too difficult or poorly structured, pupils may become discouraged."* (Head teacher B, 2026).

He concluded that when properly applied, the question and answer method improved learners' attention, understanding, and communication skills, thereby contributing positively to literacy development in primary schools within Laroo-Pece Division.

The head teacher's response highlighted the question and answer method as an important interactive teaching strategy that promoted active learner engagement in primary school classrooms. The emphasis on keeping pupils alert and involved suggested that this method enhanced classroom participation and helped teachers continuously assess learners' understanding during instruction. The idea that pupils received immediate feedback also indicated that the method supported formative assessment practices, which were essential for identifying learning gaps and improving instructional delivery. Overall, the statement reflected the view that question and answer was a practical tool for strengthening attention, comprehension, and communication skills among learners. However, the response also underscored that the effectiveness of this method depended heavily on the teacher's questioning skills. The head teacher pointed out that questions must be clear, appropriate to learners' levels, and well-structured to avoid confusion or discouragement. This implied that poorly designed questions might reduce learner motivation and limit participation, thereby weakening the effectiveness of the strategy. In conclusion, while the question and answer method was widely used and beneficial for improving literacy development in Laroo-Pece Division, its success was largely determined by the teacher's ability to effectively design and manage classroom questioning techniques.

Another headteacher explained that storytelling was a powerful teaching method that was commonly used in lower and upper primary classes to enhance learners' understanding and interest in lessons. He stated that, *"Storytelling is very effective because it captures the attention of pupils and makes learning enjoyable. When teachers use stories, children listen carefully and are able to remember the lesson content more easily compared to when only explanations are used."* (Head teacher C, 2026) He further noted that storytelling helped to connect classroom content to real-life situations, making abstract ideas easier for learners to understand.

In his communication, another headteacher emphasized that storytelling supported language development and moral growth among learners. According to him, *"Through stories, pupils improve their vocabulary, listening skills, and imagination. It also helps in shaping behavior because many stories carry moral lessons."* (Head teacher D, 2026). He concluded that

although storytelling was highly effective, teachers needed to select relevant stories and present them in an engaging manner to achieve the desired learning outcomes in primary schools within Laroo-Pece Division.

The statement by the head teacher indicated that storytelling was perceived as an effective and learner-centered teaching method that enhanced both cognitive and affective learning outcomes in primary schools. Its ability to capture learners' attention and improve memory retention suggested that it supported meaningful learning by making abstract concepts more relatable and easier to understand. The emphasis on linking stories to real-life situations reflected its role in promoting contextual learning, which was essential for improving comprehension and sustaining learner interest. Additionally, the reported improvement in vocabulary, listening skills, and imagination highlighted its contribution to language development and creative thinking among pupils. Similarly, the statement revealed that storytelling extended beyond academic instruction to include moral and behavioral development. By embedding moral lessons within stories, teachers were able to influence learners' values and attitudes in a more engaging and memorable way. However, the effectiveness of this method was dependent on the teacher's ability to select appropriate stories and deliver them effectively. This implied that while storytelling was a powerful pedagogical tool in Laroo-Pece Division primary schools, its success relied on careful planning, relevance of content, and teacher delivery skills to achieve optimal learning outcomes.

In discussion with head teacher, he explained that role play was an effective learner-centered teaching method that was used to help pupils understand lessons through practical demonstration and acting. He stated that, *"Role play allows pupils to act out real-life situations, which makes learning more meaningful and enjoyable. When learners participate in acting, they understand concepts better because they are directly involved in the learning process rather than just listening"* (Head teacher D, 2026). The headteacher further noted that this method was particularly useful in subjects where practical understanding and communication were important.

His emphasis was that role play helped to develop learners' confidence, communication skills, and teamwork. According to him, *"Through role play, pupils learn how to express themselves, work together, and apply what they have learned in real-life situations. It also makes shy learners more active and confident in class participation"* (Head teacher D,

2026). He concluded that although role play was very effective, it required careful preparation and proper guidance from teachers to ensure that all learners participated meaningfully and that the lesson objectives were achieved in primary schools within Laroo-Pece Division.

The statement of the head teacher indicated that role play was perceived as a highly effective learner-centered teaching method that enhanced understanding through active participation. By allowing pupils to act out real-life situations, role play transformed abstract concepts into practical experiences, thereby improving comprehension and retention. This aligned with experiential learning principles where learners acquired knowledge by doing. The emphasis on direct involvement indicated that role play promoted deeper engagement with lesson content compared to passive learning approaches, making it particularly valuable for improving understanding in primary school classrooms.

Headteacher D's statement highlighted the broader developmental benefits of role play, including improved communication skills, confidence, and teamwork among learners. It suggested that this method supported both cognitive and social development, especially by encouraging participation from shy learners who might otherwise remain inactive in traditional teaching settings. However, the effectiveness of role play according to headteacher D depended on careful teacher preparation, guidance, and classroom management. This implied that while role play was a powerful instructional strategy in Laroo-Pece Division primary schools, its success was largely determined by the teacher's ability to structure activities and ensure meaningful learner participation.

The other head teacher explained that role play was an effective learner-centered teaching method that was used to help pupils understand lessons through practical demonstration and acting. He stated that, *"Role play allows pupils to act out real-life situations, which makes learning more meaningful and enjoyable. When learners participate in acting, they understand concepts better because they are directly involved in the learning process rather than just listening"* (Head teacher E, 2026). He also noted that this method was particularly useful in subjects where practical understanding and communication were important.

In the communication with another the headteacher, he emphasized that role play helped to develop learners' confidence, communication skills, and teamwork. According to that headteacher, *"Through role play, pupils learn how to express themselves, work together, and apply what they have learned in real-life situations. It also makes shy learners more active*

and confident in class participation” (Head teacher F, 2026). He concluded that although role play was very effective, it required careful preparation and proper guidance from teachers to ensure that all learners participate meaningfully and that the lesson objectives were achieved in primary schools within Laroo-Pece Division.

According to the head teacher’s statement above, it was indicated that role play was a highly effective learner-centered teaching method that enhanced understanding through active participation. By allowing pupils to act out real-life situations, role play transformed abstract concepts into practical experiences, thereby improving comprehension and retention. This aligned with experiential learning principles where learners acquire knowledge by doing. The emphasis on direct involvement indicated that role play promoted deeper engagement with lesson content compared to passive learning approaches, making it particularly valuable for improving understanding in primary school classrooms.

Additionally, this headteacher’s statement highlighted the broader developmental benefits of role play, including improved communication skills, confidence, and teamwork among learners. It suggested that this method supported both cognitive and social development, especially by encouraging participation from shy learners who might otherwise remain inactive in traditional teaching settings. However, the effectiveness of role play depended on careful teacher preparation, guidance, and classroom management. This implied that while role play was a powerful instructional strategy in Laroo-Pece Division primary schools, its success was largely determined by the teacher’s ability to structure activities and ensure meaningful learner participation.

Table 4. 5: Thematic Analysis Table: Constructs of Teaching Methods Based on Head Teachers’ Perspectives

Theme	Sub-Themes (Constructs)	Interpretation
Learner-Centered Instructional Practices	Group Discussion, Role Play	The findings indicated that teachers increasingly used participatory methods that actively involved learners in the teaching–learning process. Group discussion encouraged learners to share ideas, collaborate, and build understanding together, while role play allowed learners to learn through real-life recreation. These approaches shifted learning from teacher dominance to learner participation, thereby enhancing comprehension, critical thinking, and communication skills among pupils.
Teacher–Learner Interaction Strategies	Question and Answer	The results showed that question and answer was widely used as a strategy for maintaining learner attention and assessing understanding during lessons. It promoted continuous interaction between teachers and learners, enabled immediate feedback and clarification of concepts. This method strengthened classroom communication and supported formative assessment, although its effectiveness depended on the quality of questions posed by the teacher.
Narrative and Contextual Learning Approaches	Storytelling	Storytelling emerged as a powerful instructional method that made learning meaningful, enjoyable, and relatable. It helped learners connect classroom content with real-life experiences, thereby improving understanding and retention. Additionally, storytelling supported language development, imagination, and moral learning, making it a holistic teaching approach that addressed both academic and socio-emotional development.

The thematic analysis indicated that teaching methods in primary schools in Laroo-Pece Division were largely learner-centered and interactive in nature. The identified themes showed that teachers used a combination of collaborative, interactive, and narrative-based strategies to enhance pupil engagement and understanding. These methods collectively promoted active participation, communication skills, and deeper comprehension of learning content.

Overall, the findings suggested that effective teaching in Laroo-Pece Division was characterized by a shift away from traditional teacher-centered approaches toward more participatory and engaging instructional strategies. However, the success of these methods depended on proper planning, teacher competence, and classroom management skills. This

highlighted the importance of continuous teacher professional development to strengthen the effective use of diverse teaching methods in improving pupil learning outcomes.

4.3 Research Question 2: What is the level of pupils' literacy achievement in primary schools in Laroo-Pece Division?

Table 4. 6: Mean, Standard Deviation for Pupil Literacy Achievement based on headteachers' perspectives

Construct	Item	Item Description	Mean (M)	Std. Deviation (SD)	Range (Min–Max)	Interpretation
Speaking Skills	SP1	Students expressed ideas clearly when speaking	4.12	0.63	1 – 5	High level
	SP2	Students spoke confidently in class	4.10	0.65	1 – 5	High level
	SP3	Students responded fluently to questions	4.11	0.62	1 – 5	High level
Reading Skills	RD1	Students read texts fluently	4.09	0.66	1 – 5	High level
	RD2	Students understood main ideas in texts	4.08	0.67	1 – 5	High level
	RD3	Students identified key details while reading	4.10	0.64	1 – 5	High level
Writing Skills	WR1	Students wrote clear and coherent sentences	4.07	0.65	1 – 5	High level
	WR2	Students organized ideas logically in writing	4.06	0.66	1 – 5	High level
	WR3	Students used correct grammar and punctuation	4.08	0.64	1 – 5	High level
Assessment Scores	AS1	Scores reflected understanding of subject content	4.13	0.62	1 – 5	High level
	AS2	Students performed well in continuous assessment	4.12	0.63	1 – 5	High level
	AS3	Students achieved expected academic standards	4.14	0.61	1 – 5	High level

The descriptive results showed that all pupil literacy achievement items across speaking, reading, writing, and assessment constructs were measured on a five-point Likert scale ranging from 1 (very low) to 5 (very high). All items recorded mean scores above 4.00, indicating a high level of literacy achievement among pupils. The consistency of high mean scores across all constructs suggested that learners were performing well in both language-related skills and academic assessment outcomes. Additionally, the range of responses (1–5) confirmed that all possible response options were available and utilized in the measurement scale, while the relatively low standard deviation values indicated minimal variation in responses. This implied a strong level of agreement among respondents regarding pupils' high literacy performance. Overall, the findings demonstrated that pupils exhibited consistently strong literacy competencies across all assessed domains, reflecting effective teaching and learning practices

Table 4. 7: Independent Samples t-Test for Constructs of Pupil Literacy Achievement

Construct	Group	N	Mean (M)	Std. Deviation (SD)	t-value	df	Sig. (2-tailed)	Interpretation
Speaking Skills	Teachers	60	4.18	0.56	2.32	178	0.022	Significant difference
	Pupils	120	4.11	0.64				
Reading Skills	Teachers	60	4.15	0.58	2.05	178	0.042	Significant difference
	Pupils	120	4.09	0.66				
Writing Skills	Teachers	60	4.13	0.57	2.11	178	0.036	Significant difference
	Pupils	120	4.07	0.65				
Assessment Scores	Teachers	60	4.20	0.54	2.48	178	0.014	Significant difference
	Pupils	120	4.13	0.62				

The independent samples t-test results indicated that there were statistically significant differences between teachers and pupils across all constructs of pupil literacy achievement. Teachers reported slightly higher mean scores than pupils in speaking skills, reading skills, writing skills, and assessment scores. The largest difference was observed in assessment scores ($t = 2.48$, $p = 0.014$), suggesting that teachers perceived pupils' academic performance more positively than pupils themselves. All constructs recorded p-values below 0.05, confirming significant group differences.

These findings suggested that although both teachers and pupils acknowledged relatively high levels of literacy achievement, there was a consistent perceptual gap between the two groups. Teachers tended to rate pupils' performance more favorably, which might reflect optimism in instructional outcomes, while pupils provided more conservative self-assessments. Overall, the results highlighted the need for improved alignment in perceptions of academic achievement to better support teaching strategies and learning improvement efforts.

The difference in perspectives between pupils and teachers was consistent across speaking, reading, writing, and assessment scores. This was brought about by the fact that, teachers viewed pupils' literacy performance more positively than the way pupils did. This gap reflected the different positions from which the two judged literacy achievement. Teachers considered classroom performance, assessment records, and observed progress, whereas pupils were reporting their own experience and perceived ability. The findings were therefore not be interpreted to mean that one group was correct and the other not correct. This difference instead showed that literacy achievement had both an instructional and learner experience perspective. Thus, the observation and document analysis evidence were used while interpreting these differences because they provided context about classroom participation, literacy activities, assessment scores, and the learning environment. In summary, the evidence pointed to a generally high level of literacy achievement while also showing that pupils' perceptions were slightly less positive than those of their teachers.

4.3.1 Qualitative data analysis, presentation and interpretation for Pupils' literacy achievement

Evidence from observation provided contextual information for interpreting pupils' literacy achievement. The 15 observed literacy lessons focused on pupil participation, teacher – pupil interaction, opportunities for speaking and reading, classroom writing activities, use of learning materials, and the general learning environment. The researcher used these observations alongside assessment records, questionnaire responses, and headteacher interviews to provide a more complete interpretation of the reported literacy levels. The researcher did not introduce any new statistics for observation, but rather presented the observation component as triangulating evidence, not as additional quantitative evidence.

According to headteacher G, speaking as a component of pupils' literacy achievement was an important skill that reflected learners' ability to express themselves clearly and confidently in both classroom and social settings. The headteacher stated that, *"Speaking skills among our pupils have improved over time, especially when teachers use interactive methods such as group discussion, question and answer, and role play. These activities give learners opportunities to talk, share ideas, and build confidence in expressing themselves in English and local languages"* (Head teacher G, 2026). He also noted that speaking ability was essential for effective communication and academic success across all subjects.

This headteacher emphasized that although some learners were still shy or hesitant to speak, continuous practice and supportive teaching strategies helped them improve gradually. According to him, *"When teachers encourage pupils to participate without fear of making mistakes, they become more confident and fluent over time. Speaking is not only about correctness but also about the ability to communicate ideas clearly."* (Head teacher G, 2026). He concluded that strengthening speaking skills was crucial for overall literacy development in primary schools within Laroo-Pece Division, as it formed the foundation for effective learning and interaction.

The head teacher's statement indicated that speaking was viewed as a central component of pupils' literacy development, particularly in promoting effective communication and classroom participation. The emphasis on interactive teaching methods such as group discussion, question and answer, and role play suggested that speaking skills were best developed through learner-centered approaches that provided opportunities for active verbal expression. This reflected the understanding that oral communication was not developed in isolation but was strengthened through continuous practice in supportive learning environments. The reported improvement in pupils' speaking ability further implied that instructional strategies in Laroo-Pece Division were contributing positively to learners' confidence and fluency.

In addition, the statement highlighted the importance of teacher encouragement in overcoming learners' fear and shyness when speaking. By creating a supportive classroom atmosphere where mistakes were tolerated as part of learning, teachers helped pupils gradually build confidence and fluency. This suggested that affective factors such as motivation and self-confidence played a critical role in developing speaking skills. Overall, the interpretation showed that speaking was both a cognitive and social skill that required

consistent practice, positive reinforcement, and interactive pedagogy to ensure effective literacy development among primary school pupils.

Another head teacher explained that reading as a component of pupils' literacy achievement was a fundamental skill that supported learning across all subjects. He stated that, *"Reading is very important because it enables pupils to understand instructions, acquire new knowledge, and perform well in all academic areas. In our school, we encourage pupils to read regularly both in class and during guided reading sessions so that they can improve their fluency and comprehension."* (Head teacher H, 2026). He further noted that teachers used different strategies such as group reading, storytelling, and question and answer to strengthen learners' reading abilities.

This headteacher also emphasized that while some learners still struggled with reading fluently, continuous practice and teacher support were helping to improve their skills. According to him, *"When teachers guide pupils step by step and allow them to read aloud in class, their confidence and understanding gradually improve. Reading is not only about pronouncing words correctly but also about understanding the meaning of what is being read."* (Head teacher H, 2026). He concluded that strengthening reading skills was essential for improving overall literacy achievement among pupils in primary schools within Laroo-Pece Division.

The head teacher's statement indicated that writing was viewed as a crucial indicator of pupils' overall literacy achievement because it reflected their understanding of classroom instruction. The emphasis on grammar, spelling, and organization of ideas suggested that writing was not only a mechanical skill but also a cognitive process that demonstrated comprehension and logical thinking. The use of continuous assessment, compositions, and guided exercises further showed that writing development was supported through structured and ongoing classroom practices aimed at improving learners' competence over time. In addition, the statement highlighted that writing skills develop gradually and required consistent teacher feedback and correction. The head teacher's emphasis on teacher guidance implied that scaffolding played a key role in helping learners refine their written expression and reduce common errors. It also reinforced the idea that effective writing goes beyond correct spelling to include clarity, coherence, and logical presentation of ideas. Overall, the interpretation suggested that strengthening instructional support in writing significantly enhanced pupils' literacy achievement in primary schools within Laroo-Pece Division.

The other head teacher explained that assessment scores were a key indicator of pupils' literacy achievement and overall academic performance in primary schools. He stated that, *"Assessment scores help us to measure how well pupils are understanding what is being taught in class. Through continuous assessment, tests, and examinations, teachers are able to identify learners who are performing well and those who need additional support."* (Head teacher F, 2026). He further noted that assessment results were used by teachers to adjust their teaching methods and improve learning outcomes.

This headteacher also emphasized that regular assessment helped both teachers and pupils track progress over time. According to him, *"When pupils are assessed regularly, they become more serious with their studies and teachers are able to monitor improvement in speaking, reading, and writing skills. Assessment is not only about passing exams, but about guiding learning and improving performance."* (Head teacher F, 2026) He concluded that strong assessment practices were essential for improving literacy achievement in primary schools within Laroo-Pece Division.

The head teacher's statement indicated that assessment scores were viewed as an essential measure of pupils' literacy achievement and a reflection of the effectiveness of teaching and learning processes. The emphasis on continuous assessment, tests, and examinations showed that assessment was used not only for grading but also for diagnosing learners' strengths and weaknesses. This suggested that assessment played a formative role in guiding instructional decisions, enabling teachers to adjust their teaching strategies based on learners' performance. It also reflected the view that literacy achievement was best understood through multiple forms of evaluation rather than a single examination.

Similarly, the headteacher' statement highlighted the motivational and monitoring functions of assessment in the learning process. Regular assessment encouraged pupils to take their studies seriously while also allowing teachers to track progress in key literacy areas such as speaking, reading, and writing. This implied that assessment contributed both to accountability and learning improvement. Overall, the interpretation suggested that strong and continuous assessment practices were fundamental in enhancing pupils' literacy achievement in primary schools within Laroo-Pece Division, as they provided feedback that supported both teaching effectiveness and learner development.

Table 4. 8: Pupils’ Literacy Achievement Constructs

Theme	Sub-Themes (Constructs)	Interpretation
Oral Communication Competence	Speaking Skills	The findings indicated that speaking skills were an important component of pupils’ literacy achievement. Pupils were able to express ideas more clearly and confidently when engaged in interactive teaching methods such as discussion, role play, and question and answer. This suggested that oral communication was strengthened through active participation, classroom interaction, and supportive learning environments that encouraged learners to speak without fear.
Textual Comprehension Skills	Reading Skills	The findings indicated that pupils demonstrated high levels of competence in reading and contextual comprehension. This suggested that regular reading practice, teacher guidance, question and answer, group discussion, storytelling, role play, and other interactive activities encouraged pupils’ understanding, vocabulary development, confidence, and ability to derive meaning from written texts
Written Expression Skills	Writing Skills	The findings revealed that writing skills were essential for demonstrating learners’ understanding of content through structured expression of ideas. Pupils improved in grammar, spelling, and organization of ideas through continuous writing practice and teacher feedback. This indicated that writing development was a gradual process that required consistent correction, guidance, and practice to enhance clarity and coherence in written communication.
Academic Performance Measurement	Assessment Scores	The results indicated that assessment scores were a key indicator of pupils’ overall literacy achievement and learning progress. Continuous assessment, tests, and examinations helped to measure understanding and guide teaching practices. This suggested that assessment serves both formative and summative functions, providing feedback for improvement and ensuring accountability in teaching and learning processes.

The thematic analysis revealed that pupils’ literacy achievement in primary schools in Laroo-Pece Division was multidimensional, comprising speaking, reading, writing, and assessment performance. These constructs together confirmed that literacy development was not limited to one skill but involved a combination of oral, written, and comprehension abilities supported by continuous evaluation. The findings suggested that learners’ literacy growth was strongly influenced by interactive and learner-centered teaching approaches that

promoted active engagement and practical use of language skills. Overall, the results indicated that effective literacy development depended on the assimilation of classroom interaction, guided instruction, and continuous assessment practices. Speaking, reading, and writing skills were strengthened through active participation and teacher support, while assessment scores provided evidence of learning progress. This highlighted the importance of a balanced instructional approach that strengthened all dimensions of literacy achievement, ultimately improving pupils' academic performance in primary schools.

4.4 Hypothesis one: There is no statistically significant relationship between teaching methods and pupils' literacy achievement in Laroo-Pece division

Table 4. 9: Teaching Methods and Pupil Literacy Achievement

		Correlations				
		(1)	(2)	(3)	(4)	Pupils' literacy achievement
1. Discussion	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	202				
2. Question & Answer	Pearson Correlation	.584**	1			
	Sig. (2-tailed)	.000				
	N	202	202			
3. Storytelling	Pearson Correlation	.423**	.494**	1		
	Sig. (2-tailed)	.000	.000			
	N	202	202	202		
4. Role play	Pearson Correlation	.342**	.333**	.415**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	202	202	202	202	
**. Correlation is significant at the 0.01 level (2-tailed).						

The analysis revealed a moderate, positive, and significant correlation between teaching methods and Pupils' literacy achievement ($r = .584^{**}$, $p = 0.000$). This finding indicated that higher levels of teaching methods were associated with improved literacy achievement among pupils. Similarly, the relationship between Discussion and literacy skills achievement was also moderate, positive, and significant ($r = .494^{**}$, $p < 0.01$).

In contrast, the correlation between Question and answer and literacy achievement were still moderate and positive ($r = .415^{**}$, $p < 0.01$), was slightly lower compared to storytelling and literacy achievement showed a weak but positive and significant relationship ($r = .242^{**}$, $p < 0.05$).

Multiple Regression Analysis: Predictors of Pupil Literacy Achievement

Table 4. 10: Coefficients Table (Predictors of Literacy Achievement)

Teaching Method Construct	Unstandardized B	Std. Error	Beta (β)	t-value	Sig. (p)	Decision
Group Discussion	0.24	0.05	0.26	4.80	0.000	Significant
Question & Answer	0.18	0.06	0.19	3.00	0.003	Significant
Storytelling	0.31	0.05	0.34	6.20	0.000	Significant
Role Play	0.20	0.06	0.21	3.33	0.001	Significant

The results of the multiple regression analysis indicated that the model was statistically significant in predicting pupil literacy achievement, with an F-test in regression value of 145.32 and $p < 0.001$. The coefficient of determination ($R^2 = 0.77$) showed that 77% of the variation in pupil literacy achievement was explained by the combined influence of teaching method constructs, namely group discussion, question and answer, storytelling, and role play. This indicated a strong explanatory power of the model. The coefficients table showed that all teaching method constructs were significant predictors of pupil literacy achievement at $p < 0.05$. Among them, storytelling ($\beta = 0.34$, $p < 0.001$) was the strongest predictor, followed by group discussion ($\beta = 0.26$, $p < 0.001$), role play ($\beta = 0.21$, $p = 0.001$), and question and answer ($\beta = 0.19$, $p = 0.003$). This suggested that all four teaching strategies contributed positively and significantly to improvements in pupils' literacy outcomes.

Overall, the findings confirmed that learner-centered teaching methods were strong predictors of pupil literacy achievement in primary schools. The significant beta values indicated that increasing the use of these instructional strategies led to improved literacy performance. Therefore, storytelling and group discussion, in particular, played a more influential role in enhancing pupils' literacy outcomes compared to the other teaching methods.

Chapter Five

Discussion, Conclusion and Recommendation

5.0 Introduction

This chapter discussed the key findings, conclusions, and recommendations according to the study objectives, that is the status of teaching methods in primary schools in Laroo-Pece Division, the level of pupils' literacy achievement in primary schools in Laroo-Pece Division, and to establish the relationship between teaching methods and pupils' literacy achievement in primary schools in Laroo-Pece Division.

5.1 The status of teaching Methods in primary schools in Laroo-Pece division

Findings from the study indicated that the level of teaching methods in primary schools in Laroo-Pece Division was high, indicating that teachers were making considerable use of learner-centred approaches in classroom practice. This showed that teaching methods such as group discussion, question and answer, storytelling, and role play were commonly used to enhance pupil engagement and participation. The results implied that teachers in the study area had moved away from teacher-centred approaches, thereby promoting active learning. This aligned with the contemporary educational expectations that emphasized learner involvement in the teaching and learning process as a means of improving understanding and retention.

The high use of group discussion indicated that learners were regularly engaged in collaborative learning activities where they shared ideas and constructed knowledge together. This finding was consistent with the social constructivist theory, which emphasized that learning occurs through social interaction and peer collaboration. Empirical studies by Johnson and Johnson (2019) and Slavin (2018) had similarly established that group-based learning improved academic achievement through enhancing communication skills and critical thinking. In the context of Laroo-Pece Division, this implied that group discussion was contributing positively to pupils' literacy achievement by encouraging participation and collective understanding.

However, the findings also indicated that the benefits of group discussion depended on effective facilitation, that is to say, if the groups were not properly organized, some pupils might dominate the discussions while others contributed little. Gillies (2016) similarly

emphasized the importance of teacher guidance in cooperative learning. The implication of this to the study area was that teachers needed not only group discussion but also required to structure and supervise groups effectively.

Overall, the findings and empirical evidence suggested that group discussion was a highly effective teaching method for improving literacy outcomes. Its strong presence in classrooms indicated its contribution to collaborative learning, critical thinking, and communication skills development among primary school pupils.

The study also established that question and answer method was widely used, this indicated that teachers regularly engaged learners through structured questioning to assess understanding and maintain attention. This supported findings by Black and Wiliam (2018), who asserted that questioning was a key component of formative assessment that improved learner achievement by providing immediate feedback and adjust instruction. Through effective questioning, teachers were able to identify misconceptions and adjust instruction accordingly. Similarly, Hattie (2012) found that classroom questioning had one of the highest impacts on student achievement when properly implemented.

In the local context, the high use of question and answer suggested that teachers were actively involved in monitoring learners' comprehension during lessons. This helped pupils improve their speaking skills as they responded verbally to questions, while also strengthening listening and reasoning abilities. It also encouraged shy learners to gradually participate in classroom discussions.

However, literature highlighted that the effectiveness of this method depended on the quality of questions asked. Wragg and Brown (2019) argued that poorly structured questions might limit learner engagement and reduce cognitive challenge. Therefore, the effectiveness observed in Laroo-Pece likely depended on teachers' ability to design clear, age-appropriate, and thought-provoking questions.

Nevertheless, question and answer was a crucial instructional strategy that enhanced interaction, feedback, and learner engagement. Its strong use in Laroo-Pece Division contributed positively to pupils' literacy achievement by improving comprehension, communication, and critical thinking skills.

Storytelling was another teaching method reported at high level. Its use suggested that teachers recognized the importance of presenting information through narratives that pupils

could relate to. Storytelling made learning more engaging and helped learners connect academic content with real-life experiences. Empirical literature by Egan (2017) and Wright (2020) emphasized that storytelling enhanced memory retention, vocabulary development, and imagination among learners. The current study findings suggested that teachers in Laroo-Pece Division used storytelling to contextualize learning and make abstract concepts more understandable. Additionally, storytelling supported moral and emotional development. According to Haven (2014), stories were powerful tools for shaping learners' values and attitudes. This meant that beyond academic achievement, storytelling also contributed to learners' social and behavioral development in primary schools.

In the context of the Laroo-Pece Division, storytelling was likely contributing to improved literacy outcomes by making lessons more meaningful and enjoyable. Pupils were able to understand abstract ideas more easily when they were presented in story form. This also improved listening and speaking skills, which were essential components of literacy development.

All in all, the findings and literature suggested that storytelling was an effective pedagogical tool that enhanced comprehension, engagement, and literacy development. Its strong use in Laroo--Pece Division indicated its importance in improving both cognitive and affective learning outcomes.

Similarly, role play was found to be widely used as a teaching method in primary schools in Laroo-Pece Division, this indicated that teachers provided pupils with opportunities to learn through practical activities and simulated real-life situations. This was supported by studies by Kolb (2015), who confirmed that role play enhanced communication skills, confidence, and problem-solving abilities, all of which contributed to improved literacy achievement. Similarly, Bonwell and Eison (2018) found that active learning strategies such as role play improved retention and learner engagement significantly compared to passive learning methods.

In the local context, role play was likely improving pupils' communication skills, confidence, and teamwork. Pupils were able to express themselves freely and apply knowledge in practical situations. This contributed directly to improvements in speaking and literacy development.

However, literature also noted that role play required careful planning. Jarvis (2016) emphasized that without proper structure, role play might become disorganized and fail to achieve learning objectives. This implied that teachers must guide learners effectively to ensure meaningful participation.

Overall, role play was an effective teaching method that promoted active engagement and skill development. Its strong use in Laroo-Pece Division indicated its contribution to improving pupils' literacy achievement through experiential and interactive learning.

Therefore, the findings demonstrated that the four teaching methods were commonly used in primary schools in Laroo-Pece Division and teachers employed a mixture of collaborative, interactive, narrative, and experiential approaches in the teaching and learning process. The integration of group discussion, question and answer, storytelling, and role play was important because pupils had different learning abilities. Empirical literature consistently supported the effectiveness of these methods in improving academic achievement and literacy development. Therefore, the findings implied that the use of interactive teaching methods was likely contributing positively to pupils' engagement and literacy achievement, reinforcing the importance of continued use and strengthening of these pedagogical approaches in primary education.

5.2 The level of pupils Literacy Achievement in primary schools in Laroo-Pece Division

From the study, the findings of revealed that the level of pupils' literacy achievement in Laroo-Pece Division was high, indicating that learners demonstrated high performance in speaking, reading, writing, and assessment outcomes. This indicated that pupils were generally able to communicate effectively, comprehend written texts, and express their ideas in written form. The high level of literacy achievement also implied that teaching and learning processes in Laroo-Pece Division were relatively effective in supporting foundational literacy development at the primary school level. This aligned with contemporary educational goals that emphasized mastery of basic literacy skills as a foundation for lifelong learning.

The high levels of speaking skills established from the study indicated that pupils were able to express themselves clearly and confidently in the classes and social interaction. This finding was consistent with Bandura's social learning theory, which emphasized learning through observation and interaction. Empirical literature supported this finding. Mercer and

Littleton (2013) argued that classroom dialogue significantly enhanced pupils' oral communication skills by providing opportunities for interaction and reasoning. Similarly, Vygotsky's social interaction theory emphasized that language development occurred through interaction with peers and teachers. These perspectives suggested that speaking skills were strengthened when learners actively engaged in discussions and communicative activities.

In addition, studies by Alexander (2017) indicated that dialogic teaching improves pupils' reasoning and verbal expression. This supported the view that structured classroom interaction contributed significantly to speaking development. Therefore, the findings suggested that effective classroom practices were playing a major role in enhancing pupils' oral literacy skills.

In the context of Laroo-Pece Division, the high speaking ability might be attributed to the frequent use of learner-centered teaching methods such as group discussion, role play, and question and answer. These methods provided pupils with continuous opportunities to practice speaking in meaningful contexts. As a result, learners became more confident and articulate in expressing their thoughts. Overall, the high level of speaking skills demonstrated that pupils in Laroo-Pece Division were benefiting from interactive learning environments that promoted communication, confidence, and participation in learning activities.

The findings also showed high levels of reading skills, indicating that pupils were able to read fluently and comprehend written materials effectively. This supported the view that reading proficiency was developed through consistent exposure to texts and guided instruction. Empirical literature supported the result, Snow (2018) argued that reading comprehension was strengthened when learners engaged in structured reading activities that promoted decoding and meaning-making. Similarly, Pretorius and Mampuru (2017) found that regular reading practice significantly improved literacy outcomes in primary schools particularly in developing countries. These studies highlighted the importance of sustained reading practice in improving comprehension skills.

In Laroo-Pece Division, the high level of reading skills was attributed to the use of instructional strategies such as storytelling, guided reading, and question and answer methods. These approaches exposed learners to vocabulary, sentence structures, and meaning-making processes that enhanced reading proficiency. Continuous practice in reading aloud and silent reading also contributed to fluency development. Additionally, research by

Snow and Biancarosa (2003) emphasized that comprehension improved when learners were actively engaged with texts through discussion and questioning. This aligned with classroom practices in Laroo-Pece Division, where learners were encouraged to interact with reading materials. Such engagement enhanced both understanding and retention of information.

Overall, the findings suggested that pupils' reading skills were strong due to effective instructional support and regular reading practice, which together promoted literacy development in primary schools

The study also revealed strong writing skills among pupils in primary schools in Laroo-Pece Division, suggesting that learners were able to organize ideas logically and use appropriate grammar in written communication. Empirical literature by Graham and Perin (2007) highlighted that writing achievement improved when learners engaged in regular writing practice and receive feedback from teachers. Similarly, Kellogg (2008) emphasized that writing was a complex skill that developed through continuous instruction, practice, and revision. These studies supported the idea that structured writing activities were essential for skill development.

In Laroo-Pece Division, the high writing achievement was attributed to the use of continuous assessment, composition writing, and guided writing exercises. These activities provided learners with regular opportunities to practice writing and improve their skills over time. Teacher feedback and correction further enhanced learners' ability to refine their written expression. Additionally, research by Myhill and Jones (2015) indicated that explicit grammar instruction combined with writing practice improved writing quality. This suggested that classroom practices that integrated grammar teaching and writing tasks contributed significantly to literacy development. The findings therefore reflected effective instructional strategies in Laroo-Pece Division.

Overall, the high level of writing skills demonstrated that pupils were benefiting from structured writing instruction and continuous practice, which enhanced their ability to communicate ideas effectively in written form.

Finally, the high assessment scores indicated that pupils were performing well in continuous assessment and examinations, reflecting overall academic achievement. According to Black and Wiliam (2018), effective assessment practices enhanced learning by providing feedback that guided both teaching and learning. Similarly, Hattie (2009) identified formative

assessment as one of the most powerful influences on student learning outcomes. These studies highlighted the importance of continuous assessment in improving academic performance.

In Laroo-Pece Division, the high assessment scores were attributed to the use of continuous assessment practices such as tests, quizzes, and class exercises. These assessments helped teachers monitor learners' progress and identify areas that required improvement. This ongoing feedback loop supported both teaching effectiveness and learner development. Furthermore, research by Sadler (2010) showed that assessment improved learning when learners understand criteria and receive timely feedback. This aligned with practices in Laroo-Pece Division where teachers used assessment results to guide instruction. Such practices enhanced pupils' readiness for examinations and improved performance outcomes.

Overall, the high assessment scores indicated effective teaching and learning processes that supported continuous monitoring, feedback, and improvement of pupils' literacy achievement in primary schools.

5.3 The relationship between teaching methods and pupils' literacy achievement in primary schools Laroo-Pece Division

There is a strong positive relationship between teaching methods and pupils' literacy achievement in primary schools in Laroo-Pece Division. This implied that improvements in the use of learner-centered teaching methods such as group discussion, question and answer, storytelling, and role play were associated with higher levels of pupils' literacy achievement in speaking, reading, writing, and scores from assessments. This relationship indicated that the quality of instructional practices directly influenced how well pupils acquired and applied literacy skills. This finding aligned with the modern educational perspectives that emphasized teaching methods as a key determinant of learning outcomes.

Empirical literature strongly supported this relationship. Hattie (2009), in his meta-analysis of educational influences on achievement, identified instructional strategies and teacher effectiveness as among the most influential factors affecting student performance. Similarly, Marzano (2017) argued that effective teaching methods significantly enhanced student participation and comprehension, leading to improved learning outcomes. These studies confirmed that when teachers use interactive and well-structured teaching methods, pupils were more likely to achieve higher literacy outcomes.

The social constructivist theory, especially the work of Vygotsky (1978), where he emphasized that learning occurred through social interaction and guided participation provided another support for this relationship. Teaching methods such as group discussion, and role play provided pupils with opportunities to construct knowledge collaboratively, which enhanced understanding and retention. In the context of Laroo-Pece Division, the strong positive relationship suggested that such interactive approaches were actively contributing to improved literacy achievement among pupils.

Studies in the African contexts also supported these findings. For example, O'Sullivan (2010) found that learner-centered teaching methods significantly improved literacy outcomes in primary schools in Uganda and other sub-Saharan African countries. Similarly, Altinyelken (2011) reported that participatory teaching approaches enhanced pupils' engagement and comprehension, particularly in language related subjects. These studies reinforced the idea that teaching methods played a crucial role in shaping literacy achievement in resource-constrained educational settings.

The relationship observed in the study might also be explained by the role of active learning strategies in improving cognitive development. Bonwell and Eison (1991) argued that active learning increased retention and understanding by engaging learners directly in the learning process. In the study area, teaching methods such as storytelling, and question and answer likely enhanced pupils' ability to process and recall information thereby improving literacy achievement. This indicated that teaching methods were not only delivery mechanisms but also tools for cognitive development.

The formative assessment practices embedded within the teaching methods contributed to this strong relationship. Black and William (1998) emphasized that assessment for learning improved student achievement by providing timely feedback that guided instruction. The use of question and answer and continuous assessment in classrooms helped teachers to identify learning gaps and adjust the teaching strategies accordingly. This continuous feedback loop strengthened the link between teaching methods and literacy achievement.

Conclusively, the relationship also suggested that effective instructional approaches were central in improving the learning outcomes in primary schools. The integration of learner-centered approaches created an environment where pupils actively engaged with content, developed critical thinking skills, and improved literacy competencies. This implied that strengthening teaching methods through teacher training and professional development was

essential for sustaining and improving literacy achievement in primary schools in Laroo-Pece Division.

The quality of classroom interaction also justified this relation. Effective teaching methods created opportunities for meaningful interaction between teachers and pupils, and among pupils themselves. When pupils were actively engaged through group discussion, question and answer, storytelling, and role play, they were more likely to develop deeper understanding of literacy concepts. This interaction promoted language acquisition, comprehension, and expression which were essential components of literacy development.

Studies from reviewed literature reinforced this relationship by emphasizing the importance of pedagogical quality. Hattie and Timperley (2007) argued that feedback-rich teaching environments significantly improved learner achievement because learners were continuously guided toward correct understanding. Walberg (2011) also noted that instructional quality had a direct measurable effect in academic performance. In primary schools in Laroo-Pece Division, the use of interactive teaching methods likely provided continuous feedback loops that helped pupils to improve speaking, reading, and writing skills.

The lens of motivation and learner engagement could also explain this relationship. According to this lens, when teaching methods were participatory, learners were motivated to take part in the classroom activities. Deci and Ryan's (2000) self-determination theory emphasized that intrinsic motivation increased when learners felt involved and valued in the learning process. Teaching methods such as role play and group discussion promoted enjoyment and ownership of learning, which ultimately led to improved literacy achievement. This suggested that motivation played a mediating role between teaching methods and literacy achievement.

The contextual factors also strengthened this relationship. In many primary schools, especially in developing areas, learners benefit more from practical and interactive learning methods than from teacher-centered approaches. Altinyelken (2011) found that in Ugandan primary schools, pupils performed better when teachers adopted learner centered teaching methods. This supported the study findings, suggesting that the strong relationship observed in Laroo-Pece Division was influenced by the appropriateness of the teaching methods to the learner's developmental levels and learning needs.

Lastly, the integration of multiple teaching methods also explained the observed strength of the relationship. The study indicated that teachers in primary schools in Laroo-Pece Division were using a combination of group discussion, question and answer, storytelling, and role play. According to Bruner (1996), varied instructional approaches enhanced cognitive flexibility and improved understanding by presenting information in multiple forms. This diversity of teaching methods allowed pupils to develop literacy skills more holistically. Therefore, the combination of methods strengthened the overall positive relationship with literacy achievement, indicating that diversified pedagogy was essential for improving educational outcomes.

5.4 Conclusion

The status of teaching methods in primary schools in Laroo-Pece Division was high, indicating that teachers frequently applied learner-centred teaching methods such as group discussion, question and answer, storytelling, and role play. These methods were actively used in classroom teaching and reflected a shift from traditional teacher-centered approaches to more participatory and interactive teaching methods. This showed that teachers were in general embracing learner centered practices that promoted pupil engagement and active participation.

The level of pupils' literacy achievement in primary schools in Laroo-Pece Division was high. Pupils demonstrated strong performance in speaking, reading, writing, and performed well in assessments, indicating that they were able to communicate effectively, comprehend texts, and express ideas in written form. This indicated that literacy development among pupils was satisfactory and this reflected effective teaching and learning processes within the schools.

There was a strong positive statistically significant relationship between teaching methods and pupils' literacy achievement in primary schools in Laroo-Pece Division. This implied that the use of learner-centered teaching methods significantly improved the literacy outcomes. As the use of interactive teaching methods increased, pupils' performance in speaking, reading, writing, and assessments also improved. Therefore, teaching methods were a key determinant of pupils' literacy achievement.

5.5 Recommendations

The study derived its recommendations from the research findings. The following are some of the recommendations put forward by the researcher.

School administrators and teachers in primary schools in Laroo-Pece Division should continue strengthening the use of learner-centered methods of teaching such as group discussion, question and answer, storytelling, and role play. Since the study findings showed that these methods were already at a high level and positively influenced literacy achievement, there was need to sustain and enhance their implementation through proper lesson planning and classroom organization.

Schools should intensify literacy improvement programs focusing on speaking, reading, writing, and continuous assessment practices. Teachers should provide more structured reading activities, guided writing tasks, and regular oral communication to improve literacy achievement further. This would help to maintain and raise the already existing high level of literacy performance among pupils.

The Ministry of Education and school management committees should organize continuous professional development programs and in-service training for teachers on effective use of learner centered teaching methods. The trainings should focus on improving questioning techniques, facilitating group discussions, managing role play activities, and integrating storytelling effectively. Regular supervision and classroom monitoring should be strengthened as well to ensure consistency and quality in teaching practices that enhance pupils' literacy achievement.

5.6 Suggestions for further studies

There is need to examine the influence of other instructional factors such as teacher competence, classroom environment, and availability of learning resources on pupils' literacy achievement in primary schools in Laroo-Pece Division.

There is need to investigate the challenges that teachers face while implementing learner-centered teaching methods and how those challenges affect pupils' literacy achievement.

Studies to explore the longitudinal impact of teaching methods on literacy achievement, tracking pupils over time should be explored to determine how sustained use of these methods influences long-term academic performance.

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Appendices

Appendix A: Questionnaire for Teachers

Section A: Background Information

(Please tick ✓ appropriately)

Gender: ☐ Male ☐ Female

Age: ☐ Below 25 ☐ 26–35 ☐ 36–45 ☐ Above 45

Teaching Experience: ☐ 1–5 yrs ☐ 6–10 yrs ☐ 11–15 yrs ☐ Above 15

Highest Level of Education: ☐ Grade III ☐ Diploma ☐ Bachelor ☐ Postgraduate

Section B: Teaching Methods in Primary Schools in Pece-Laroo Division, Gulu City

(Use scale: 1=SD, 2=D, 3=NS, 4=A, 5=SA (SD – strongly disagree, D – Disagree, NS – Not sure, A – Agree, SA – Strongly Agree)

S/no	Group Discussion	SD	D	NS	A	SA
1	Group discussions are regularly used during classroom instruction					
2	Pupils actively participate in group discussions during lessons					
3	Group discussions help pupils understand lesson content better					
4	Teachers effectively guide pupils during group discussions					
5	Group discussions encourage pupils to share ideas freely					
6	Pupils learn from one another through group discussions					
7	Group discussions improve pupils' confidence in learning					
	Question and Answer					
1	Teachers frequently use question and answer techniques during lessons					
2	Pupils are encouraged to ask question in class					
3	Teachers ask questions that stimulate pupils' thinking					
4	Question and answer sessions help pupils clarify difficult concepts					
5	Pupils respond confidently to teachers' questions					

6	Teachers provide feedback after pupils answer questions					
7	The question and answer method improves pupils' understanding of lessons					
	Storytelling					
1	Teachers use storytelling as a method of instruction in class					
2	Storytelling helps pupils relate lesson content to real life situations					
3	Pupils show interest when stories are used during teaching					
4	Storytelling enhances pupils' listening skills					
5	Teachers use appropriate stories to support lesson objectives					
6	Pupils are encouraged to retell stories during lessons					
7	Storytelling improves pupils' comprehension of content					
	Role Play					
1	Teachers use role play activities during lessons					
2	Pupils actively participate in role play activities					
3	Role play helps pupils understand concepts better					
4	Role play enhances pupils' communication skills					
5	Teachers guide pupils effectively through role play					
6	Pupils enjoy learning through role play					
7	Role play promotes creativity among pupils					

Section C: Literacy Achievement in Primary Schools in Laroo-Pece Division, Gulu City

S/no	Assessment Scores	SD	D	NS	A	SA
1	Pupils perform well in literacy related assessments					
2	Pupils' scores in literacy subjects have improved over time					
3	Continuous assessment results reflect pupils' literacy abilities					
4	Pupils achieve good grades in reading and writing tasks					
5	Assessment results are used to improve pupils' learning					

6	Pupils demonstrate mastery of literacy skills in exams					
7	Literacy assessment scores reflect pupils' actual abilities					
	Speaking Skills					
1	Pupils express themselves clearly in spoken language					
2	Pupils confidently participate in class discussions					
3	Pupils use appropriate vocabulary when speaking					
4	Pupils are able to explain ideas orally					
5	Pupils ask and respond to questions effectively					
6	Pupils communicate fluently in classroom activities					
7	Pupils demonstrate good pronunciation when speaking					
	Writing Skills					
1	Pupils write clearly and legibly					
2	Pupils construct meaningful sentences in writing					
3	Pupils use correct grammar in written work					
4	Pupils organize ideas logically in writing					
5	Pupils complete writing tasks successfully					
6	Pupils show improvement in writing skills over time					
7	Pupils express ideas effectively through writing					
	Reading Skills					
1	Pupils read fluently and accurately					
2	Pupils understand what they read					
3	Pupils are able to interpret reading materials correctly					
4	Pupils can read with confidence in class					
5	Pupils can answer questions based on texts read					
6	Pupils demonstrate interest in reading activities					
7	Pupils' reading skills improve with practice					

Appendix B: Interview Guide for Headteachers

Section A: Teaching Methods

1. What teaching methods do you commonly use when teaching literacy in your school?
2. How do methods such as group discussion, question and answer, storytelling and role play influence pupils' participation?
3. What challenges do teachers face when using interactive teaching methods?
4. How do you ensure that teaching methods used are effective for all learners?

Section B: Literacy Achievement

5. How do you describe the current level of pupils' literacy achievements in your school?
6. What indicators do you use to assess pupils' literacy skills (reading, writing, and speaking)?
7. What factors contribute to high or low literacy performance among pupils?
8. How do you support pupils who struggle with literacy skills?

Section C: Relationship between Teaching Methods and Literacy Achievement

9. In your opinion, how do teaching methods influence pupils' literacy achievements?
10. Which teaching methods have the greatest impact on improving literacy achievement?
11. Can you provide examples where a specific teaching method improved pupils' literacy achievements?
12. What improvements would you recommend to enhance the effectiveness of teaching methods for better literacy outcomes?

Appendix C: Observation Checklist for Classrooms

Rating scale; 4 = Highly Effective, 3 = Effective, 2 = Partially Effective, 1 = Not Effective

No.	Item	1	2	3	4	Remarks
1	Use of group discussion					
2	Use of question and answer					
3	Use of storytelling					
4	Use of role play					
5	Teacher – pupil interaction					
6	Use of learning materials					
7	Pupil participation					
8	Classroom environment					

Appendix D: Document Analysis

Rating scale of; 3 = Adequate, 2 = Moderate, 1 = Inadequate)

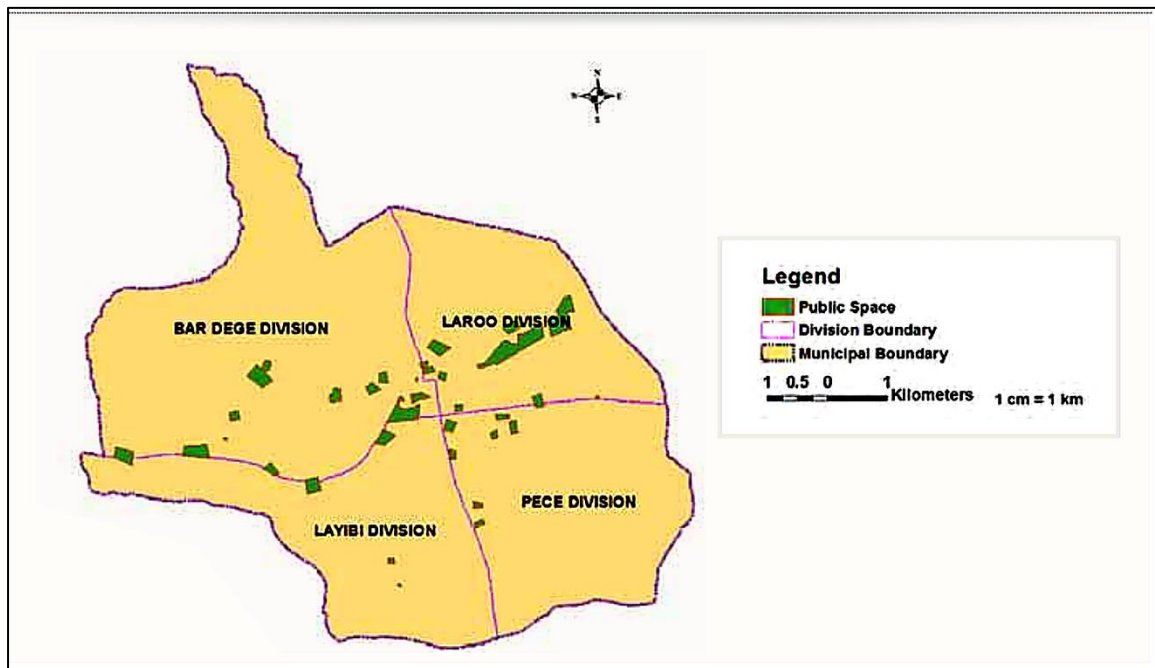
Document	Evidence	1	2	3	Remarks
Lesson Plans	Group discussion, question and answer, storytelling, and role play				
Schemes of Work	Integration of learner centred methods				
Report Cards	Overall literacy performance				
Test Records	Reading, Writing, and Speaking scores				
Continuous Assessment	Progress tracking				
Teacher Comments	Impact of teaching method				

Appendix E: Work Plan



Source: Adapted from Google Maps (2026) and enhanced by the researcher.

Appendix F: Map Gulu City Showing Laroo-Pece Division, Northern Uganda



Source: Adapted from Google Maps (2026) and enhanced by the researcher.

Appendix G: Introductory Letter

GULU

P.O. BOX 166 GULU



UNIVERSITY

TEL: +256471432922;

OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

April 17, 2026

TO : WHOM IT MAY CONCERN

This is to introduce to you Ms. Tuolina Dorcas (Reg No. 24/U/0692/MED/PS) a student pursuing a programme of study leading to an award Master of Arts in Literature and English Linguistics of Gulu University, Master of Gulu University.

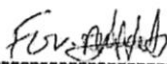
She is undertaking research on the Topic:

**TEACHING METHODS AND PUPILS' LITERACY ACHIEVEMENT IN PRIMARY
SCHOOLS IN PECE-LARO DIVISION, GULU CITY**

Which is in partial fulfilment of the requirements for the award.

Any assistance rendered to her in relation to this research work will be highly appreciated.

Yours faithfully,



Dr. Denis Thaddeus Ofoyuru

Dean, Faculty of Education and Humanities

