

**AN INVESTIGATION OF HEADTEACHERS MONITORING AND SUPERVISION  
PRACTICES OF LEARNERS' LITERACY PERFORMANCE IN SELECTED  
PRIMARY SCHOOLS IN SIAVONGA DISTRICT, ZAMBIA**

**BY**

**SCHOLASTICA BANDA NAMANGALA**

A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA, SCHOOL OF  
EDUCATION IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF  
MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT

**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

**2017**

## **COPYRIGHT DECLARATION**

All rights reserved. No part of this dissertation may be reproduced or stated in any form or by any means without prior permission in writing from the author the University of Zambia.

## AUTHOR'S DECLARATION

I **Scholastica Banda Namangala** do hereby declare that this dissertation is my own work and that it has not been submitted for a degree at the University of Zambia or any other university and that it does not include any published work or material from another dissertation except where due reference has been made.

Signed: .....

Date: .....

## APPROVAL

This dissertation of **Scholastica Banda Namangala** has been approved as partial fulfilment of the requirements for the award of the degree of Master of education in Educational Management by the University of Zambia in collaboration with Zimbabwe Open University.

Signed: ..... Date: .....

Signed: ..... Date: .....

Signed: ..... Date: .....

## **ABSTRACT**

This study was undertaken to investigate head teachers monitoring and supervision practices of learners literacy performance in selected primary schools in Siavonga. The respondents included school administrators; head teachers and Deputy Head teachers, grade 1 to four literacy teachers and the focus group which still captured teachers.

The findings of the study were that a lot of support and commitment was required to boost literacy levels in Siavonga District: schools administrators had to be consistent with monitoring and supervision sessions, the Siavonga District Education Board was to come in with more material and moral support and parents, together with other stakeholders were also to be on board and be committed for the same programme.

The findings also showed that the literacy programmes were to be conducted according to modern technology. Computer literacy was part of the current education policy to enhance more reading and writing through e-learning and other related software. The other findings also showed that proper literacy monitoring and supervision had a lot of benefit for both teachers and learners. On the side of administrators, better strategies for literacy lesson delivery are applied. These help teachers in their daily lives apart from teaching.

On the side of learners, a lot of knowledge and vocabulary is acquired as well as life skills through the computer and other modern devices to functional literacy which capture adult learners help learners acquire life skills.

Furthermore, the researcher recommended MoGE to continue supplying literacy materials because literacy is a foundation for development.

## **DEDICATION**

I dedicate this work to my dearest brothers; Prof. B. Namangala, Phaniel Namangala, and my mother Emerianah Namangala and my late father Peter Namangala and my lovely children; Gloria Banda, Sostern Banda and Christabel Namwiinga Simbulo with their Siblings.

## **ACKNOWLEDGEMENT**

There are many people whom I feel indebted to for the support that they gave me in making this document become a reality. First and foremost, I would like to acknowledge my supervisor Dr. I. M. Mulenga for the role he played in enhancing my studies in the course and guiding me in the process of writing this dissertation. His tireless efforts of commenting and correcting my work enabled me to work extremely hard. I would like also to recognize Dr. G. Masaiti the programme coordinator, for his contribution and Prof. A. Cheyeka for encouragement.

Further, the success of this study was also a result of the involvement of the Siavonga District Education Board office for allowing me to interview Head teachers, Deputy Head Teachers and literacy teachers. I also had to work with the DRCC in the district. Without these people providing data, the results would not have been realized. My gratitude also goes to my course mates.

## TABLE OF CONTENTS

Copyright declaration.....	i
Author’s declaration.....	ii
Approved.....	iii
Abstract.....	iv
Dedication.....	v
Acknowledgment: .....	vi
List of figures.....	xi
List of appendices.....	xii
Acronyms and abbreviations.....	xiii
<b>Chapter One: Introduction .....</b>	<b>1</b>
Overview.....	1
1.1. Background.....	1
1.2. Statement of the problem.....	2
1.3. Purpose.....	3
1.4. Objectives.....	3
1.5. Research Questions.....	4
1.6. Theoretical Framework.....	4
1.7. Conceptual Framework.....	5
1.8. Significance of the Study.....	6
1.9. Delimitations.....	7
1.10. Operational Definition of terms.....	8
Summary.....	8
<b>Chapter Two : Literature Review.....</b>	<b>9</b>
Overview.....	9
2.1. Global levels of literacy.....	9
2.2.1 Europe.....	9
2.2.1.1 France.....	10

2.2.1.2 Ireland.....	11
2.2.1.3. United Kingdom.....	12
2.2.2. America .....	13
2.2.2.1 United States of America .....	13
2.2.2.2 New Foundland and Labrador.....	14
2.2.3 Asia.....	14
2.2.3.1 China.....	15
2.2.3.2 Indonesia.....	15
2.2.4. Australia .....	15
2.2.4.1 Pacific Island.....	15
2.2.5 Africa.....	16
2.2.5.1 Congo.....	16
2.2.5.2 Egypt.....	17
2.2.5.3 Uganda .....	19
2.2.5.4 Kenya.....	20
2.2.5.5 Mozambique .....	21
2.2.5.6 Nigeria .....	22
2.2.5.7 Senegal.....	23
2.2.5.8 Zambia.....	23
2.2.6. Commitment to Literacy Programme.....	24
Summary.....	25
<b>Chapter Three : Methodology .....</b>	<b>26</b>
Overview.....	26
3.1 Qualitative Research.....	26
3.2 Research Design.....	26
3.3 Target Population.....	27
3.4 Sample Procedure.....	27
3.5 Sample Size.....	27
3.5.1 Head teachers.....	27

3.5.2 Deputy Head teachers.....	27
3.5.3 Class Teachers.....	27
3.6 Research Instruments.....	27
3.6.1 Semi-Structed Interviews.....	28
3.6.1.1 Interview schedule for the school administrators (Head teachers and Deputy Head teachers and Teachers.) .....	28
3.6.1.2 Interview Schedule Guide for Teachers.....	28
3.6.1.3 Focus Group Discussion for teachers.....	28
3.7.1 Reliability and Validity.....	28
3.7.2 Validity.....	28
3.8 Data Collection Procedure.....	29
3.9 Data Analysis.....	29
3.10 Ethical Considerations.....	29
Summary.....	30
<b>Chapter Four: Presentation of Findings</b> .....	<b>31</b>
Overview .....	31
4.1. Frequency of conducting and monitoring .....	32
4.1.1 Teachers reponses on the administrative monitoring and supervision .....	35
4.1.2. Challenges and barriers .....	36
4.2. Benefits of literacy monitoring and supervision programme to administrators .....	39
4.2.1. Benefits of literacy monitoring and supervision programme to teachers .....	41
4.2.2. Benefits of literacy monitoring and supervision programme to ZICs and SICs .....	42
4.3. Supporting monitoring and supervision of literacy .....	44
4.3.1 Teachers views on literacy .....	45
4.3.2. ZICs and SICs views on literacy .....	48
4.4. Measures taken by school administrators .....	49
4.4.1. Measures suggested by literacy class teachers .....	51
4.4.2. Measures suggested by ZICs and SICs on literacy .....	53
Summary .....	54

<b>Chapter Five: Discussion</b> .....	55
Overview .....	55
5.1. Frequency of conducting and monitoring .....	55
5.1.1 Teachers responses on the administrative monitoring and supervision .....	59
5.1.2. Challenges and barriers .....	61
5.2. Benefits of literacy monitoring and supervision programme to administrators .....	63
5.2.1. Benefits of literacy monitoring and supervision programme to teachers .....	65
5.2.2. Benefits of literacy monitoring and supervision programme to ZICs and SICs .....	67
5.3. Supporting monitoring and supervision of literacy .....	68
5.3.1 Teachers views on literacy .....	70
5.3.2. ZICs and SICs views on literacy .....	72
5.4. Measures taken by school administrators .....	73
5.4.1. Measures suggested by literacy class teachers .....	75
5.4.2. Measures suggested by ZICs and SICs on literacy .....	76
Summary .....	78
<b>Chapter Six Conclusions and Recommendations</b> .....	79
Overview .....	79
6.1 Conclusions.....	79
6.2 Recommendations .....	81
6.3 Suggestion for further research .....	81
<b>References..</b> .....	82
<b>Appendices</b> .....	87

## LIST OF FIGURES

	<b>Page</b>
Figure 1.1 Conceptual Framework.....	06
Figure 4.1 Literacy level Contributing to general learner Perfomance.....	44
Figure 4.2 Distribution of Literacy Material in Siavonga Schools.....	48

## LIST OF TABLES

	<b>Page</b>
Table 4.1 Bio data of Respondents by Gender.....	31

## LIST OF APPENDICES

	<b>Page</b>
Appendix 1 Interview guide for school administrators .....	87
Appendix 2 Interview guide for literacy teachers .....	89
Appendix 3 Focus Group Discussion guide for literacy teachers .....	91

## ACRONYMS AND ABBREVIATIONS

<b>ACER</b>	Australian Council for Education Research
<b>BCE</b>	Before Christ Era
<b>CDC</b>	Curriculum Development Centre
<b>CHAZ</b>	Churches Association of Zambia
<b>CPD</b>	Continuing Professional Development
<b>ECZ</b>	Examinations Council of Zambia
<b>EFA</b>	Education For All
<b>MoGE</b>	Ministry of General Education
<b>NBTL</b>	New Break through to Literacy
<b>NCC</b>	National Council for Curriculum
<b>NGO</b>	Non-Governmental Organisation
<b>NLF</b>	National Literacy Frame Work
<b>OECD</b>	Organisation for Economics Co-operation and Development
<b>PISA</b>	Programme for International Student Assessment
<b>PIACC</b>	Programme for International Assessment of Adult Competencies
<b>PIRLS</b>	Programme for International Reading Literacy Study
<b>PILNA</b>	Pacific Island Literacy and Numeracy Assessment
<b>SITE</b>	Step into English
<b>UNESCO</b>	United Education Scientific and Cultural Organisation
<b>UNICEF</b>	United Nations International Children Emergency Fund
<b>U.S.S.R</b>	Union of Soviet Socialist Republic of Russia
<b>ZIC</b>	Zonal Insert Coordinator
<b>SIC</b>	School Insert Coordinator

# CHAPTER ONE

## INTRODUCTION

### **Overview**

In this chapter, the researcher discussed the background of the study, in which the purpose of the study, objectives of the study and the research questions were captured. Additionally, significance of study, delimitation of the study, theoretical framework and operational definition of terms used in the research were covered. Finally, the conceptual framework was presented in form of a diagram.

### **1.1. Background**

Ministry of Education (2014) stated that literacy can be defined as a set of related cultivated skills and knowledge that serve as a basis for learning, communication, language use and social interaction. Literacy ranges from the basic ability to read, write, listen and comprehend, to higher or elevated skills where the learner is capable of deducing, interpreting, monitoring and elaborating on what was learnt. Literacy acquisition is not only one of the most important goals of schooling and the highest of academic responsibilities, but it is also the foundation for future learning and participation in societal development. In other words it sets the foundation for the now and future learning. It also allows access to sources of personal enrichment such as social interaction and cultural activities which enhance development for individual and community and indeed, world at large. Since independence, however, literacy levels in Zambia have been low (MoE 2016).

Laiou (1993) indicated that levels of literacy are still questionable in the whole world. Several years ago, being literate meant the ability to read and write a little. In Church History for instance, literacy was centred on reading and re-writing Holy Scriptures. Now being literate means being able to read and write at a higher acceptable level of success. It means being proficient at math, knowing how to use technology, solve problems of time, communication and make informed decisions.

The United Nations International Children Emergency Fund- UNICEF (2012) confirmed that 41% of females in the world aged between 20 to 49 years, entered marriage before attaining 18 years UNESCO (2016).

Therefore, this study was aimed at conducting an investigation of head teachers' monitoring and supervision practices of literacy performance among learners in selected primary schools in Siavonga District, Zambia. Siavonga was chosen because a number of illiterate cases are common in some schools within this district. Additionally, Siavonga has been one among the four districts with a record of low literacy levels at national and provincial level for the past three years, as indicated below:

Siavonga Grade One 2015, National Assessment Literacy Results By Gender: 685 boys sat for the test, 181 absent, 88 outstanding, 188 desirable, 211 minimum and 198 below minimum. 709 girls sat for the same test, 215 absent, 80 outstanding, 211 desirable, 231 minimum and 197 below minimum. The January 2017, National Assessment for Literacy for Siavonga, took more or less the same pattern, as results below indicate:

Siavonga district recorded low reading levels for week 5, of term 1, 2017. Good performance or outstanding was at 21.5% for the whole district, boys and girls, minimum performance at 39.5% while below minimum was 38.9%.

From the statistics above, outstanding learners represented the most fluent readers while below minimum, the least. Imagine, only 88 boys out of 685 could read properly and 80 girls out of 709 fellow under the same category for the 2015 National Literacy Assessment. The majority follow under the lowest category or below minimum. This is a sad situation for Siavonga such that the researcher thought of conducting this literacy study with the hope of helping the district to catch up with reading levels.

## **1.2. Statement of the problem**

The overall research problem to be addressed in this study was that in spite of efforts put in by the Ministry of General Education and other stakeholders to address low literacy levels, literacy levels are still low in most parts of Zambia, especially among Primary Schools of Siavonga District Education Board. Ministry of Education (2013) observed that despite the Head teachers being expected to provide services that will enhance the smooth performance of teachers in literacy,

the supervision of teacher performance in a school is not considered as an important element for the continued effective performance of teachers in literacy. This is evidenced by the assessment report by Siavonga District as already alluded to (National Assessment for literacy and Numeracy 2015).

Government and Management Manual (2005) stated that the effectiveness of investments in the quality of school and district management is a great secret for success in literacy programmes. To the contrary, there seems to be less support that teachers receive from District Education Board Offices in monitoring and supervision of Literacy programmes in primary schools and it seems Head teachers do not use monitoring and supervision information to improve literacy in their schools.

Despite some interventions to improve literacy in Zambia, the literacy level of the learners does not seem to improve. But the effectiveness of these literacy programmes, in facilitating literacy skills need to be established. This has prompted the researcher to conduct an investigation on head teachers' monitoring and supervision practices in selected primary schools of Siavonga District, in Southern Province, Zambia.

### **1.3 Aim**

The aim of this study was to investigate head teachers' monitoring and supervision practices of literacy performance among learners in selected primary schools in Siavonga District of Zambia.

### **1.4 Objectives**

The objectives of this study were to:

- a. find out how often head teachers monitored and supervised literacy programmes in selected primary schools of Siavonga district.
- b. evaluate how head teachers used monitoring and supervision information to improve literacy levels in their schools.
- c. establish if head teachers received any material/books, moral and financial support from Siavonga District Education Board for monitoring and supervision of Literacy programmes in schools in Siavonga district.
- d. explore ways in which head teachers could improve monitoring and supervision of literacy programmes in schools in Siavonga district.

## **1.5 Research questions**

- a. How often did Head teachers monitor and supervise literacy programmes in their primary schools?
- b. How did Head teachers use monitoring and supervision information to improve literacy level in schools of Siavonga district?
- c. What support did Head teachers receive from Siavonga District Education Board Office (DEBS) for monitoring and supervision of Literacy programmes in schools in Siavonga district?
- d. What measures were taken by head teachers to improve monitoring and supervision of literacy programmes in selected primary schools of Siavonga?

## **1.6. Theoretical Framework**

The administrative theory by Henri Fayol (1841 to 1925) guided this study. The administrative theory could be applied to effective monitoring and supervision of literacy practices in that it encouraged administrators to manage their organizations successfully.

Henri took a broad view of principles of managerial works. He was concerned with designation of administrative functions and recognition of discipline in organizations. He talked about principles of management and general management process which is ideal for administrators to enhance good literacy practices in schools (Ravindra et al 2010). This administrative theory is centred on planning, organizing, leading and controlling programmes or systems in an organization. The above was supported by MoGE (2015). Such systematic planning in educational organization, would help school administrators plan literacy programme, quarterly, termly or annually. They would for instance, organize CPD literacy workshops in their respective schools or cluster Zonal Schools. Motivation of teachers is born from such because allowances are given. Teachers embrace good teaching strategies, resulting in quality or improved literacy levels NLF (2013).

Planning literacy programmes also captures organization of literacy teaching materials which encompasses text books, charts, Information Communication Technology (ICT) programmes on literacy (songs and stories) and other requirements which equally part of this theory. Following the

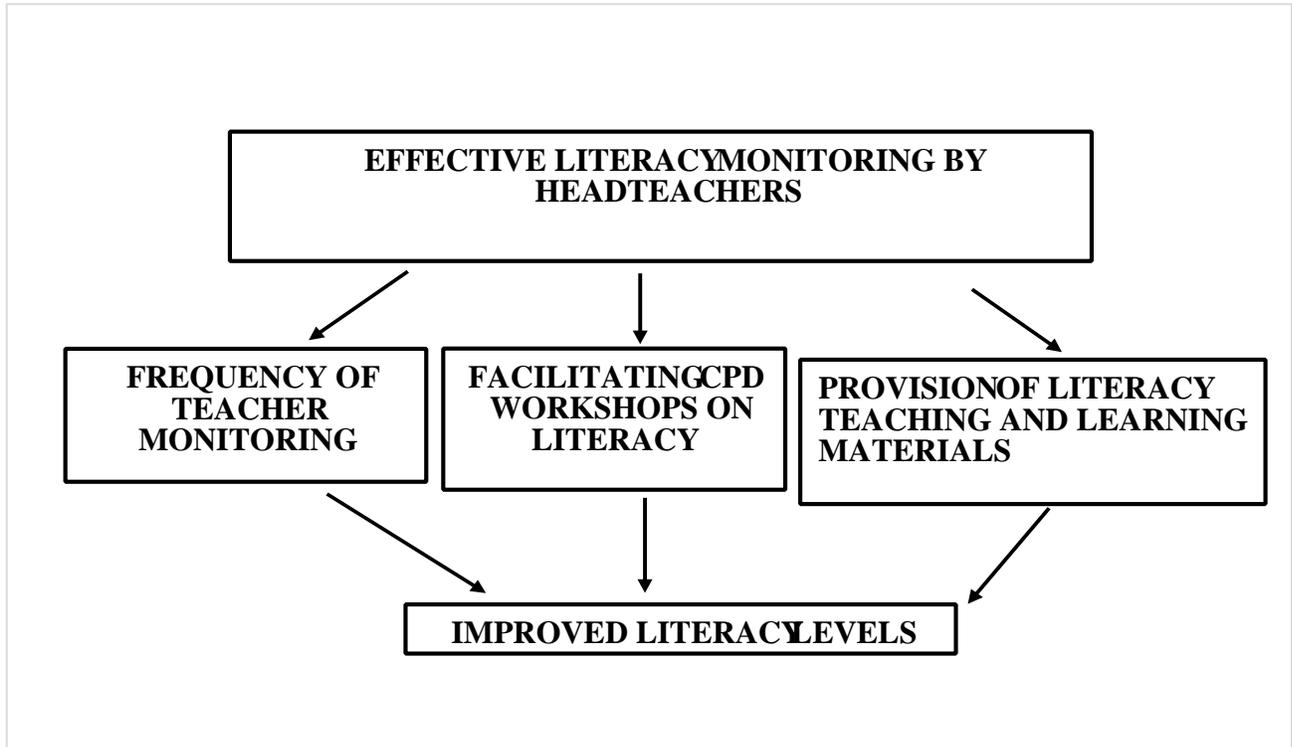
above theory, school administration would collaboratively organize, educational works in literacy, for example, with the Siavonga District Education Board, parents and other co-operating partners would come together in implementing educational policies on literacy. Co-coordinating programmes in this way means a lot of support rendered to schools even by organizations such as UNESCO (2016), which appreciate seeing Zambians especially those in the Siavonga valley read and write. Fostering strong literacy foundation leads to holistic education for economic and social development (Ravindra et al 2010).

In short, effective practices of administrators through the administrative theory accommodates the three parties of; school administrators, teachers and learners under the literacy practices. Through control and discipline, set goals are achieved. Administrators ensure good literacy coordinated programmes, teacher's delivery effectively and develop more literacy methodologies and finally learners acquire holistic education for better careers through firm literacy foundation. However, Taylor (1992) indicated that a lot of good effort is required to score success following this theory as a number of challenges are met on the way.

## **1.7. Conceptual Framework**

Through a conceptual framework researchers are assisted to organize their thinking for the completion of a successful investigation. In this case, the study was based on head teachers' monitoring and supervision of practices of literacy performances among learners in Siavonga district. It brought out the relationship among concepts for possible connections between variables.

Figure 1.1 Conceptual Framework.



Kombo and Tromp (2014) justified the statement by explaining that relationships among concepts helped researchers to remain focused on research objectives. In this study the researcher conceptualizes that effective monitoring and supervision by head teachers could possibly lead to improved literacy levels in Siavonga schools. Therefore, different practices may help arrive at improved literacy levels in Siavonga.

### 1.8 Significance of the study

The result of this study might be helpful to the government of Zambia, through the Ministry of General Education, under primary literacy programmes. It might stimulate further research on the emerging literacy practices in primary schools.

Furthermore, the findings of this study might bring other education stakeholders such as Curriculum Development Centres (CDC), Examination Council of Zambia (ECZ) and Ministry of General Education (MoGE) to collectively address the problem through different interventions.

Head teachers, Deputy, Head teachers of departments and senior teachers as supervisors of the literacy programmes in schools might also benefit. They might use these findings to evaluate monitoring and supervision of literacy programmes in schools. It is also hoped that the results would be useful to class teachers, who are the immediate implementers of literacy practices in schools.

### **1.9 Delimitations**

This study confined itself to four Zonal schools of Siavonga District Education Board, in Zambia. These Zonal Primary Schools are; Chaanga, Sianyoolo, Matuwa and Siavonga.

The aim of this study was to investigate head teachers' monitoring and supervision practices of literacy performance among learners in selected primary schools in Siavonga District of Zambia. The study was narrowed in scope by only taking account of few selected primary schools in Siavonga in order to obtain well-grounded findings which would be utilized, effectively.

### **1.10 Operational Definition of terms**

Literacy – ability to read and write and apply skills

Illiterate - unable to read and write

Monitoring - to look after specification and quality work done in programmes for different organisations

Supervision - to be in charge of people and projects for effective results

### **Summary**

Chapter one opened with the overview of the whole chapter. Later, it gave the back ground of literacy in Zambia and Siavonga respectively. It also highlighted the development in approaches of offering better literacy skills. The chapter equally gave a brief explanation of the significance of this study, the delimitation, the theoretical framework, operational definitions of terms and a diagrammatic detailed conceptual framework. The next chapter will deal with Literature Review.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Overview**

This chapter has literature from the following places: Europe, America, Asia, Australia and Africa. Attention to literacy practices in Zambia and Siavonga District and an outline for a commitment to literacy Programmes. Finally, a summary is given.

#### **2.1. Global levels of literacy**

Flewitt (2011) explained that developed and underdeveloped countries have had different rates of literacy levels. Apparently, European and American countries have been developing better literacy skills, owing to their opportunities and facilities available. In defining the term literacy, continents have been doing so according to their situation. Education for all global monitoring report (2006:147) supported that, “notions of what it means to be literate or illiterate are influenced by academic research, institutional personal agendas, national context, cultural values and personal experiences”. With such a background, variations in the attitudes and skill development of literacy has been the order of the day.

MoE (2008) further narrated that literacy skills received during the early ages of one’s life have a bearing on future careers. Indicators are there that apart from boosting the social and economic sectors, literacy skills are an answer to other spheres of development in religion, emotion, psychology and even political affairs. A clear indication that globally, literacy is important for development.

#### **2.2. Literacy Statistics by Continent**

##### **2.2.1 Europe**

Education Supervision originated from Great Britain in the 17<sup>th</sup> century because industrial workers had to be controlled. Later, this concept of supervision was borrowed from industries to schools for

controlling of school programmes which included among others, literacy (Dull 1981). Olivia et al (1997) indicated that supervision had a positive impact on school results.

### **2.2.1.1 France**

In France, Monde (1981:148) coined the term ‘illettrisme’ to differentiate the poor French citizen who had limited literacy potentialities from African immigrants. Traditionally, French citizens who had limited literacy were associated with immigrant population from North and Sub-Saharan African. ‘Alphabetize,’ meaning literacy and ‘analphabetism,’ meaning illiteracy from Africa are terms France has been using to refer to Africans in terms of literacy. These two terms helped one to comprehend the process of literacy acquisition in France.

Oheix (1981) on the contrary, discovered that poverty underscored the limited reading and writing skills for about 50% of French citizen. This led to international participation and understanding of how best the nation was going to tackle the illiteracy problem. Of course, illettrisme was one solution but others were to be sourced.

Though France discriminated Africans by referring to them as poor and illiterate or analphabetism, it helped the African continent get an awakening call for literacy skills. According to Dalmini – Zuma (2013) the highest rates of children, about 80%, who missed literacy skills was found in Africa. This implied a lot of work was to be done in this area for Africa.

Fransman (2005) came up with a better understanding of literacy which included broader education and knowledge level. He looked at literacy as comprising of skills with content to be applied during the learning process for one’s life. The Organization for Economic Co-operation and Development- OECD (2005) postulated that literacy referred to wider learning and ability to master information for works of development. Later, the International Adult Canada literacy Survey gave a new meaning for the term alphabetisme, the initial France word. They called it, ‘Literacy’ and made this concept 100% useful for the global world.

OECD (2005) has been encouraging a number of literacy programmes, though there has been a reduction in investment for international primary and literacy funding. This reduction was registered due to the impact of the conference, which was held between 1980 and 1990. During this conference, the World Bank and other international Organizations reduced the funding for literacy programmes. This affected a lot of countries. However, UNICEF and UNESCO (1982)

came up with an action oriented programme for primary education and literacy in France and other countries. This gave hope for annual consultation meetings involving International Non-Governmental Organizations. Eventually, a new focus on literacy had to be created (Chabbott 2003).

The history of literacy development in France is closely linked to the study which was conducted in selected primary schools in Siavonga, because people in France had a number of challenges before they acquired standard literacy levels. They had terms such as ‘illettrisme’, to refer to poor French citizens who had limited literacy potentialities. Similarly, Siavonga district could be facing numerous challenges in the delivering of educational literacy programmes but will eventually succeed in raising levels of literacy. What is important is cooperation and determination, as a district. This also calls for time dedicated for effective monitoring and supervision of literacy lessons, especially by school administrators.

#### **2.2.1.2 Ireland**

In Ireland, Kennedy (2012) argued that literacy skills were to commence in the early age of child development and continue at primary level. The Literacy accepted age was between 3-8 years. Alexander (2006) further narrated that literacy should start at birth in order to obtain over 50% quality results. He took literacy as a skill which cuts across the lifespan of an individual from womb to tomb. That it covers the main domains of cognitive, affective, psychomotor, cultural and creative. Harris (2011) supported the above development through effective language teaching programmes in Dublin, Ireland.

Brunner (1999) in support of Alexander, pointed out that literacy development of readers in schools had to be expanded and focused towards successful reading programmes. Some of the Programmes included; Programme for International Student Assessment (PISA), Programme for International Assessment of Adult Competencies (PIACC) and Program for International Reading Literacy Study. The department of education and skills (2011:8) gave this definition in an effort of National Strategy to improve literacy in Dublin. “Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media and digital media like electronic books. National Councils for Curriculum and Assessment (2009) supports multiple literacy activities such as emergent literacy which has been a

reflection of a move from readiness in the 1960s and 1970s to development perspective in the later years.

### **2.2.1.3 United Kingdom**

In the United Kingdom, literacy Programmes have been standardized. Key Stages, mostly take up the expected criterion. Example, Key stage 2, Key stage 4 and so on. Key Stages include different literacy assessment areas such as reading. Frater (1995) confirmed that great concerns have been raised over such inadequate standards or testing. He further alluded to the fact that assumptions about literacy change overtime, progressively. Present definitions of literacy are more demanding than those in previous years. Categorizing such literacy performance is no easy job.

The National Literacy Trust, was formed to help monitor the literacy standardized Programmes. Particular attention has been given to key stages. Airs (2008) explained that in defining literacy, NLT captured references to speaking and listening.

The National Literacy Trust (2012) gave this picture of literacy results in UK, under key stage 2 and key stage 4. One other characteristic of standardized literacy in UK, is the comparison of results between different years.

Skills Life (2003) got a completely different view. It pointed out that one in six people in UK were struggling with literacy. According to Skills Life, such results attained at the expense of learning cannot promote literacy levels.

Booth et al (2012) further commented that though, literacy now dominates the English Curriculum in UK, the balance between English as a subject and literacy can no longer be maintained. Loss of such an equilibrium results in low standards. Laughame (2007) attested to the same development. Otherwise a lot of work is required to improve literacy levels in UK.

Relating the literature from Ireland and United Kingdom to the study of monitoring and supervision in Siavonga district, it seemed that a number of elements could be applicable to the implementation of literacy programmes in selected primary schools in Siavonga. Ireland talked about literacy skills which should be introduced in the early stages of child development so that as children grow the process is continued to enhance high literacy levels. Similarly, UK, talked about standardized stages of literacy development which learners should pass through from infancy to

adult state when they could have acquired most of their reading and writing skills. Siavonga could try such by using a number of strategies such as songs and poems to help learners acquire literacy skills.

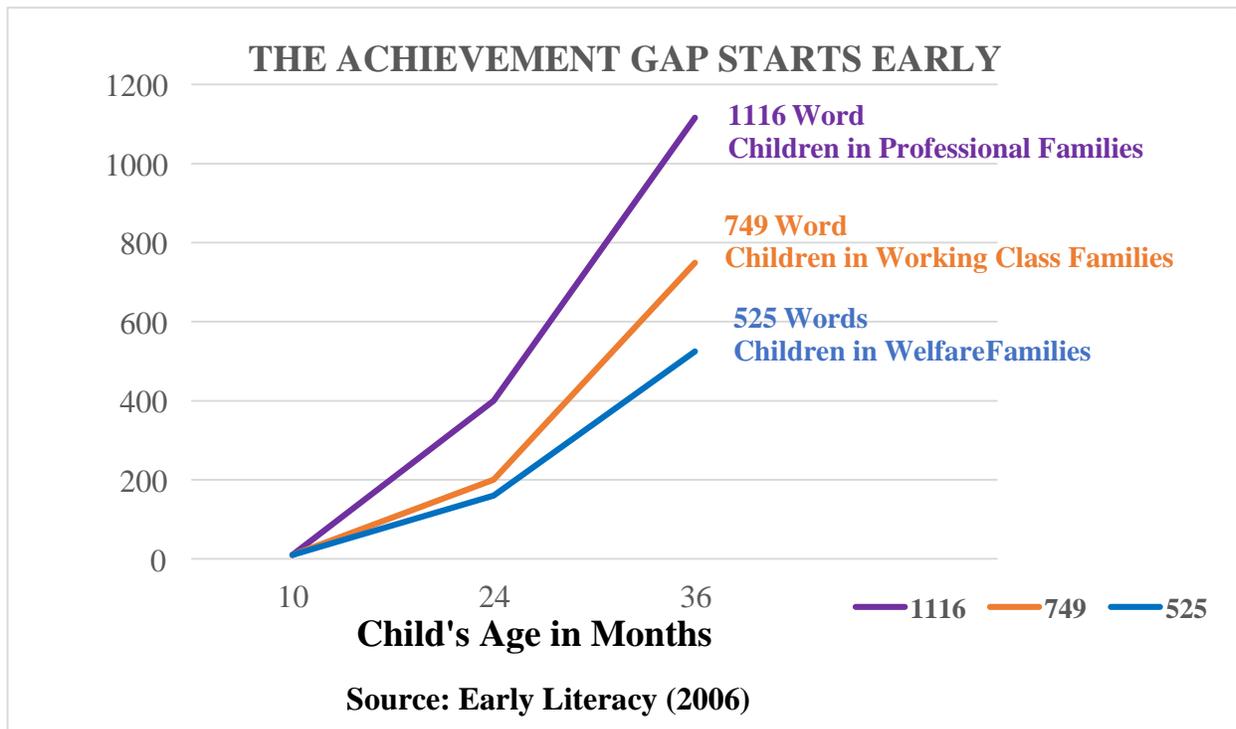
## **2.2.2 America**

### **2.2.2.1. United States of America**

According to USA, early literacy begun at birth by constantly reading to babies. One had to read aloud and talk clearly. Dickson (2006) singled out the following factors as being at play in early literacy development: social, environmental, cognitive, linguistic and emotional. Children who were constantly read to on daily basis and exposed to rich talks developed love for books and reading compared to those with less reading exposition, as Essex (2006) attested. In the ages of zero and three, there is faster brain development. This fostered frustration literacy experiences because children stimulated a lot of vocabulary and were involved in activities like singing, counting, and conversation.

In Siavonga, education sector could copy such for literacy section. Campbell et al. (2002:11) Gave details of social development and co-operation within the same age group; ‘0 – 48 months social development, 0 – 12 months, attachment, 8 – 36 months independence and 24 – 48 months cooperation’. United States of America certified that the brain of a three year old child is 2 and a half times more active than an adults’. Hence, according to Hutten Locker et al (2002) Interrelated literacy monitoring programmes such as pre-school, extra programmes for alphabet knowledge phonological awareness, printed letters, rapid automatic naming of objects and colours should be brought on board initially through oral language. National institution of literacy (2008), officially nationalized these early ages and inco-operated parents for early word reading. The achievement gap started early if literacy attention is not taken care of, as certified by Betty (1995).

In short, the three main dimension of oral language experience which are linked to later literacy success include: Exposure to varied vocabulary, opportunities to be part of conversation that use extended discourse and home and classroom environments for cognitive and linguistic stimulation as figure 2.2 Suggests (Patton, 2006).



### 2.2.2.2 Newfoundland and Labrador

Campbell et al (2002) discussed that according to Newfoundland and Labrador, literacy did not only involve competence in reading and writing but covered critical and utilization of the text in people's lives and the usage of language, be it oral or written. This statement required brain storming about one's life as he or she read and wrote.

In support of the above statement, the Work-force Investment Act of (1998) defined literacy as an individual's ability to read, write, and express oneself in English, Computer and Solve problems for self and others at different levels. According to Newfoundland and Labrador, correct definition of literacy depended on the skills one needed within a particular environment or society.

### 2.2.3 Asia

Asia has been relatively backwards in literacy more or less like some African parts (Myrhel 2016).

### **2.2 3.1. China**

In urban areas, a literate person is one who knew a minimum of 2, 000 characters whereas in rural areas literacy referred to a person who knew a minimum of 1, 500 characters, (EFA, 2006). These characters referred to the Chinese crack writing, which had to be interpreted.

China developed writing from divination rites using Oracle bones, in the year c.1200 BCE. The cracks had to be interpreted by a diviner and this was the reading part. Writing occurred when making cracks which later involved in Chinese Script. This was the origin of literacy in China, indeed the birth of Chinese writing and reading (language) we have to this very day (Joshua, 2011).

### **2.2.3.2 Indonesia**

According to Dikmas (1999) 6.9 million illiterate people, between the ages of ten and forty –four led to the formation of functional literacy programme in Indonesia. Statistics indicated that 75% of the citizens at the time had minimal education while 25% were pure illiterate. Hence, the need to meet the needs of multi-level groups. In other words, focus was on those individuals who did not have basic reading and writing skills. (UNESCO 2015) Said that once you learn to read, then you would be a free person forever. Indonesia has been struggling for this functional literacy. This implied that Indonesian citizens would use their literacy skills in practical terms. The above functional literacy programme took three levels of development and accounted for some positive change in literacy level.

### **2.2.4 Australia**

#### **2.2.4.1 Pacific Islands**

Need to improve literacy and numeracy on Pacific island countries has led to the formation of Pacific Island Literacy and Numeracy Assessment (PILNA) Tao (2016). This was a framework for literacy skills oriented action. The hope was for a 100% literate lives in the 21<sup>st</sup> Century. The Australian Council for Education Research (ACER) was behind the whole PILNA programme. PILNA provided data on literacy outcome of students in Pacific island countries.

The first cycle of PILNA was administered in 2012, 14 countries participated. Among these included: Cook Island, Federated States of Micronesia, Fiji and so on. Similarly, students in 13

pacific island countries who had completed year 4 and 6 of primary education were assessed in literacy, in 2005 and results released in June, 2016. Among the 13 countries, we had Papua New Guinean, Tokelaw, Kiribati just to mention but a few. Through the steering committee and project management, Australian council for education has encouraged report writing even among small island states. These collaborative reports are scrutinized to help develop intervention to improve literacy in schools. Once identified and designed the interventions have to be implemented.

In Australia free board (2007) conducted a research perspective from the past for the future. He looked at the nature of literacy and how best it could be facilitated in schools. He further indicated that fluency with the particluar graaphenic-phoneme correspondance (GPC) and comprehending everyday texts is a vital for developing powerful literacy capabilities. PISA (2003) thus defined literacy as the ability to understand, use and reflect on written texts in order to achieve one's goals.

Supportedly, OECD (2005) indicated that there is a strong correction between material and aspects of literacy. The more relevant the official curricular or commercial materials of early literacy education the more they take a firm stand everyday lives of a child freebody applied the above aspects to bring literacy to reality; especially among the poor women and children.

### **2.2.5 Africa**

United Nations Education Scientific and Cultural Organization -UNESCO (1965) propagated the argument that  $\frac{3}{4}$  of illiterate persons live in sub-Saharan Africa and Southern Asia. In the 1950s, African literacy levels were about 87%. Hence, world Conference of Ministers of Education on the eradication of illiteracy had to be called for to aid Africa. This conference took place from 8<sup>th</sup> September, The World International Literacy Day to 19<sup>th</sup> September, 1965.

#### **2.2. 5.1 Democratic Republic of Congo**

In Congo, UNESCO (2006) Programmes, on literacy was followed by facilitating roles in promoting literacy skills. One such role is listening to learner reading and helping out in the process. In this way, children, according to UNESCO (2016) were able to read the past and write the future. A lot though has to be done in the Republic of Congo because for some time now concentration has being on music production and dancing to an extent whereby by the age of two, children were already initiated in it. This was of great value and had taken a large percentage of the country's budget than literacy programmes.

### 2.2.5.2. Egypt

Egypt came under the history of ancient Mesopotamian culture. It has had marked clay tablets with painting, carvings, for which the reed pens and papyrus were used. Joshua (2011) indicated that initially literacy skills were coined around this whole process of cave printings and marking on tablets with reeds. Painting and carving was the written work while interpreting meant reading. This covered the literacy concept.

Hawkins (1979) stated that only those who made them would have them read in a language constructive on tablets rather than grammar. Lictheim (1976:204) further argued that tabular presentations involved meaningful numbers. These indicated ownership, culture of the people, communication of thoughts and feelings, administration and Daily life. Literacy levels were low and restricted to a few, till modern literacy skills took root.

The above concept of writing and reading gave birth to literacy skills which are traced all way back to ancient Mesopotamia region between the Euphrates and Tigris rivers, covering the Mediterranean coast. Joshua (2011) defined writing as a composition of literacy. That it gave manifestation of spoken language or oral which developed in society at the time (c. 3500 BCE). This Southern Mesopotamia writing and reading comprised of cave paintings on tablets, meaningful numbers, pictures /drawings and particular markings in wet clay with reed. This writing was called Cuneiform. It coined culture, civilization, religion, kingship/royal/administration, magic, law and history of the people such as portrayed by carving paintings of Cro-Magnon Man of 50,000 - 30,000 BCE, which expressed hunting safari and other daily activities of humanity. Through such and other visual presentations, communication was made possible even for trade, in those days across the desert.

According to Edel (1955) Egypt developed the same Cuneiform writing before the early dynasty (c.3150BCE). Later, this came to be known as hieroglyphics. In Egypt, monumental display, papyrus writing material and great Pyramid was part of the mentioned writing, as Helck (1974) attested to. Hawkins (1979) further explained that owing to such a nature of writing, only a few people could interpret or read it in a language of construction rather than grammar. To this regard, only a few people were literate or could read and write. Mayan civilization, for instance, could not be read by early explorers such as Stephens and Catherwood. Equally, it was difficult to understand

the Linear Script of Minoan and Crete region. Mostly, those who had the writing skill could equally be involved in reading.

Literacy skills continued developing with written language emerging in the year (BC, 3500) in Sumer of Southern Mesopotamia. The Phoenician writing system of Greeks and Romans originated from Phoenicia and was adopted by Egypt and later by Maya. Originally, Alphabet was written as, 'Alpha, Beta' in Semitic language and 'Alpha Beth in Hebrew' Helck (1972). Greece and Roman Sacred Writing for Judaism were also developed at the time. The Phoenician Christianity, Buddhist and Islam then dominated the Mediterranean lands. These writings or scripts were on scrolls. Thus most of the books were originally written in Greece languages or Latin, a Roman Language. Most English books were written in Latin by origin. Beukelman (1998) stated that the word 'Literate', was derived from Middle English and Latin terms marked with letters and letter literature. This referred to peoples' life and culture.

The Greece and Romans had colonized most of the territories around the Mediterranean Seacoast such that the influenced literacy skills through their languages and brought in the culture of Greece and Roman gods cambered with myths such as the Epic of Gilgamesh (Joshua 2011).

The Epic of Gilgamesh was considered the first and amongst the oldest in the world. It was written around c-2150 BCE and dealt with the great king of Uruk Gilgamesh who the centre of the meaning of life in Mesopotamia, gods and heroes, history, methods of building, burying the dead and festivals. This epic contributed to literacy development because it had to be recorded and read not only for the Mediterranean coastal regions but other areas outside, as well. A number of translations of the same literature were made and in the process languages changed, developed, and added more life to literacy.

In Egypt, literacy stands as the major component of adult education. It is a tool for improvement in production and youth employment. Adult education is a literacy issue in Egypt Iskander (2005). It is a need for informed and literate population for a modern actualized society, Kofi (2005). UNESCO education for all global monitoring report (2010) confirmed the 759 million, non – literates in the world and that 17 million of them lived in Egypt.

To address the above problem in Egypt, literacy was identified as the answer and basis for human rights, health and religious awareness for vocational training. Adult and non-formal education

programmes proved essential under literacy in Egypt to help youth acquire sufficient reading and working skills for a world of work. The government and NGOs such as General Association for Literacy and Adult Education, GALAE (1992) and Caritas Egypt Adult literacy program which commenced in 1967 Mohamed (2015) are situated in Cairo and Giza. It accommodates 20,000 literacy participants, annually and 85% are women. The Arab network for literacy and adult education was established in 1999. Community based education was also implemented and accommodated 2.9% drop outs. The above organization has been working hard to try and curb illiteracy in Egypt. They are offering literacy by age, profession and learning needs as well as conducting literacy tests every six months to check on the progress of learners.

Literacy development in Egypt could be traced from ancient Mesopotamia, between the Euphrates and Tigris rivers as indicated above. The writing and reading culture was through caving paintings on tablets, which kept on changing for the better as people continued communicating through trade and hunting ,till Alpha Beta was acquired through Phoenicia. Today, Egypt is among few countries with a lot of adult literacy centres to try and curb the issue of illiteracy. Siavonga could get a number of literacy lessons from Egypt. That perseverance, utilization of culture background and better communication could help improve literacy levels in Siavonga primary schools. Traditionally, Siavonga has a number of songs and dances which converted to literacy lessons could cover vowels and sounds. Better communication, brings a lot of people, organizations and NGOs, on board and later these could render literacy sponsorship as did Phoenicia (MoGE 2017).

### **2.2.5.3 Uganda**

UNESCO (1994) discovered a need for over view of adult literacy programme as part of process and cumulative process. This would enable attachment of adequate basic skills in literacy. The demand for education and literacy among the wholly unschooled and illiterate adult population led to the above programme in a number of Ugandan districts among which included: Apac, Arua, Bushengi, Hoima, Iganga, Mubende, Rukungiri and Soroti. UNICEF (2000) confirmed that this programme was helping the government of Uganda to redress the imbalance of educational opportunities between men and women. It included the efforts of Roman Catholic Church, Women's empowerment programmes, the Uganda literacy and adult association, The National womens literacy association for social and Education advancement and the department of adult

education and communication studies of Makerere University. Iganga (1998) stated that through planning and action, elderly adults learnt the skills of reading and writing.

#### **2.2.5.4 Kenya**

Kenyan Central Bureau of statistics (2000) defined literacy as including people aged 15 and above, who are able to read and write properly. The National Census (1999) triggered the policy which stipulated that 4 years of standardized primary education, qualified one as literate. This 4 year proper primary literacy period also accounted for development in other Kenyan Sectors such as agriculture, health, tourism and many more.

Development indicators (2013) highlighted that, 'The coastal Ocean Research and Development', in Indian Ocean of East Africa is an organisation (NGO) on basic literacy and technology, tailored to users with limited experience. Works begun in 2007 and launching was done in 2010. UNESCO (2014). The launch included an online teaching material which was aimed at teaching coastal communities on literacy and environment. The language of instruction for this literacy program has been English and Kiswahili.

The above program has empowered self-help groups in Kenyan coastal areas through the extended Information Communication Technology for better literacy and education. This will in turn promote better livelihood activities along the coast. Siavonga Education could copy such a trend to enhance development. Already, literacy Programmes are in Zonal languages and English is second. The district has, like Kenya, the blessing of lake Karba for self-development. Global Monitoring Report (2016) also indicated that 'Avallian', a social enterprise has been supporting e-learning in Switzerland.

Tusome (let's read) early literacy programme (2015) has also brought great progress in moving the quality of education in lower primary schools, especially in the areas of literacy in Malindi. To help raise literacy levels in Kenya grade reading assessment was piloted; between years which followed 2007 to 2009. The results of (EGMA) indicated low literacy skills, which led to the formation of primary reading programme, later adopted as Tusome National literacy programme.

In the same development, Mombasa literacy study report by Uwezo of Kenya (2009-2011) Indicated that 4% of class 8 pupils failed to read a class 2 story. The annual learning assessment

conducted in February (2012) revealed that 7% of grade eight pupils could neither pass English nor Kiswahili reading tests.

Uwezo (2015) proceeded reporting on low English literacy levels among children aged 7 – 13 over the past years between 2011 and 2014. To address the above literacy problems, variation of activities promoting reading were generated. Curriculum based content in Kiswahili and English were also re-examined as well as lesson plan preparations (ALA 2012). Training and retraining of teachers especially heads, had to be implemented.

The researcher discovered that the link between literacy studies of East African countries ( Uganda and Kenya ) and that of Siavonga was on the low literacy levels for which an increase in literacy and life skills was sought. In Uganda and Kenya concentration was on adult literacy centres for function literacy skills as a way out of the problem. On the contrary, Siavonga dwelt on the monitoring and supervision of literacy programmes by school administrators, in selected primary schools as a way of raising literacy levels.

#### **2.2.5.5 Mozambique**

To assist Jangamo district of Mozambique, in its effort to empower rural communities and decrease poverty, a number of projects were proposed. One such project was the increase in literacy and life skills of the population. As already indicated, the immediate objective of this project was to improve the well being and self-reliance of household members through adult participation in the literacy and adult education between years which followed 2008 to 2011. According to Uwezo (2015) Non-formal education programmes were also brought on Board in Jangamo by 2011 for the same sustainability of adult literacy. In the process education promoted interaction, integration and synergy between and among various local government sectors and strengthened the capacity of the above project in the provision of literacy skills for both learners and teachers.

The Donors encouraged the adult literacy in such a way that these parents later started helping their own regular children in literacy learners programmes but others had a negative attitude, thinking society would look down upon them. Distances to the centre had also to be accounted for and clear title of the project had finally to reflect literacy and Non-formal adult education in Jangamo district of Inhambane province, Mozambique; 2008 – 2011.

Through such projects, learning of literacy came out importantly. It helped both adult and regular literacy learners not only to get knowledge of reading and writing but also acquire functional skills for life. Similarly, some literacy adult centres have been introduced in Siavonga, though more are to spread out in the district.

#### **2.2.5.6 Nigeria**

Abdulkarim (2012) settled on supervision and inspection as strategies for improving literacy classes especially among the adults in Nigeria. He noted that literacy classes were not functioning effectively due to lack of effective supervision and monitoring. Supervision is important ingredient for success in a social system such as literacy under educational organisation (UNESCO 2015).

According to Abdulkarim (2012) super refers to ‘over’ while view to watch or see, making up the whole word, supervidere, originally latin, which means watching over literacy class with special attention to instructors’ capability, personality and learners comprehension. It was noted that Nigeria needed adequate supervision and monitoring of adult literacy classes, especially in the following areas: - Gombe state, Ngwanguara and part of Ibadan where literacy results were Very low.

MoE of Pakistan (2010) alluded to that fact that literacy problems were clearly identified in Nigeria and several suggestions were put forward to enhance effective supervision and monitoring of literacy classes. Several problems of inspectors and supervisors had to be addressed to help promote literacy programmes. Unprofessional conduct of some supervisors (who could shout at teachers in front of learners) negative attitude and lack of commitment, lack of co-operation, poor planning, lacking induction, training and retraining and many other defects, had to be addressed (Olembo 1992).

Igwe (2001) noted that supervision involved evaluation, monitoring and quality control for the purpose of curriculum and infrastructural development. This in terms promoted literacy programmes at different levels.

Samson (2012) narrated that a lot of problems above and many more were expected in Gombe state. He agreed with Abdulkarim (2012) that effective supervision was the solution to low literacy

just as Siavonga district settled on monitoring and supervision strategies for improving literacy levels. Finally, a number of NGOs, government departments, private partners and other stakeholders were inco-operated to help address low literacy levels through effective supervision and monitoring in the above mentioned areas. This was important for the development of skills in both adult and children literacy programmes.

#### **2.2.5.7 Senegal (Dakar)**

UNESCO (2015) Dakar's programmes and projects included among others: supporting countries in the education of literacy by providing technical support to Niger and Senegal with the hope of eradicating illiteracy by the year 2023.

Strengthening the synergy between the literacy and non-formal education to help build bridges between literacy and the world of works was encouraged through Technical and Vocational Education and Training.

Measuring learning outcomes in literacy is another programme currently underway with UNESCO Dakar (2015) where institutions are encouraged to undertaken a number of activities per literacy promotion. Countries like Senegal, Burkina Faso, Mali and Niger were involved. In addition, teacher- training policy in literacy have been going on. This support came from UNESCO's capacity building efforts for EFA. Furthermore, the use of ICT (Information and Communication Technology and National languages in literacy have continued building on the lessons learnt for the literacy projects in Senegal.

#### **2.2.5.8 Zambia**

The MoE (2013) attested that the country is still experiencing low literacy levels and illiteracy in some parts.

The grade 5 National Assessment Survey for 2006 and 2008 certified that learning achievements in literacy were below 40% in both English and Zambian language (35.3% and 39.4%) respectively. The South African Consortium for Monitoring Education Quality (2010) noted that of the grade 6 learners that sat for reading only 27.4% where able to read at a required level.

To support early literacy, the government through Ministry of General Education, MoGE introduced the Revised Curriculum (2013). The curriculum has ushered in significant change to the

educational system by the use of local /zonal languages as medium of instructing for early grades up to four.

MoE (1996:34). 'The fundamental aim of the revised curriculum for lower and middle basic classes is to enable pupils to read and write clearly, correctly and confidently in a Zambian language,' Already, the percentage for Zambian language was slightly up following the grade 5 National Assessment. A lot of work, though has to be done.

Analysis for learner performance levels by gender has continued under four main categories: Outstanding Marks, 24-30, Desirable 16-23, Minimum, 9-15 and below 0-8. In Siavonga Education Board, Southern Province, Zambia, the reading levels are quite low and a number of illiterate cases are common in some schools within the five zones. Below we have Siavonga grade one 2015, National Assessment Literacy Results by gender: - 685 boys sat for the test, 181 absent, 88 outstanding, 188 desirable, 211 minimum and 198 below. 709 girls sat for the same test. 215 absent, 80 outstanding, 2011 desirable, 231 minimum and 197 below National Assessment for Literacy and Numeracy (2015).

The statistic above call for a lot of collaborative work, for literacy Programmes in the Ministry of General Education. Siavonga head teachers in particular are to deal with ground work of monitoring and supervising teachers with attention to literacy. Pupil's books has to be checked periodically. The tradition of head teacher receiving assessment sheets in weeks 5 and 13 must be a thing of the past. Head teachers should get to the grass roots even conduct the assessment to help fill in this gap. Sometimes, learners' reading results are fake.

#### **2.2.6. Commitment to Literacy Programmes.**

Different regions have showed a lot of interest in the development of literacy skills. They have realized that behind literacy is the hidden development.

Alberta Budget (2009) admitted having increased funding for literacy and that Library funding went up to 39% to support literacy programmes.

African Regional Conference of Bomas in Mali (2007) was in support of literacy programmes.

Literacy skills have been seen as tools, for improving standards of living into the education system and to make literacy a fundamental right for the under privileged is a plus. The same conference encouraged literacy at the promotion for sustainability and eradication of poverty.

A number of international organizations have been working towards improving literacy levels with particular attention to third world or developing nations. A lot of literacy programmes fall under such organizations like UNESCO (2000, 2006, and 2016), World Bank, International Monetary Fund and such related. A lot of challenges have been experienced but determination is there to raise literacy levels for the better world-wide.

The church is another body which has come on board to promote literacy levels. Different congregations or denominations are in support of many literacy Programmes in Zambia and throughout the world. The Catholic Church, for instance, in Zambia has a number of literacy centres scattered throughout the country. The Kalomo Catholic Church recently opened a literacy centre for adults. Commenting on the operations, two weeks ago, Father Mwila, the in charge of this program indicated that there was a lot of literacy progresses made among the adults. Other Catholic literacy centres are in Kasama, Mansa, Choma and Chipata. Seventh Day Adventist has theirs in Monze and Rusangu.

## **Summary**

The chapter has done the following: gave an overview, outlined the related literature to the literacy topic, as obtained from Europe, America, Eurasia, Asia, Australia and African continent, outlined the development of literacy skills by working with international organizations such as UNESCO and highlighted literacy practices in Zambia, with attention to Siavonga District Education Board. A commitment on literacy programmes was made followed by a summary. The next chapter will deal with Methodology.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Overview**

In this chapter the researcher described and justified the methodologies that were considered for the study. These included; research design, study site, study population, sample size, sampling techniques, and instruments for data collection, reliability and validity, procedure for data collection, ethical consideration , data analysis and a summary ,

#### **3.1. Qualitative Research**

The study used the qualitative research method because the research study involved description of literacy.

Furthermore, Flewitt (211) pointed out that the qualitative methodology helps to bring out the meaning of informants' experience without subjecting them to pre-set categories.

The researcher felt it was necessary that qualitative methodology was appropriate for collecting the desired data on the ground. It seemed to bring learning and the environment under one category for a better understanding of educational aspirations and opportunities for literacy programmes (Hall 2010).

#### **3.2. Research Design**

A research design is a plan of a research study. It is a detailed outline of how an investigation will take place. In this study the descriptive design was used as a research design. According to De Vaus (2001) he describes “descriptive design as a scientific method which involves observing and describing behaviour of a subject without influencing it in any way”. The descriptive design was used in this study because it aims at collecting information from respondents on their attitudes and opinions in relation to the head teachers' monitoring and supervision practices of literacy performance in selected primary schools of Siavonga (De Vaus, 2000).

### **3.3. Target Population**

The target population from which the sample was drawn consisted of all Head teachers all Deputy Head teachers and teachers in selected primary schools of Siavonga District. It is from this population that the sample was drawn.

### **3.4. Sample Procedure**

In this study purposive sampling was used. Purposive sampling was used because the researcher targeted a group believed to be informative for this study. In this case the school administrators (Head teachers and Deputy Head teachers). They had information rich for in-depth analysis related to the central issues studied.

### **3.5. Sample Size**

The sample comprised of 15 head teachers 15 deputy head teachers and 15 grade one to four literacy teachers from selected government primary schools in Siavonga district.

#### **3.5.1. Head Teachers**

The head teachers were purposively sampled because they were directly responsible for the administration of school programmes. They run day to day affairs of schools and therefore they are likely to have information on the issues of literacy levels in their schools.

#### **3.5.2. Deputy Head Teachers**

The deputy head teachers were purposively sampled because of their role in monitoring and supervising teachers teaching in classes and therefore, they are likely to provide information on monitoring and supervision practices of literacy performances in schools in Siavonga District.

#### **3.5.3. Class teachers.**

The researcher clustered literacy teachers into two groups of 8 each, thus (a) the grade one teachers and (b) the grade 4 teachers. Using focus group discussion data was collected on literacy levels in the district.

### **3.6. Research Instruments**

In this research, the following instruments were used to collect data, semi- structured interview and focus group discussions.

### **3.6.1. Semi-structured interviews**

Two semi- structured interview schedules were designed to helping conduct interviews by the researcher to collect information and answer research questions of this study from school administrators (Head Teachers, Deputy Head teachers) and class teachers.

#### **3.6.1.1 Interview Schedule Guide for the school administrators**

Appendix 1 was the interview guide for the school administrators (Head teachers and Deputy Head teachers). The interview schedule guide was used to collect data about the frequency of monitoring and supervision of literacy programmes in Siavonga schools, the benefits of literacy monitoring and supervision to schools, teachers, and learners, challenges and barriers of conducting monitoring and supervision in Siavonga schools and ways of improving literacy levels.

#### **3.6.1.2 Interview Schedule Guide for teachers.**

Appendix 2 was the interview schedule guide for teachers. It was used to collect information about the teacher' views on the monitoring and supervision of literacy programmes in Siavonga primary schools.

#### **3.6.1.3 Focus Group Discussion Schedule for Class Teachers**

The focus group discussion schedule in appendix 3 was used to collect data from class teachers on ways of improving monitoring and supervision of literacy practices in Siavonga primary school.

### **3.7.1 Reliability and Validity**

In order to ensure consistency with which the instruments measured whatever they intended to measure (reliability) the researcher repeated the responses that were given during the interview and focus group discussions and asked the respondents to ascertain if the respondents given were the correct respondents they gave before (Bryman, 2008). In other words reliability were explained as the extent to which participants would arrive at similar results if others were to investigate the same study using the same methods used by the initial researcher (Gall et al 2003).

### **3.7.2 Validity**

In order to ensure validity of the instrument, the interviews and focus group discussions questions were piloted to a number of respondents who were in administration in different schools other than

where the research was conducted. This helped the researcher ensure that any anomalies and ambiguous questions were corrected well in advance. This meant that before interviewing the sampled population, the mentioned corrections were done. This helped to measure and describe the phenomena being examined (improving literacy levels) Validity therefore has to do with how truthful or credible the research results will be (Cohen et al 2000).

### **3.8. Data Collection Procedures**

In this study, data was collected by the researcher. Permission was sought from the District Education Board Office of Siavonga. The researcher asked the school administrators to conduct interviews face to face in their offices. A special departmental or classroom arrangement was made with teachers for focus group discussions. All responses were written in the researcher's notebook during the discussion.

### **3.9. Data Analysis**

In this research, the data was analysed qualitatively. Meaning that the data from interviews and focused group discussions were thematically analysed. Qualitative data was converted manually and summarized in order to obtain precise measures for the data using narrative report. All the data was strictly interpreted in relation to investigations of head teachers monitoring and supervision practices of learner's literacy performance in selected primary schools in Siavonga district, Zambia.

### **3.10 Ethical Considerations**

Ethical concerns pertaining to the study were taken into consideration. Prior to the fieldwork, the researcher sought authority from the District Education Board Office (Siavonga), to carry out a research from the fifteen selected schools in the district. She had to write a letter to Siavonga DEB and copy the Council Secretary for authority to be granted. Verbal consent was also sought from the respondents. The researcher briefed all respondents about the purpose of the research and of the fact that participation in the study was voluntarily. Furthermore, researcher assured the respondents that all data collected was given maximum confidentiality and that the names of respondents and schools involved were not used in the report as the research was purely academic. Above all the researcher had to respect the privacy of respondents.

## **Summary**

In this chapter the researcher started with the overview of the whole chapter, followed by a discussion on qualitative research which was used in the study. The research design used in the study has also been given and justified, similarly, the target population, sampling procedure and the sample size. The research instruments used in the study and why they were used have also been discussed. Reliability and validity of data obtained from the respondents in the study has being explained, equally data collection and data analysis. Additionally, ethical consideration has being explained in this chapter. The next chapter will present research findings.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### Overview

This chapter is devoted to the presentation of the results or findings of the field work. These results are based on the data that was collected through semi-structured interviews which were administered to the head teachers, deputy head teachers and grade one to four literacy teachers. Focus group discussions were also administered to the same literacy teachers. The findings are presented under the headings/themes determined by the following research objectives (Boyatzis, 1998).

- a. To find out how often the administrators monitored and supervised literacy programmes in selected primary schools in Siavonga
- b. To evaluate how head teachers used monitoring and supervision information to help improve literacy levels in their schools?
- c. To establish whether or not schools received any support from Siavonga District Education Board Office for monitoring and supervision of Literacy programmes.
- d. To explore ways in which schools could improve monitoring and supervision of literacy programmes in Siavonga.

Table 4.1. Bio data of Respondents by Gender

	Head teachers		Deputy head teachers		Grade one to four literacy Teachers	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Female	3	20	1	7	7	47
Male	12	80	14	93	8	53
Total	15	100	15	100	15	100

Table 4.1 shows that a total of 45 research participants were selected for the study. Going by the table, fifteen (15) participants represented each of the three categories; head teachers, deputy head teachers and grade one to four literacy teachers. According to table 4.1

female literacy teachers represented by 47% against 8 male teachers represented by 53% participated in the study. Each of these participants was selected because they had some lived experience or knowledge about literacy programmes through literacy teaching of grade one to four learners in Siavonga (Patton 2002).

Two of the above teachers had taught for a year, five had been in the service for 7 years while 8, clocked the tenth year in teaching at the time of research. This helped counter check the findings and establish the effectiveness of monitoring and supervision of literacy in Siavonga district. Suffice to mention that the teachers who participated in this research come from various schools of the district. Some as close as 5 kilometers while others as far as 67 kilometers away from the district. This has had an impact on the delivery of literacy lessons in that schools closer to the district could easily access literacy material and information as compared to those further away ( Neumann 2003). Among the 15 class teacher, we had Zonal Insert Coordinators (ZICs) and School Insert Coordinators (SICs). These have been trained specially to help others teach literacy lessons properly with particular attention to letter sounds. The ZICs and SICs have been working with District Resource Centre Coordinator, administrators and fellow teachers in the implementation of literacy programmes in the Zones. The above groups had valid information for the researcher during this literacy study.

Of the 30 administrators, 15 head teachers, represented by 50% were confirmed in position as heads, 35 % were acting while 25% were standing in for the heads/ deputes who were either sick or on leave. These administrators had knowledge about the subject of inquiry and would help the researcher (Patton 2002).

#### **4.1. Frequency of Conducting Monitoring and Supervision of Literacy Programmes**

Before looking at the frequency of monitoring and supervision of literacy in the selected primary schools in Siavonga, it was imperative for the researcher to establish whether or not the school administrators understood the meaning of literacy. The response to the above question would help the researcher understand the level at which monitoring and supervision of literacy lessons was conducted.

Two head teachers said that,

*Literacy is mostly associated with adult education to help uneducated elders read.*

Another head teacher responded that,

*Literacy stands for the ability to read and write.*

These responses indicated that some head teachers did not widely understand the importance of monitoring and supervision of literacy lessons in their respective primary schools. They took it that literacy programmes were mostly related to adult education and never understood that there was more to literacy than mere reading and writing.

When the researcher asked head teachers and deputy head teachers how often literacy programmes were monitored and supervised in their primary schools,

One head teacher responded that,

*Literacy monitoring is done twice in a term due to lack of man power in my school.*

Another head teacher indicated that,

*In my school, literacy monitoring is done thrice in a term; during week 5, week 10 and week 13.*

The above finding showed that the head teacher utilized literacy assessment weeks for monitoring and supervision of the literacy programme.

One newly- appointed head teacher strongly said that,

*How do they expect us to monitor literacy programmes without grade four literacy text books and teacher incentive*

The above response showed that the newly appointed head teacher had expected too much of his position, that money would be flowing all-over.

One deputy head teacher said that,

*The monitoring and supervision function need to be further expanded in order to become instruments for the improvement of the literacy in education. The practices in monitoring and supervision in schools*

*remain an option to most head teachers in Zambia. In our school, we conduct it once a term. Hence where monitoring on literacy programmes takes place, measures are rarely employed to improve literacy levels in schools.*

The above deputy head teacher was advocating for literacy based outcome to improve reading levels.

Another deputy head teacher responded that,

*In 6, out of our 10 Zonal schools, Literacy monitoring and supervision is conducted by the ZICs (Zonal Insert Coordinators) and SIC's, (School Insert Coordinators) after every five weeks. Later, reports have to be generated for school administration and Siavonga DEB office.*

Yet, another deputy head teacher interjected and said,

*As for my school, literacy monitoring is conducted by us administrators in week 5, of every term, after covering many topics.*

The established that monitoring and supervision of literacy practices has been going on by head teachers and deputy head teachers. According to the results, the majority of administrators, presented by 70%, which is 21 out of 30, have been conducting literacy monitoring and supervision periodically. The findings made it clear, though, that more literacy monitoring and supervision sessions were to be effectively and efficiently conducted in Siavonga primary schools to fill up the inconsistency or gaps so that literacy programmes could be more meaningful in schools. The study also established that majority of school administrators gave varied responses to the basic questions on literacy. They contradicted themselves. This could be an indication of lacking understanding of literacy programmes. Findings also indicated that some administrators left the responsibility of literacy monitoring solely in the hands of SICs and ZICs. Findings further showed that in one Zone, 60% of literacy monitoring and supervision was conducted by SICs and ZICs.

#### **4.1.1 Teachers' responses on the frequency of administrative monitoring and supervision of literacy programmes**

Below are the responses from teachers regarding the frequency of administrative literacy monitoring and supervision.

One teacher commented that,

*Out of an average of 30 pupils in my class, 15 pupils can read fluently in English and vernacular because monitoring enables teachers improve on instructions given to pupils. Without supervision, teachers are most likely to fail to deliver the desired quality of teaching. However this literacy monitoring by our administrators should be conducted more often.*

Another teacher said that,

*I was last monitored in literacy lesson delivery last year (2016) term three, October. I'm not very sure about literacy lesson format and some concepts related to it, especially the five key competences of literacy.*

Another teacher explained that,

*My class is performing relatively well in literacy due to supervision but with challenges because there is too much absenteeism. I have never trained in learner literacy assessment or report writing but I agree that literacy contributes to general learner performance for my class and that more supervision is important.*

Still, one other teacher expressed herself that,

*I was last monitored in July, 2017 and had since been trying to understand literacy terminologies.*

The above teacher has been longing to learn more on literacy.

From Focus group, teachers lamented that,

*Literacy monitoring and supervision is rarely done in some schools. Other schools conduct it once in a while. As a result, some literacy teachers are not conversant with the use of the recently distributed literacy material.*

Furthermore, focus group expressed that,

*Monitoring and supervision of literacy programmes by most school administrators is done twice in a term, which is not enough at all.*

From teachers' section, the finding indicated that school administrators were monitoring and supervising the literacy lessons time and again. It was clear that 15 out of 30 pupils, in a given class had improved in reading levels, following administrative literacy monitoring. This represented 50% improvement in reading levels for that class. However, consistence in literacy monitoring and supervision by administrators was lacking. Furthermore, findings according to teachers' section showed that school administrators could only establish the literacy teachers who needed training in literacy learner assessment, application of literacy material, report writing, literacy lesson planning and delivery of a literacy lesson through frequent monitoring and supervision.

#### **4.1.2. Challenges and barriers in conducting administrative monitoring and supervision of literacy programmes**

The study also sought to establish challenges and barriers which administrators encountered during monitoring and supervision of literacy in selected schools.

When administrators were asked whether there were challenges and barriers in conducting monitoring and supervision of literacy in schools,

One head teacher said that,

*There is inadequate time for monitoring and supervision of literacy lessons and other related programmes due to administrative meetings which are called for at different levels: district, province and national. Many at times such meetings require the presence of both head teachers and deputy heads.*

Another head teacher responded that,

*Lack of literacy material, especially for grade 3 and 4 and lack of trained teachers in literacy makes it difficult to conduct monitoring.*

The above response indicated that lack of trained literacy teachers has been a great challenge encountered by many schools, as well as grade 3 and 4 literacy material.

Five head teachers indicated that,

*Traditional beliefs and values such as having a lot of cattle, goats and village chickens has negatively impacted the monitoring and supervision of literacy especially among grade 3 and 4 learners. Keeping track record of pupil progress in literacy through teachers is difficult because different learners are absent during different seasons for cattle herding, fishing, millet guarding in temporary homes, initiation ceremonies and Lwiindi. Parents support all these activities.*

Some parents believe that true education is embedded in their traditions and have less value for formal education.

One Zonal head teacher explained that,

*For Zonal literacy monitoring, roads are so bad that during the rainy season, some schools are cut-off while during the dry period, sand makes travelling difficult. Sometimes vehicles get stuck for hours before reaching the schools to be monitored.*

One deputy head teacher commented that,

*A lot of teachers from other provinces, worse for newly deployed, have to learn the local language before conducting literacy lessons. They have had difficulties in grasping certain concepts and getting them across to learners, especially under topics such as letter sounds. This makes monitoring difficult.*

From the above comment it is clear that language barrier has been a big challenge.

Another deputy head teacher said that,

*50% of literacy teachers have not been preparing the lessons adequately even after follow-up discussions. They have to adopt to change and cooperate with administrators for effective literacy results. There is lack of seriousness among teachers and learners.*

The third deputy head teacher said that,

*Class management is another challenge. The number of learners is too large to be controlled by one teacher. This makes monitoring difficult.*

From the findings, school administrators encountered a number of challenges and barriers during literacy monitoring and supervision. Some of these challenges emanated from parents who held on to traditions but other challenges have been in existence due to natural phenomenon, such as the terrain in Siavonga with its floods and sand accumulations, which makes travelling difficult for literacy monitoring.

## **4.2 Benefits of Literacy Monitoring and Supervision Programmes To Administrators**

Through literacy monitoring, administrators acquired some benefits.

When administrators were asked to evaluate the use of monitoring and supervision information for literacy in their schools,

One head teacher explained that;

*My management skills have improved through practices of literacy supervision. This is an indirect way of capacity building of school administrators.*

Another head teacher said that,

*Through inter school reading and writing competitions, school administrators are brought together and discuss matters related to running of their schools and in the process acquire better administrative qualities not only for literacy but other areas as well.*

The above response indicated that through clustered literacy programmes, some school administrators have had fruitful exchange programmes.

Two head teachers commented that,

*Through literacy programmes, most schools have developed good relationships with different organizations such as British Council, Celim and other individual donors like Walker. These have been donating literacy material and are now covering other school projects; making work easier for administrators.*

One deputy head teacher said that the following were some of the benefits of literacy monitoring and supervision:

*On a regular basis, I sample out some of the exercises done by children to find out the extent to which teachers are teaching literacy and other subjects as well . I also inspect the lesson plans of teachers and vets them every week. I observed that this*

*method was a successful one as it boosted the morale of teachers prompting them to work harder after seeing the performance of their pupil, especially in literacy .Eventually, learners benefit.*

Another deputy head teacher explained that,

*Monitoring and supervision of literacy is a weapon for acquiring more knowledge in literacy because SICS and administrators use the data for helping teachers apply better literacy methodologies.*

Speaking on the benefits of literacy monitoring and supervision, another deputy head teacher said,

*Through literacy lessons during regular sessions, our school has introduced adult literacy. The adult literacy programmes include skills, which help fund-raise for the school through production of literacy T-Shirts, baskets and mats.*

The above literacy T-shirts, baskets and mats were exhibited during the World Provincial Literacy Celebrations, which took place in Siavonga district, on the 22<sup>nd</sup> September, 2017.

The study established that inter school reading and writing competition helped develop professional and social relationships among schools. Furthermore, the study revealed that cordial relationships between schools and Non-Governmental Organisation developed through literacy activities. Schools started receiving aid not only for literacy but other school projects as well. The student level of literacy has slowly increased which is another added benefit for the school administrators because the institutions are marketed even more through adult literacy.

#### **4.2.1. Benefits of literacy monitoring and supervision programmes To Teachers**

It seems teachers have been benefitting from literacy monitoring and supervision programmes.

One teacher said that,

*Monitoring and supervision results make it possible for us literacy teachers to understand different levels of reading and writing at which learners are moving, then we can select relevant learner materials.*

Another teacher commented that,

*Through monitoring and supervision of literacy, team work is promoted among teachers, knowing that pupils can pass if they are able to read and understand.*

Another teacher stated that,

*Literacy programmes encourages me to have extra time to work on slow learners because in the process of assessing learners, my teaching performance is monitored and leaves questions of how best I should deliver literacy lessons. My teaching professional, eventually takes a better shape.*

Commenting on the same question, another teacher said that,

*Monitoring of literacy encourages me to spend more time when assessing children with special educational needs.*

Another teacher revealed that,

*Literacy levels contribute to learner performance because levels make you as a teacher know the performance of each learner and concentrate more on their work. But the question is reaching standardized literacy level which gives leeway for more effective and efficient contribution by all involved in the teaching learning process.*

The study discovered that teachers are helped to understand different levels of literacy for individual learners so that they could attend to them better. Furthermore, through literacy, teachers got to understand their level of lesson delivery and need for upgrading themselves through teacher education. The finding also stated that team work among teachers was fostered and later, this led to a spirit of offering remedial lessons to learners. This has contributed to both teacher and learner development, academically and socially.

#### **4.2.2. Benefits of literacy monitoring and supervision programmes to ZICs and SICs**

Fortunately, even, ZICs and SICs have been benefitting from literacy programmes.

One ZIC indicated that,

*Through literacy monitoring and supervision, we are allowed, by school administrators to hold teacher group meetings for all the literacy teachers in schools and zones, to discuss the success and failure of literacy lesson delivery, literacy lesson planning, literacy assessment and report writing.*

Two SICs said that,

*Following literacy monitoring and supervision in zonal schools, teaching handwriting, reading and spelling skill (Thrass) and literacy lesson demonstration are conducted time and again. These will eventually help to raise literacy levels in the district. It will also indicate that ZICs and SICs are working.*

Another ZIC commented that,

*Monitoring and supervision of literacy in schools has contributed to good learner performance through reading and writing and developing literacy skills and has become our pride.*

From the above comment, learners are also benefitting from literacy programmes.

One SIC said that,

*We usually have CPD cluster literacy programmes twice per term.*

Another SIC indicated that,

*We conduct various meetings to discuss on how to improve reading levels. Usually, school administrators support these meetings and good working relationships are created though attendance is sometimes a problem.*

A third SIC said that,

*Following literacy monitoring and supervision, extra time is given by administrators, to help slow learners improve reading and writing skills which at the end of the day encourage both ZICs and SICs to take up refresher courses for better contributions to literacy programmes in Siavonga.*

From the responses given by respondents it is seems that monitoring and supervision of literacy is of great benefit to all the stakeholders in the teaching fraternity. That effective monitoring and supervision with proper follow up of results helps to remind school administrators', teachers, learners, parents and other stakeholders of their responsibilities towards successful literacy practices and skills. It seems this attitude has been lacking in Siavonga schools and communities. Suffice to mention that Ministry of General Education, Well-wishers and Policymakers could examine and re-examine literacy policies following such reports on the monitoring and supervision of literacy from Siavonga and other districts to help improve on literacy levels.

Figure 4.1 Literacy level contributing to general learner performance

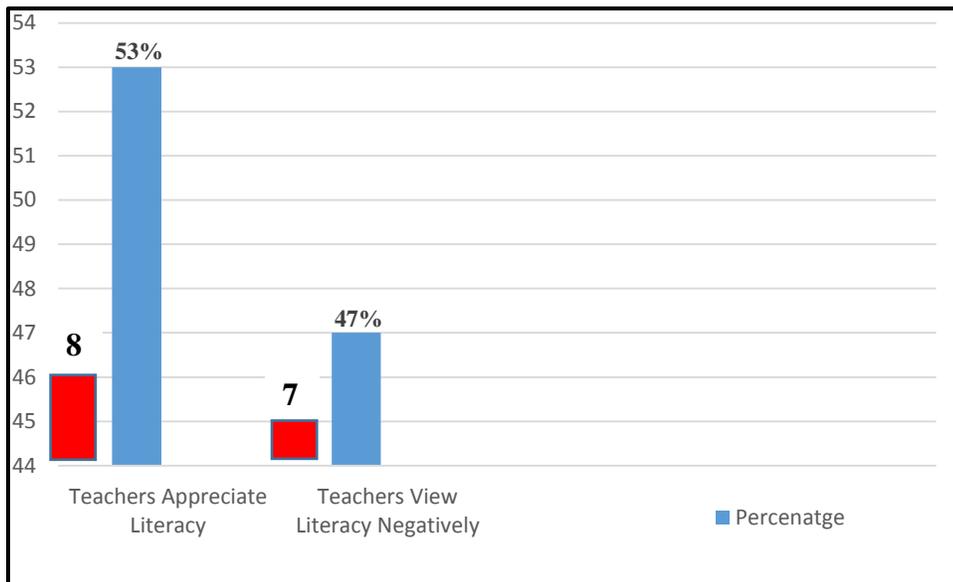


Figure 4.1 shows that different categories of respondents seem to have appreciated that follow up of monitoring and supervision results bring better literacy performance through different interventions. Furthermore, the table shows that 8 (53.3%) of the teachers said that literacy contributed to general learners performances in their classes while 7 (47%) of them said that literacy did not contribute to general learner performance in their classes.

### 4.3. Supporting Monitoring and Supervision of Literacy Programmes

The study also wished to find out and explore the extent of support rendered for literacy monitoring and supervision.

When administrators were asked whether or not they were receiving support from Siavonga District Education Board Office (DEB) for monitoring and supervision of Literacy programmes in their schools.

One head teacher said that

*The District Education Board's support is received in form of learning materials, charts for literacy and often we run to the District Resource Centre for consultations on issues of literacy.*

Another head teacher said that:

*Yes, the Education Standards Office in conjunction with the District Resource Center Coordinator provides tools for literacy monitoring. The only challenge has been that of grade four literacy text books. We have not received any at al. Very little support has been given for grade four literacy and partially grade three (3).*

One deputy head teacher confirmed that:

*Support is received from DEBS Siavonga, especially literacy material such as Thrass Charts, text books and recently the syllabus copies .Unfortunately, the supply of text books has been inadequate.*

The other deputy teacher also explained that,

*There is a literacy support programme from Siavonga DEBS office; Local Learner Performance Track Forms and the meetings called for the same. Drawback is the inconsistency by DEBS office in conducting these meetings and monitoring sessions.*

From the research findings, school administrators get both material and moral support from Siavonga DEBS but it's not enough. The research also indicated that grade 3 and 4 literacy learners have had no text books and other material.

#### **4.3.1 Teachers' Views on the Need for Supporting Monitoring and Supervision of Literacy**

With regard to support teachers received for the literacy monitoring and supervision programmes, the responses are given below;

Two teachers explained that,

*As for our extreme distance schools, literacy materials are received through the Zonal Heads, who sit on them for three months or even more. In the process some of these literacy materials either get lost or are used by the same Zonal Schools on top of their allocation. This routine kind of book/material distribution should be revisited by DEBS*

*office. Extreme long distance schools need to be visited and directly instructed, especially on matters pertaining to literacy programme where first-hand information is required as support to teachers.*

Another teacher indicated that:

*More support in form of text books is required if the learners are to perform well in these literacy practices and skills, because text books have not been enough especially for grade four learners. In addition, more literacy teachers have to be trained through government support programmes. Otherwise, I do not understand what it means to supervise and assess literacy learners in weeks 5, 10 and 13. The only programme in relation to literacy, that I was once trained in, is Thrass. Thus I need more support from school administrators and district.*

Focus group said that,

*The District Education office helps in organizing literacy workshops, inter-zones literacy competition. However, the DEB office seem to have challenges in funds and transport issues, hence their inconsistency in monitoring literacy Programmes. Hope they address these issues for more literacy monitoring support programmes.*

Teachers have observed that the district needs new and better vehicles.

Another teacher declared that,

*Literacy text books, charts and the popular Thrass songs on cds reached our school through the head teacher but these learning materials are not enough for literacy classes. In fact three quarters of our schools are in this situation of having less teaching material.*

Another teacher expressed herself by saying that

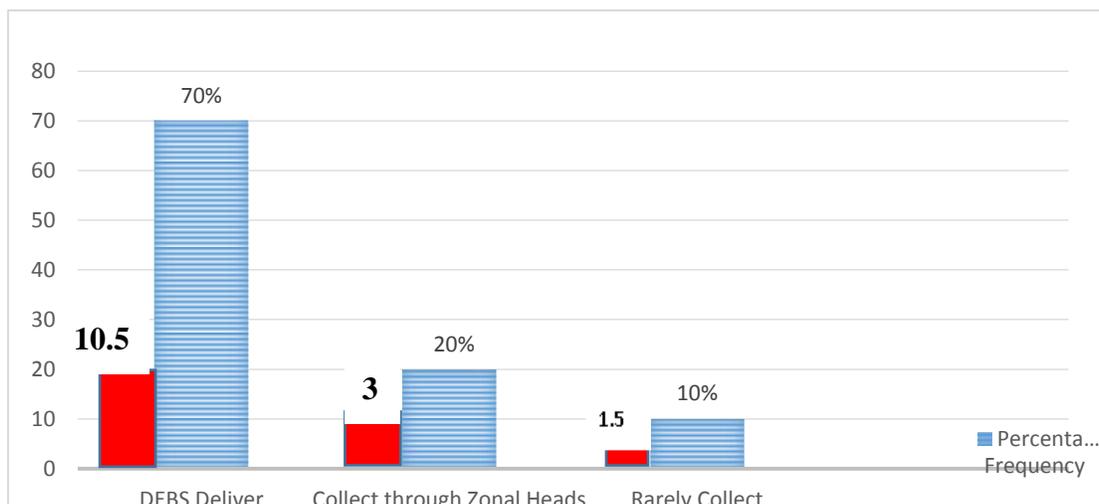
*For our school, District literacy support comes through the DRCC workshops at the Centre, and through DESO/DEBS and meetings we have as a Zone to support literacy.*

On the contrary, one teacher stressed that,

*Lacking allowances is one other indicator that literacy teachers have had little support. Many times they are asked to attend literacy programmes at national, provincial and district level, with very little and many times no allowances at all, for a period of four days, sometimes a week. Teacher education programmes, equally have had minimal support.*

The study established that distance from the DEBS office affected material distribution and thus lessened support which distance schools received. Research also indicated that owing to long distances from the office, materials received through would stray on the way. Furthermore, research stated that more teacher support was required through text books, transport and teacher incentives.

Figure 4.2 Distribution of Literacy Material in Schools



70% of book distribution is done by DEBS, 20% by Zonal Heads and 10% rarely collect.

#### 4.3.2. ZICs' and SICs' views on the need for supporting monitoring and supervision programmes

As part of the facilitating team in literacy, ZICs and SICs have been active in these programmes.

One ZIC indicated that,

*Literacy programmes should be supported by school administrators in order to enhance ability for learners to read and teachers to deliver. The five key competences for literacy, should be strictly followed during the teaching learning process.*

Another ZIC pointed out that,

*The ZICs and SICs should lead by example by teaching literacy lessons effectively so that other teachers will get encouraged*

The above response clearly indicated attitude of ZICs and SICs towards their responsibility. That as coordinators, they were to be in lead for literacy programme implementation. This would be a way of supporting it.

Two SICs said that,

*Following literacy monitoring and supervision in schools, a lot of financial and material support should be rendered by Siavonga DEB and parents. Equipment such as desk tops, printers, Manila paper, colour sticks have to be bought for computer literacy.*

Furthermore one SIC alluded to the fact that,

*Through the office of the DEBS and head teachers, more co-operating partners should be inco-operated in literacy programmes.*

From the Responses, researcher discovered that ZICs and SICs have been crying for more support from different stakeholders to facilitate literacy programmes. Findings also revealed that as coordinators, ZICs and SICs were to lead by example in the delivering of literacy lessons. Furthermore, the research revealed that devices like computers, printers were necessary for computer literacy and as aid for other literacy lessons.

#### **4.4. Measures Taken By School Administrators to Improve Monitoring and Supervision of Literacy Programmes**

When administrators were asked for the measures taken to improve monitoring and supervision of literacy programmes in their primary schools, one of the head teachers said that,

*Time to learn came on board to partner with our schools in literacy programmes. They also gave literacy support programme to the DEBS office through material. Equally, the local Learner Performance Track Form contributed to literacy programmes, teaching us to stand together for this programme to yield fruits in our schools, goals should be achieved. We had stepping stones for literacy improvement through TTL and LLPF, let us now sacrifice our time to help improve learner reading levels.*

Another head teacher said that:

*To help improve literacy programmes in our school, we usually list and push the literacy lesson observation issues to teacher group meetings so that teachers as they interact could look at these weaknesses and come up with tangible solutions and even demonstrate lessons for others. As well as that, we allow our teachers work with literacy international organizations such as Celim, an Italian Literacy organization. Such organizations independently, monitor and supervise literacy for quality and updates in schools.*

Another deputy head teacher said that,

*We encourage peer monitoring among literacy teachers as a way of making teachers have a variety of teaching strategies so that they help pupils to improve reading levels.*

Another deputy head teacher explained that,

*As administrators, we take stock of teacher files, preparatory notes, and log in books to ensure consistence in literacy lesson delivery. In addition, all teachers from grade one to seven have an extra hour of literacy weekly to try and improve.*

Through the above statement research discovered that some schools believe that literacy lessons should be highly emphasized across all grades.

From the responses given, it looks like a lot has to be done to improve literacy practices and skills in Siavonga District. The findings mentioned effective management through monitoring and supervision as one remedy and also others like learning from donors, encouraging CPD activities, and working with Siavonga Education Board on literacy programmes, checking on learners' work and teaching literacy across the board to help pupils improve on literacy levels.

#### **4.4.1 Measures suggested by literacy class teachers to improve monitoring and supervision of literacy levels**

With regard to measures teachers suggested for improving monitoring and supervision of literacy, the tabulation of responses is given below:

One teacher said that,

*If there is one magic bullet, it is the effectiveness of investments in the quality of school (and district) management. Investments in teachers, classrooms and books are required but these would be more effective if a school at the same time succeeds in raising the quality of school and district management. Investing in school management is one of the most cost-effective methods to improve the quality of education and high literacy level. Effective school management can make a difference. A head teacher with well-developed management skills, supported by an effective district manager and inspectorate, creates a stimulating learning environment, holds the teachers accountable and reduces teacher and pupil absenteeism. This in turn can improve literacy levels in schools*

The above comment was drawn from the general cry of focus group discussion, which felt that effective holistic strategic management of schools by school administrators was the answer to improving literacy levels in the district.

Another teacher revealed that,

*DEB office needs a lot of funding to carry out monitoring and supervision of literacy. Besides, the vehicles at the DEBS office need to be replaced as they have become so old that a new system could be devised to improve monitoring for effective literacy skills.*

However, one literacy teacher who was not very sure of how to improve reading levels in his class said that,

*Sometimes, I feel teacher group meetings and other CPD activities are routinely conducted. I have been teaching for two years now and yet no one*

*has ever come closer to help me with literacy strategies so that my class could improve reading levels. For me to attend to learners and improve literacy levels for my class, I need a lot of help.*

Furthermore, one teacher added that,

*To improve literacy levels, teachers must be motivated through incentives such as allowances, sponsorship for upgrading and constant monitoring and supervision with a lot of encouragement.*

The above finding was in line with what teachers earlier on expressed with regard to the number of times they had been monitored in literacy lesson delivery and that others had not been monitored for a long time and needed that plus incentives.

Another teacher said that

*I feel that teaching handwriting, reading and spelling skills or Thrass should be more integrated in literacy lessons because it is one way learners could improve on their literacy levels as they deal with different spellings. Infact, Thrass is part of the five key competences for literacy. Computer literacy should also be inculcated for more word building and learners should be exposed to e-learning to help improve literacy levels.*

From the responses that were given, literacy teachers clearly showed that, literacy levels would be improved through proper school management. Furthermore, findings indicated that improvement would also be achieved through funding from Siavonga DEB to cover up transport costs for literacy monitoring and supervision. According to the findings, CPD and Thrass programmes were other ways of improving literacy levels as part of the five key competences for literacy. Suffice to mention that teacher motivation equally emerged as answer to improving literacy levels.

#### **4.4.2. Measures suggested by ZICs and SICs to improve monitoring and supervision of literacy programmes**

Zonal insert coordinators have been working with school administrators and literacy teachers to help improve reading and writing levels in schools at Zonal level. Owing to their interaction with many literacy organizations, they have been able to facilitate a number of literacy workshops.

When asked for some of the measures to help improve literacy monitoring and supervision, one ZIC responded that,

*We have been holding teacher group meetings at Zonal level for Thrass and literacy lesson demonstrations to help improve reading levels in schools and in Zones and feel more training of teachers and coordinators would help curb low reading levels in the district, through the initial knowledge of the five key competences of literacy.*

Among ZICs, Some have been working with the District Resource Centre Coordinator (DRCC) to help programme literacy activities for the district.

Furthermore, another ZIC reported that,

*During workshops and CPD literacy programmes, teachers are able to consult each other and exchange literacy methodology.*

The District Resource Centre of Siavonga has been the venue for most of the literacy programme even for most of the CPD meetings.

The third ZIC stressed that,

*Our Zona*

*I head teacher supports teacher group meeting to ensure that facilitators shed more light on how to prepare literacy lesson plans and teach effectively.*

From the above findings, it is clear that the role of ZICs is important in an effort to improve literacy levels. According to the findings, ZICs work with the DRCC and should be a goal between literacy teachers and administrators for improving literacy levels in Siavonga schools.

## **Summary**

In this chapter the researcher started with the overview of the chapter which was followed by presentations of findings on the head teachers' monitoring and supervision practices of literacy performance. Later findings on the use of monitoring and supervision information were presented, followed by literacy support by Siavonga DEBS and measures to improve the monitoring and supervision of literacy. The next chapter will discuss on findings.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **Overview**

The main purpose of this study was to carry out an investigation of head teachers' monitoring and supervision practices of literacy performance among learners in selected primary schools in Siavonga district. Therefore, the researcher in this chapter discusses the findings on the monitoring and supervision of literacy practices. The findings are discussed according to the following objectives of the study: find out how often the head teachers monitor and supervise literacy programmes in selected primary schools of Siavonga, evaluate how head teachers use monitoring and supervision information to improve literacy levels in their schools, establish whether head teachers receive any support from Siavonga District Education Board Office for monitoring and supervision of Literacy programmes in their schools and explore ways in which head teachers can improve monitoring and supervision of literacy programmes in schools. A summary of the chapter is given at the end.

#### **5.1. Frequency of Conducting Monitoring and Supervision of Literacy Programmes**

As regards to how often the head teachers monitored and supervised literacy programmes in selected primary schools in Siavonga, the study found out that though 21 out of 30 in frequency, which represented 70% of the school administrators monitored and supervised their teachers, they did not conduct this exercise more often to help boost literacy standards in the district. Findings suggested that the frequency or consistence, lacked among most of the heads and deputy head teachers. The percentage appeared high but the actual work on the ground was low. The findings in this study were categorized in terms of instructional practices which looked at supervision and monitoring of literacy by head teachers and deputy head teachers as the implementers of government policies for success in organizations.

The study established that the school administrators needed to monitor and supervise literacy programmes frequently. The need for monitoring and supervising of literacy is in conformity with what a number of writers said. Abdulkarim (2012) stated that supervidere (originally Latin) meant watching over the progress of a programme of physical production of an item or that of learning a subject or course. He stressed on watching over or supervision of literacy classes, with special

attention to instructors' capabilities, personality and learner comprehension of contents. Such activities by head teachers could improve service delivery in a school. Teachers should be embracing good teaching strategies, resulting in quality or improved literacy levels. Once the head teachers are consistent or adhere to the Conceptual Framework such as for this topic, which indicated that improved literacy levels could be achieved through proactive school administrators, who should be frequenting teacher monitoring, facilitating literacy workshops and providing literacy teaching then the literacy programmes will run smoothly (Ravindra 2010).

However, findings also revealed that as school administrators carried out their literacy monitoring and supervision programmes, they sampled out some of the exercises done by children to find out the extent to which teachers were teaching. They also inspected the lesson plans of teachers and vested them every week. This is in line with the theory done by Henri Fayol (1841 to 1925) where he emphasized on planning, organizing, leading and controlling programmes or systems in an organization for effective results. Such systematic planning in educational organization, would help school administrators plan literacy programmes, quarterly, termly or annually. They would for instance, organize Continued Professional Development literacy workshops in their respective schools or cluster Zonal Schools of Siavonga, according to this topic.

Furthermore, the findings revealed that literacy programmes aimed at giving knowledge and appropriate skills to learners on issues relating to higher academic achievements including responsibilities and emotional control. This is, in conformity with Fransman (2005) who came up with a better understanding of literacy, which according to him, included broader education and knowledge level which the school administrators of Siavonga tried to identify through inspection of lesson plans and sampling of learners' literacy exercise books though more could be done.

Twitter collection (Pinker 2015) supported the above idea of encouraging school administrators to be particular about literacy programmes by bringing a book to a learner. He alluded to the fact that books are like the plane, the train and road. They are destinations and the journey which lead us home because once learners befriend a book, they acquire knowledge. This knowledge could liberate them. They could read, get new knowledge about careers, plan, write or apply for a job and later, lead a better life. It is possible to achieve self-actualization (UNESCO 2016).

According to Cole (1997) Maslow's Hierarchy of human needs theory, is one of the leading materials and theories which classifies human needs and has implications on managing human behaviour in deferent organizations such as education. School administrators could apply this theory by ensuring that teachers especially newly deployed are motivated through provision of accommodation for safety and security followed by physiological needs for ensuring food, drink, clothing and other basics for survival. Such a teacher would settle in that school, teaching literacy, building his esteem till finally actualizing state would be reached. The owners is in the hands of school heads and deputy teachers to ensure that effective monitoring and supervision is enhanced. School administrators should understand that there is no child who hates to read, children only lack the rightful books due to lacking administrative support (Serafini 2015).

The findings seem to have suggested that proper monitoring and supervision was an important integral of human beings and almost all people, including children who have to read and write a lot must have their learning regulated in order to meet the set targets. Suffice to mention that writing is speaking with ink and painting of the voice so that it gains strength to explain the important needs of life (Voltaire 2015).

The findings also revealed that proper monitoring and supervision of literacy led to integration of skills in a number of subjects areas as children developed their academic spheres in Civic Education ,Science, Religious education, Language Subjects such as English and Tonga, just to mention but a few. Hence we noted that Siavonga administrators sampled exercise books from different subjects, only they needed to have done more and expanded on literacy monitoring to aid learners. Ravindra et al (2010) postulated that though literacy was mostly associated with reading and writing, it had a lot to do with making sense of ergative reading, writing, listening and talking. Through such, learners could develop better communication skills and make general associations later in life. They should be able to relate well with others and even converge programmes for leadership (UNESCO 2016).

Behrent (1991) in his movement called 'Education Literacy a Russian Revolution, supported the idea of encouraging monitoring and supervision in administration. He urged all Russians to read and read politics, economics, and history and have revolutionary knowledge for life. Kennedy (2012) of Ireland, in the same vein, argued that literacy skills were to commerce in the early age of child development and continue at primary level at the literacy accepted age of between 3-8,

through proper monitoring and supervision by administrators in different organizations. Children are actually made readers on the laps of their parents (William in Twitter 2015).

Alexander (2006) further narrated that literacy should start at birth in order to obtain over 50% quality results. He took literacy as a skill which cuts across the lifespan of an individual from womb to tomb through monitoring and supervision. Ministry of General Education Statistical Bulletin (2016) contented that continued policy legislative and administrative reforms for early childhood as well as youth and adult literacy was an education function which should be encouraged in the country. This meant that levels of literacy were to be raised or lifted up in the process of rolling out the revised curriculum at all levels (2014). In short, monitoring and supervision has been encouraged through this continued process of improving literacy levels.

Garrison (2013) added that reading was so important that once you read, you would be forever free because reading was a precious gift which brought out other talents and administrators should be helping learners explore their talents. On the other hand, the study revealed that some administrators were not well equipped with monitoring and supervision. They never provided feedback to their teachers hence change was not seen in terms of literacy performance.

From the findings, it seems that some school administrators in Siavonga primary have not taken literacy seriously under their targets as part of key result area. They forgot that reading was a great gift for all children as Carl, wrote under Garrison (2013) and stated that one of the greatest gifts adults could give to their offspring and society was to read to the children. To the same finding, Igwe (2001) noted that supervision, which involved evaluation, monitoring and quality control addressed challenges and inadequacies to basic instructions by improving the quality of early education services, literacy inclusive. School administrators should have total control over programmes under their responsibility and not over delegate the literacy in the hands of the ZICs and SICs as indicated earlier in the research, by one of the deputy head teachers.

Taylor (1992) emphasized that administrators should ensure good literacy coordinated programmes, teachers delivery effectively and develop more literacy methodologies and finally learners would acquire holistic education for better careers through firm literacy foundation. In other words the study established that the effectiveness of monitoring and supervision relies to a great extent on ensuring that both those who design and undertake

monitoring and supervision activities as well as those who use their results, possess the proper skills and competencies. Most respondents pointed out that this element was lacking from their supervisors in Siavonga. These findings are also in line with what was observed by Government and Management Manual (2005) which emphasized that the effectiveness of investments in the quality of school and district management is one great secret for success in literacy programmes

The study also reviewed that the reading levels in most Siavonga primary schools were not very good due to seemingly, poor teaching strategies and other factors to be analysed by the research. Recently, District Term 1 Primary literacy analysis 2017 for Siavonga was conducted. It indicated low reading levels for week 5 of term 1, 2017. Good performance or outstanding was at 21.5% only, minimum performance at 39.5% and below average stood at 38.9%. Week 10, 2017 analysis was more or less the same. It highlighted outstanding learners at 22.2%, while the average at 25.3% to finally leave 39.4% for those below average (Siavonga District Literacy Reports, 2017). This was in line with the findings from the study carried out by South African Consortium for Monitoring Education Quality (2010). According to the South African Consortium for Monitoring Education Quality (2010) it was discovered that among grade 6 Zambian learners, who were tested in reading, only 27.4% read with competent. This registered the need for effective monitoring and supervision of literacy programmes by head teachers and other educational leaders.

#### **5.1.1. Teachers' responses on the frequency of administrative monitoring and supervision of literacy programmes**

From the teachers' section, the findings showed that most school administrators were monitoring and supervising the literacy lessons, periodically, in selected primary schools of Siavonga. However, the study made it clear that with regard to frequency of literacy monitoring, teachers indicated that administrators were not doing fine. There was no consistence. Study revealed that 9 out of 15 teachers, which represented 60% of literacy class teachers' population, indicated that administrators were not frequently monitoring literacy lessons.

On the contrary, the monitoring should be conducted regularly to boost teacher morale, enhance effective and efficient teaching and produce quality results. Ravindra et al (2010) indicated that an administrator should be a thinker because reading is thinking. An administrator should be disciplined enough to successfully use authority and responsibility to achieve the organizations

goals. In this case, carrying out the duty of monitoring and supervision of literacy in Siavonga is essential. It implied that administrators should sacrifice for the learners by ensuring good governance which eventually leads to success. The literacy learners should follow suit by practicing letter sounds, hand writing, reading and spelling skills which help to improve the memory. The other literacy skill is practicing of letter sounds, which, according to teachers' views, should be encouraged through good administrative leadership in Siavonga (Myrhel 2012).

Commenting on the same subject, Twitter (Ranking 2015) emphasized that school leaders / administrators should be reading a lot in order to open doors for unlimited knowledge. Through reading a new perspective develops in ones' life. With such leadership, teachers felt that learners would be encouraged to further read more and make sense of their lives. According to findings, teachers indicated that School administrators should form management teams to frequently help plan literacy programmes, coordinate and implement literacy in schools (Sheena 2013).

Furthermore the findings indicated that school administrators could only establish literacy teachers who needed training in literacy learner assessment, literacy lesson planning, lesson delivery and literacy marking through frequent monitoring (Tucker 2011). Unfortunately, this element has being missing in most schools, especially Siavonga. As a result, some teachers are not conversant with the use of recently distributed literacy materials. Hence, Ravindra (2010) reminded the administrators that as planners and coordinators of programmes for organizations, they were also responsible for the development of workers and the quality of work which was offered. School administrators have to be parents to teachers, pupils, auxiliary workers and community at large. Some teachers could only realize the need to upgrade themselves through an encouragement by administrators.

Responding to the same issue, Sheena (2013) stated that the pathway to literacy is effective teacher, who understand literacy learning and are able to assist learners at different levels. Uwezo (2011) indicated that training and retraining of teachers, especially head teachers was a very important element in organizations. Through properly trained personal, implementation of policies could be made easy at different levels of the educational sector, could be literacy for Siavonga primary schools or pre-school learning (MoGE 2013).

### **5.1.2. Challenges and barriers in conducting administrative monitoring and supervision of literacy programmes**

The study also indicated that school administrators encountered a number of challenges and barriers during literacy monitoring and supervision. Most of the challenges and barriers either emanated from parents or natural phenomenon and government policies. It is an unfortunate situation that some parents in Siavonga are still holding on to traditions which prevent their children from acquiring literacy knowledge and skills.

According to the findings, traditional beliefs and values have negatively impacted the monitoring and supervision of literacy programmes, especially among grade 3 and 4 learners in Siavonga. Sheena (2013) alluded to the fact that learners should be encouraged to be in their classrooms often because it is what happens moment by moment in their classrooms, that makes a difference to learner achievement. Siavonga valley parents have to change attitudes towards formal education and entrust their children in school hands for holistic child development.

Following indigenous activities, some parents bring their children along for traditional ceremony celebrations along the river banks of Gwembe and Siavonga boundaries. They travel on foot crossing Chama and sometimes entering chief Chipepo area. Normally, these celebrations takes three or four working days. In the process, the learners miss their literacy lessons and catching up is not easy. For most, they celebrate Lwiindi ceremony if not, other traditions such as herbing cattle, fishing and planting millet. Yet learners need all that time for class. Margaret (2013) said that reading and writing, like everything else, improve with practice. Learners need to practice a lot of letter sounds, rather than spend time in celebrations or fishing camps could singing to threaten birds in millet fields. In fact, these songs for threatening birds in millet fields could be converted to Thrass literacy songs for better reading and hand writing (MoGE 2016).

Owolabi (2000) indicated that most literacy learning occurs on ones' mother's laps. Mothers are thus expected to be initiators of literacy development for their children. They should not be drawing children away from school as research established that it has being the grade 3 and 4 learners mostly missing lessons for these traditional activities, just because these grades are able to walk long distances and participate in the celebrations. Twitter (Theodore 2015) postulated that you cannot have population who can govern themselves until you have literacy introduced in that

area. While culture heritage is appreciated, that through it, traditional values and norms are inculcated, some parents in Siavonga need to understand the value of certain traditions. They have to consider different period in the course of a year and learn to co-operate more with school administrators for literacy to succeed (MoGE 2016). Currently most chiefs are educated and should be able to understand the importance of literacy in order to help their subjects.

Peoples' attitudes towards education and literacy in particular has to change Sheena (2013). Stressed that people may have wealth untold, could be levels and coffers of gold but without literacy they are nothing. Proud and richer people are those who mothers read to them because they were liberated from poverty and ignorance. Such a spirit should be embraced by most Siavonga parents so that they learn to support literacy programmes and ease the work of administrators and teachers in schools especially where learner attendance is concerned (UNESCO 2016).

Other problems faced by school administrations in their monitoring duties include literacy assessment, lesson planning and quality of literacy lessons delivered by individual teachers, some of whom training was not given fully (MoGE 2016). Thus to meet minimum standard quality literacy levels has not been easy in Siavonga. However, quality should not be compromised with such challenges (MoE 2013).

School administrators in Siavonga have also been experiencing challenges, following some government policies on literacy. Mass education refers to high enrolment which results in classes having 50 and above learners (MoGE 2015). Usually such schools lack, not only adequate literacy material for large numbers, but trained teachers as well. Additionally giving individual learner attention for such classes is not easy and arranging for remedial lessons proves difficult. Furthermore use of local language for teachers from other provinces has being a challenge which needs a lot of attention (Boykin 2011).

## **5.2. Benefits of Literacy Monitoring and Supervision Programmes to Administrators**

Fifteen (15) out of thirty administrators, indicated that supervision and monitoring of literacy programmes contributed to quality literacy results in their schools. Findings seem to have suggested that through proper utilization of the literacy and supervision results, both learners and officers could benefit. The school administrators, for instance, could apply such knowledge to improve on their monitoring skills, help teachers and community at large, thus development would be registered in literacy. Teachers made a difference in their lesson delivery when they were taken care of and motivated by administrators through proper monitoring and supervision. They became responsible effective literacy teachers, who gradually produced independent learners and their administrators took pride in them (Hattie 2003).

Writing on the same subject from the Mast Newspaper, Tuesday September 26, 2017, Natali Ngosa explained that civil servant pay rise was too small to sustain them. That managers, including school level administrators were called upon to support the struggle for pay rise for teachers. Recently, some support was rendered by different organizations to enhance celebrations of 2017, World Teachers' Day. Administrators could again benefit a lot through quality lessons, delivered by motivated teachers. Such could even put the names of administrators on the country map to lead to their promotion. Indeed, marketing the school with teachers of a high calibre is an easy task for an administrator (UNESCO 2015).

The finding also showed that monitoring and supervision of literacy could be used by school administrators as the basis for introducing computer literacy lessons in schools. Computer world encompasses not only multiple vocabulary but easy communication as well. Hamilton (2013) from 43 great quotes, stated that books are the key to the wide world communication, read all that you can and learn anything about everything. Learners could be helped to develop a coherent set of personal values based upon their respect for self and others, following their talents in reading and writing through the computer world. MoE (2016) coined development of computer studies and problem solving for self as elements which emerged from literacy skills because reading brings new knowledge not only to learners but administrators as well. No wonder, literacy day for the whole world was introduced (UNESCO 2014).

The World Literacy Day, which falls on the 9<sup>th</sup> September of every year, is celebrated by the world over. It then follows that the whole month of September is dedicated for literacy celebrations to help different nations plan their celebrations appropriately. Through these celebrations school administrators have benefited a lot. It has made their introduction and implementation of literacy programmes be easily accepted in schools, because literacy is no longer for Siavonga schools only but for the global world (2016). Phelps (2013) stated that better to wear an old coat but have a new book to improve your literacy as you read more even through the computer text.

For Southern Province, Zambia, the literacy celebrations were held on the 22<sup>nd</sup> September, 2017, in Siavonga District, under the theme 'Literacy in Digital World' (UNESCO 2016). This again brought out the benefits of monitoring and supervising of literacy to school administrators, giving leaders new perspective in life through technology (Sheena 2013). The element of functional literacy which manifested itself through the exhibits by adult literacy learners was brought out during the celebrations. This motivated the audience, which included the Siavonga local parents. It meant more literacy support to the school administrators in Siavonga, who could benefit through extra income for school projects, from functional literacy (Uwezo 2011). The administrators could also find it easy to introduce computer literacy lessons, which according to the research emerged as one important element for improving literacy levels in Siavonga. UNICEF (2000) confirmed that through literacy programmes, a number of communities have learnt to work with school administrators to redress the imbalance of educational opportunities between men and women.

This is also in conformity with Quidern (2015) who confirmed, that literacy is more than just reading and writing because the Lacth-on programme is now on board for the benefit of administrators as well. This programme focuses on modern literacies. This implies that it teaches literacy from the point of reading, writing, up to utilization of technology in literacy and indeed functional elements required by administrators so that they are kept abreast as they monitor. Teachers should be able to get update information on literacy from school administrators to provide quality education. Boykin et al (2011) reviewed that administrators at different levels should strive to provide effective teachers, even more for literacy learning, which could only be described as truly effective when it positively impacts student learning with literacy skills to cope with the demand of life beyond school. All this could be made possible through proper utilization

of literacy monitoring and supervision results by administrators, who at the end of such programmes benefit a lot.

The research findings also revealed that monitoring and supervision of literacy results helped administrators discover some of the challenges teachers have been encountering during literacy lesson delivery and ways of addressing them such as spending more time with ones' learners and having a change of attitude towards literacy programmes in order to understand different levels of reading and writing in various classes. With such, good working relationship could be created between administrators and teachers (MoE 2015). Some few respondents felt that there was need for head teachers and deputy head teachers to make supervision and monitoring a regular practice for both administrators and learners to benefit a lot.

### **5.2.1. Benefits of literacy monitoring and supervision programmes to Teachers**

The study findings revealed that through literacy monitoring and supervision teachers have understood the different reading and writing levels of their learners. Sheena (2013) alluded to the fact that effective teachers are firmly convinced of their responsibility for student learning and consistently bent their efforts towards doing a better job each day. Most teachers appreciated supervision and monitoring of literacy by head teachers and deputy teachers in that it has clear steps in guiding learners on how to read although they raised concern about the increased demand in preparation stage specifically material developments for literacy.

Furthermore, research stated that teachers benefited from the conducting of literacy monitoring and supervisions in selected schools of Siavonga, in that it instilled a good work culture of daily literacy lesson planning and teaching aids required of a teacher before lesson delivery (MoE 2013). To a great extent, this made teachers accommodate slow learners and some even planned remedial lessons. Ramet (2001) highlighted, that in spending more time with learners, teachers got to know, how best they could present their lessons to make children learn. Embracing such a spirit continually, could boost literacy programmes in Siavonga.

The study indicated another clear benefit, that the process of administrative monitoring made teachers understood not only literacy learner levels but their own level of lesson delivery (MoE 2015). Some realised that they needed refresher courses while others saw the necessity of upgrading. This could result in improved individual teacher career. In other words it was a wake-

up call which made teachers critically examine their professional qualifications for their own benefits. Some made arrangements for six months computer courses, while others learnt computers with the help of fellow teachers. They realized that computer studies were important, not only for literacy but other areas as well because technology is now part of life (Pakistan 2011).

Furthermore, findings stated that through literacy monitoring and supervision, teacher group and CDP meetings have become more pronounced than before. Through these meetings, teachers are benefitting a lot of knowledge. This knowledge could help them to appropriate methodologies of teaching literacy to enhance quality education (MoGE 2013). Fortunately, teamwork among literacy teachers has being promoted through monitoring and supervision. It follows that follow up actions teachers are required to meet through CPD programmes or other teacher meetings held frequently for sharing some literacy experiences and demonstrating some lessons. In the process, teamwork has being encouraged such that more literacy activities are promoted. It was through these meetings that most teachers realized the state of their professional qualifications and sourced for help even locally, as indicated above for computer studies (Samson 2012).

The above mentioned benefits were in agreement with Voltaire (2015) who contended that literacy lessons were so powerful that they could transform the lives of both teachers and learners for the better. Commenting on the same subject, Cooley (2015) pointed out, that literacy changes world through words. That literacy and education, once managed properly, has the power to initially change our inner world and later transform our lives for the better because it is a solid foundation for success (UNESCO 2016).

Findings also revealed that other teachers' benefits of literacy monitoring and supervision manifested themselves in pupil performance. Through learners' results teachers realized the role of head teachers in literacy monitoring and supervision. Thus they taught effectively as the results reflected their own image at work (Owolabi 2000). This was expressed through table 1.

Table 2 of chapter 4.2 illustrated that, of the fifteen literacy teachers, 8, which represented 53%, indicated that literacy levels contributed to the general learner performance in that pupils who had attained high reading levels were capable of excelling academically. They were able to access a lot of information through reading and expressed themselves in writing. These could be learners who later, possibly, qualified for secondary education in Mubuyu, Kariba, and other secondary schools

within and outside the district. On the contrary, 7 teachers represented by 47% did not seem to see a connection between academic achievements and literacy levels.

### **5.2.2. Benefits of literacy monitoring and supervision programmes to ZICs and SICs**

The research findings also revealed that ZICs and SICs benefited a lot from literacy monitoring and supervision. The fact that ZICs and SICs were allowed to hold teachers' group meetings necessitated a lot of good activities and discoveries. The zones were able to discuss the success and failure of literacy lesson delivery, lesson planning assessment and report writing. Additionally, application of computer was done by putting a number of literacy programmes on the software so that distance zones could access.

This motivated both teachers and learners by and large, the above benefits for ZICs and SICs aligned themselves to what Sheena (2013) stressed that as the border between physical and digital get more permeable, new kind of literacy emerged. Globally, literacy like any other programmes needs to be marketed through the computer world.

Furthermore, research showed that ZICs and SICs discovered that they needed a lot of good literacy skills and practices which would buff up literacy programmes in Siavonga (MoGE 2015). Besides, ZICs and SICs formed part of the facilitation team and had to keep themselves abreast. It was an awakening call for Siavonga district, aligned with what Tucker (2011) taught, that effective teachers routinely and explicitly demonstrated how proficient readers and writers made meaning of constructed texts.

The findings also revealed that ZICs and SICs has being working with school administrators in different zones throughout the district. According to the research it is also stated clearly that at district level these coordinators continually work with the DRCC (District Resource Centre Co-ordinator). Though for other activities they could be called upon to help other officers as well, such as the planner, builder, human resource and others (MoGE 2015).

Through such interactions these co-coordinators easily benefit a lot from the above senior officers. Uwezo (2015) explained that literacy problems are usually addressed through a continuous process of training and retraining of teachers, who help to implement the laid down policies. This implies that as ZICs worked with administrator they got knowledge about quality schools and the managerial aspects for various schools. Good rapport was created and above all they got to

understand the level at which literacy teachers were delivering, the methodologies/strategies, special literacy lesson plans, teaching aids, approaches, pupil teacher-rapport and came up with interventions to boost literacy standards in various zones (NLF 2013). Furthermore Ramet (2001) highlighted that when you spend more time with the learner, then you get to know which strategy is applicable to a particular class for a lesson delivery, which text books to use and the ideal teaching aids and tests to give. Through the above responses, school administrators and co-ordinators (ZICs and SICs), would be encouraged to work more closely together for standard district literacy levels. The co-ordinators could benefit even more, as young in the system, with a lot of zeal to lift the quality of their own individual monitoring and supervision of literacy teachers in ways which would make them appreciate and have respect for Siavonga ZICs and SICs, could be another district (MoGE 2013).

The study also established that owing to the nature of their work as co-ordinators, ZICs and SICs are continuously working with members of international organization through the facilitation of workshops. During such sessions, they learn a lot through international relations. They have opportunities of meeting a good number of head teachers and capture a lot of administrative lesson (Wohlwend 2011).

### **5.3 Supporting Monitoring and Supervision of Literacy Programmes**

The findings indicated that the Siavonga DEBS has been providing literacy support in form of learning material such as Thrass charts, textbooks, syllabus copies and such related. Mostly, material and moral support has been provided. To a lesser degree though, finance help could be given (Myrhel 2012). This is in conformity with Ravindra (2010) who indicated that administrators were responsible for the provision of correct learning material to ensure quality delivery of education in organizations through such support.

Findings also revealed on the contrary, that, the support which schools received from Siavonga District Education Board Office, for monitoring and supervision of Literacy programmes in primary schools was insufficient. To redress the situation more teaching material could be provided through different interventions by administration working collaboratively with teachers, capturing local community for support and cooperating with different organizations for material

and financial support. This is in line with Abdulkarim (2012) who indicated that supervision is an important ingredient which should make a leader successful through proper interaction.

Another finding was illustrated in table 3 of chapter four, (4.3). It indicated that 70% of the schools in Siavonga district received the literacy material directly from the office of the DEBS but that long distance schools could not access such materials. However measures would be put in place to attend to these schools. Dikmas (1999) explained that implementation of literacy called for a lot of perseverance, especially in the initial stage. That the Ministry of General Education (2015) should continue supporting literacy programmes, under the revised curriculum (2013).

Mattson (2006) is of the view that, High performing education systems provide opportunities for teachers to work together on issues of instructional planning and to learn from one another through monitoring or peer coaching and by conducting research on the outcomes of classroom practices to collectively guide curriculum even for material needs. This could be a great way of supporting teachers. Additionally, Scott (2013) highlighted that the elimination of incentives such as good time credits and funding for courses means that few people participate in literacy and development programmes. These and other eliminations have contributed to the reduction of the support rendered to educational programmes including literacy. Administrators have to come up with interventions to boost literacy standards lifting the level of support rendered for literacy and other educational programmes (Sheena 2013).

The findings also revealed that grade four literacy materials were not available in as much as the MoE (2014) tried to deliver literacy materials as one way of supporting the schools. Supportably, a number of scholars stressed on the relationship between quality literacy lessons and availability of rightful material. OECD (2005) indicated that there is a strong relationship between material and literacy lessons. The more relevant the official curriculum or commercial materials of early literacy are, the more they take a firm stand in everyday life of a child (MoGE 2016). In Siavonga for instance, schools are so scattered and far apart that they need a lot of support financially and materially.

In the face of these challenges there is a growing recognition of the need to address issues of quality as well as access, and that a focus on pedagogy and its training implications needs to be at the heart of the commitment to improve student retention, progression and learning. Developing

the capacity of those charged with organizing and providing school-based training, monitoring and coaching, such as district officers and head teachers should be a major priority for country programmes such as literacy. The nature of literacy and how best it could be facilitated in schools should be fully understood and supported (Free body 2007).

The study also brought out the fact that the district training plan, provides materials for literacy and carries out monitoring in the midst of challenges with transport to carry out these activities. The study established that the transport challenge to carry out monitoring and supervision function is due to the fact that the available transport at Siavonga DEBS office were old and usually had mechanical faults due to their status. The Administrative theory by Henri Fayol (1841 to 1925) is centred on planning, organizing, leading and controlling programmes or systems in an organization. The above was supported by MoGE (2015) which stated that such systematic planning in educational organization, would help school administrators plan literacy programme, quarterly, termly or annually. They would for instance, organize CPD literacy workshops in their respective schools or cluster Zonal Schools. Henri's administrative theory could only work well when districts are well funded and furnished with reliable Transport. This is in vein due to the findings the study brought out.

### **5.3.1. Teachers' views on the need for supporting monitoring and supervision of literacy programmes**

Regarding support received for the monitoring and supervision of literacy programmes in Siavonga, the study found out that 13 literacy teachers out of 15, represented by 87% were not receiving adequate support monetary (financial) and materially. According to findings, the teachers disclosed that most literacy books and other material came through the zonal head teachers who failed to dispatch them immediately and this resulted in a number of problems. Yet the teachers needed the mentioned material at that time. It was clear from the findings that three – quarters of the selected schools were not having adequate text books, even those who easily have access for other grades, worse for grade 3 and 4 literacy books which were not available. The teachers felt need for this issue to be addressed.

The above situation demoralized a number of teachers. As a result, weaknesses in teaching approaches were identified, need for interventions such as teacher motivation, development and progress was registered.

Following the above issue on teacher motivation was in conformity with Ravindra (2010) who stated that one of the objectives of school management was to bring the workforce together and create progressive development for them, speciality through training and constant programmes for capacity building. This implied that the school administrators, teachers and Siavonga district office would have to work collaboratively for better distribution of literacy educational needs and create conducive atmosphere for teaching so that nobody would feel left out (Devaus 2001). Water transport through Lake Kariba could be easily accessed instead of channelling literacy material through zonal heads who are taking advantage of the situation. Some teachers could be involved in such a programme, run it smoothly and later generate reports for the district office,

Teacher incentives could be realized through good district managerial programmes which would help school raise money (UNESCO 2016). According to research findings, functional literacy is one such effective fund raising venture in schools which would cater for teacher incentives instead of waiting for government funding. Through such, teacher would feel motivated and work effectively and efficiently. This is in line with Freebody (2007) who stated that literacy should be brought to reality through a number of coordinated productive activities. Sheena (2013) asserted that effective teachers are capable of ensuring that an increasingly diverse group of learners have the literacy skills to cope with demands of life. However, the teachers need a lot of support from different stakeholders, co-operating partners in education, school administrators, church organisation, parents, headmen, chiefs, Ministry of General Education at different levels and line ministries (MoGE 2016).

From the finding it stated clearly that teachers have been getting very little financial support for their literacy and upgrading programmes. Unfortunately many of the workshops have had venues outside the district and province, example Siavonga to Kasisi mission. The other time it was at Chunga. Bob (2015) stressed that literacy is the pathway to development and thus should be supported.

### **5.3.2. ZICs' and SICs' Views on the Need for Supporting Monitoring and Supervision of Literacy Programmes**

ZICs and SICs are teachers by profession. But as literacy co-ordinators, they have been attached to the literacy programmes. They would love to ensure that success is scored in literacy programmes under all costs. They have been particular about the five key competences of literacy; from ability to hear sounds and manipulate them orally, which is phonemic to phonic (ability to write) and indeed down to oral reading, vocabulary and comprehension (MoGE)

The study established that literacy programmes were to be supported by school administrators with the view that behind the school was the education district board followed by the province and indeed the Ministry of General Education (2013) which ushered in the new policy on literacy education for this nation. The basic benchmark for the provision of quality education under this policy is that literacy lessons and other subjects should be presented in the local languages. Specifically Zonal Languages, according to Zambian Provinces, to enhance better understanding among learners (MoGE 2014).

Against the above background, the ZICs and SICs felt that the integrity of literacy education system and its success was in the acceptable practices in the conduct of national literacy programmes at school, district, province and national level. This national literacy support would then trigger down to the zones and make the work of coordinators easily acceptable in Siavonga district, for instance under the current literacy study. Sheena (2013) stated that literacy standards follow a range of instructional strategies from their organisations. This points to lay down procedures which different departments must follow in order to achieve set goals (MoGE 2016). Stakeholders, at different levels have to support these policies and education, under literacy programmes is one of them. As indicated below, government through the Ministry of General Education, supported the five key competences of literacy and this empowered the coordinators and other implementers of the same policy. MOE (2015) indicated that the five key competences of literacy were to be taught and supported in every lesson because they formed key skills for writing, handwriting and punctuation.

The findings also made it clear that more financial, material and moral support was to be rendered to boost literacy levels. Ravindra (2010) stressed that for programmes to succeed, administrators at

different levels have to give both financial and material support. Furthermore, it was stated by the research that co-operating partners such as Celim in Siavonga were to be more involved in literacy programmes, working hand in hand with the ZICs and SICs through the office of the DEBS. With such support, literacy levels could be raised in Siavonga.

Furthermore, research revealed that more support on literacy programmes was to be received from the ZICs and SICs as coordinators for literacy programmes in Siavonga. One way of such support would be teaching literacy effectively so that the other teachers could take an example to follow. Uwezo (2011) alluded to the fact that literacy teachers must understand literacy learning and deliver the lessons effectively for the benefit of the learners.

#### **5.4. Measures Taken By Administrators to Improve Monitoring and Supervision of Literacy Programmes**

The study established that, monitoring and supervision of literacy programmes by teacher performance could also be used to determine career advancement, award performance rewards or establish sanctions for underperforming teachers. It constituted an opportunity to recognize and reward teaching competence and performance, which was essential to retain effective teachers in schools as well as making teaching an attractive career choice. Abdulkarim (2012) added that effective supervision was the solution to addressing low literacy levels. It was important for the development of skills in both adult and child literacy programmes.

The study also established that the effectiveness of monitoring and supervision relied on an increasing commitment by School managers and teachers to make use of students test data to improve student learning and their own accountability for student learning. In this context, teachers used data formatively to identify individual students' strengths and weaknesses in literacy and to take appropriate steps to promote subsequent progress. However, it was observed that teachers often noted the limitations of their knowledge to appropriately analyze and interpret student performance data.

This is in conformity with Uwezo (2011) who explained that arranging for regular supervision and monitoring of literacy improves literacy levels because access to books, other supplementary reading material and variation of activities generated to help promote reading are readily made available, following supervision sessions. Additionally, teachers' capacity to read improves

owing to supervision follow-up assignments, which gives learners best possible opportunities to acquire literacy skills. Atwood (2015) added up by pointing out to the fact that a lot of reading and writing support programmes must be encouraged to help improve literacy levels in schools because reading and writing like anything else improve with practice. The more learners do it the better. Siavonga district could be encouraged to move in this line.

In the same vein, Cooley (2015) mentioned that as we talk about improving literacy levels, we have to think of how to enhance our children's mastery over the tools needed to live intelligent, creative and involving lives. This implies that teachers must be equipped with all available techniques for effective literacy teaching, working collaboratively with parents. They must know the needs of their learners and introduce models of strategies as they support learner literacy group work participation. Sheena (2013) explained that teachers must know their learners and understand the literacy process to enhance quality delivery of literacy lessons.

Furthermore, administrators must ensure that teachers incorporate minimal technology or computer literacy in their methodologies to help learners read more using this device. Technology rules outcome and software is making a lot of decisions in peoples' lives (quotes tagged as literacy, 2015). This expanded responsibility for schools in helping to socialize children promotes and improves emotional literacy which is ideal for correct attitudes and approaches as learners later meet different personalities in society because to read is to voyage through time.

Dr Seuss (2015) pointed out that reading opens the door to unlimited knowledge. This knowledge is vital not only for literacy learners but teachers and school administrators' as well, so that they could keep themselves abreast because literacy is the path from slavery to freedom.

A large part of this study reviewed that school leadership from a wide range played a pivotal role in making a school effective in literacy programmes. Leihwood et al (2005) concluded that any attempt to design and carry out a comprehensive analysis of the ways in which activities of leadership influenced and promoted successful outcomes would require a large number of decisions to be made about methods and procedures, any of which could reasonably be called into question. The study indicated that there was increasing evidence that within each individual school, school leaders could have contributed to improved student learning by shaping the conditions and climate in which teaching and learning occurred.

#### **5.4.1. Measures suggested by literacy class teachers to improve monitoring and supervision of literacy programmes**

With regard to Measures to improve monitoring and supervision of literacy programmes, teachers came up with the following suggestions. From the finding majority of literacy teachers perceived that effective strategic management of schools would help to improve the literacy levels. Through strategic management the literacy activities, material, needs of literacy teachers and methodologies would be covered up effectively to result in high literacy levels. This is in conformity with Hills et al (2002) who stated that strategic management is a process of specifying organization objectives, as well as developing policies and plans to achieve them. Thus the educational objectives under literacy practices would be implemented and attained in selected schools of Siavonga.

Additionally, Ravindra (2010) identified five elements of management which school administrators should utilize in the process of monitoring and supervising literacy 'He talked of planning, organization, commanding co-ordinating and controlling. School administrators should be planning or anticipating or have guideline lines for literacy programmes. They should also work collaboratively with their teachers, even more, literacy teachers.

These programmes should be coordinated at school, zonal or even district level when administrators cluster literacy programmes. Through proper literacy monitoring and supervision, school administrators should be able to control these programmes to ensure quality delivery (MoGE 2016). Sheena (2013) stated that certain standards of literacy are needed for moral and ethical values to run one's life. Additionally, Rowling (2015) contended that school administrators should not tire but forge ahead with the search for new and better methods of improving literacy levels. They should defend the importance of bedtime stories to their last gasp. This means defending and helping to improve learner reading culture under all circumstances.

Finding also revealed that apart from investment in the quality of school and district management, teachers indicated that exchange programmes through teacher group meetings and workshops would help improve monitoring and supervision of literacy in Siavonga. Among such programmes, workshops for CPD, Thrass and teacher group meeting should be conducted constantly. Teachers will be able to share literacy knowledge strategies and teaching aids during, these sessions. They could even plan literacy practical skills like songs about vows, reading, poems and dances, all

carried in literacy. This would interest Siavonga valley learners. William (2015) contented that reading and writing, like everything else improve with practice and he who loves reading has everything within his reach.

The findings also revealed that teacher motivation was a very important element for improving levels of literacy. Teachers should be provided with incentives and allowances for different literacy programmes including teacher education. Considering distances and terrible terrain of Siavonga, motivation should also cover transport costs, could be a special boat to transport literacy teachers for meetings once or twice in a quarter.

The above is in conformity with Sheena (2013) who maintained that once motivated, teacher would know the literacy processes and pedagogy that determines how their students learn. Additionally, the use of computers for literacy lessons would motivate both teachers and learners because vocabulary would automatically increase. Furthermore, Ramet (2001) argued that teachers should be motivated so that they continue helping learners improve literacy levels for future generations. Without young readers and writers there will be no older ones and literacy will be dead.

Furthermore, the findings indicated that literacy teachers advocated for a new monitoring and supervision system which would be effective enough to help improve literacy levels in the district. The teachers hoped that new vehicles would be procured specially for the programme in question so that even the local parents and community members could be captured. Through such activities, pupils could extensively and continuously develop their knowledge (UNESCO 2016).

#### **5.4.2. Measures Suggested By ZICs and SICs to Improve Monitoring and Supervision of Literacy Programmes**

The findings revealed that zonal insert coordinators and school insert coordinators has being working collaboratively with school administrators to curb low reading levels in the district. By profession, these co-ordinators are teachers. From the research findings one measure put forward by the named coordinators was capacity building of teachers and coordinators through training. Emphasis was made on the five key competences of literacy because it was discovered that some literacy teachers did not know or understand them (MoGE 2013) worked through the department of national literacy framework to stress the five key competences of literacy. Once teachers

understand awareness properly, they would help learners to manipulate them orally and move on to put letters and sounds together till oral reading fluency is developed for more vocabulary and comprehension (MoGE 2016). The competences are foundations for literacy lessons and should be delivered to learners through practical strategies like songs, dances, poems and role play (MoGE 2015).

Sheena (2013) supported the above by stating that effective teachers see themselves as long learners, who join in, in training programmes for capacity building to improve teaching methodologies for the sake of a learner through the upgrading of skills and knowledge as well as new research. Owing to capacity building, effective teachers know their students as learners. This implies that such teachers understand learning profile and the implication this has on individual learner literate pattern of progress, inside and outside school activities and assessment central to learner classroom practice (Freebody 2007).

Furthermore, exchange of literacy methodologies emerged as another measure for levels of literacy. According to the research findings it was stated clearly that during workshops and CPD meetings literacy exchange activities could be fused in to enhance high standards of literacy. It would be of great benefit, considering the scattered nature of schools in Siavonga (Literacy development report 2015). Tucker (2011) supported the above suggestion by indicating that the basic principles of learning should be imparted during the initial stages of learning.

According to the findings, facilitating literacy programmes was another way which would improve monitoring and supervision of literacy programmes in Siavonga. Usually, the ZICs and SICs deal with the facilitation for most of the programmes in the district. They could set high expectations for teachers and students in Siavonga district and encourage risk taking to set high standards of literacy. This is in conformity with what Abuja (2010) attested, that for literacy to be effective, one should improve teaching methodology and increase the duration of the course.

## **Summary**

In this chapter, the researcher opened with the overview of the chapter. This was followed by the discussion of findings of monitoring and supervision of literacy in selected primary schools in Siavonga District, according to the four objectives highlighted in chapter one. Studies done by various scholars on literacy skills were used to confirm the findings.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **Overview**

In this chapter, the researcher presented a conclusion of the study by giving major findings of each research question on the investigation of head teachers' monitoring and supervision practices of literacy performance among learners in selected primary schools in Siavonga district. Furthermore it will give out recommendations based on the study and outline areas for further research.

#### **6.1 Conclusions**

The purpose of this study was aimed at investigating of head teachers' monitoring and supervision practices of literacy performance among learners in selected primary schools in Siavonga district. After a thorough analysis of the findings in the light of the study purpose, the researcher viewed that; some head teachers and deputy head teachers monitored and supervised literacy programmes but needed more commitment for the work. The findings showed clearly that the subject was an important integral to the development of this country given the situation that children needed holistic education with proper literacy as the basis. Both administrators and teachers were aware of the needs for literacy improvements such as lesson preparations and other interventions to help curb the situation. The following were the major findings:

The findings regarding the first objective on head teachers and deputy head teachers monitoring and supervising of literacy programmes indicated that, though most head teachers monitored and supervised their teachers, they needed frequency or consistence with more time allocated for literacy assessment. Quality literacy skills and practices could have been obtained through commitment on the part of school administrators but lack of insight by school administrators seem to have affected the co-ordination of literacy programmes in most primary schools because heads, mostly, delegated literacy monitoring and supervision to the ZICs and SICs, who also took it as a routine for the sake of recording in weeks 5, 10 and 13. Findings seem to have suggested that literacy programmes were not managed efficiently and effectively for standardized literacy levels.

On the same objective, the findings of the study revealed that some administrators were not well equipped with monitoring and supervision skills to effectively monitor and supervise literacy teachers.

Under the second objective, there were varying perceptions on the utilization of monitoring and supervision information to improve literacy levels in the primary schools. Most head teachers and deputy headteachers applied supervision and monitoring of literacy programme although a significant number did not pay particular attention to giving feedback after monitoring their teachers. The study established that the effectiveness of monitoring and supervision relied to a great extent on ensuring that both those who designed and undertook monitoring and supervision activities as well as those who used their results, should have possessed the proper skills and competencies to help improve literacy skills.

The third objective regarding whether or not support from Siavonga District Education Board Office for monitoring and supervision of literacy programmes in their school, was received, concluded that, less support to schools was received from District Education Board Offices in monitoring and supervision of literacy programmes in primary schools. The study also established that teachers were less motivated by the salary and were less provided with continuing professional development support.

The study also brought out the fact that the district planning section which was training, providing materials for literacy and carrying out monitoring in the midst of valley challenges was also to emerge with better transport arrangements to carry out these activities and support more school literacy programmes.

Regarding the fourth objective, on literacy level improvement, the researcher found out that head teachers and teachers could improve monitoring and supervision of literacy programmes and include computer literacy through proper application of results. That the administrators were to work with teachers, community members, ZICs, SICs and cooperating partners to promote literacy levels in Siavonga. The study established that the effectiveness of monitoring and supervision

relied on an increasing commitment by School managers and teachers to make use of students test data to improve student learning and their own accountability for student learning.

Overall, this research brought out important elements of child development through literacy skills and practices which also captured computer and functional literacy.

Literacy monitoring and supervision emerged as important integral for improving literacy levels.

The study also revealed that apart from school administrators and staff, other stake holders such as DEBS, NGOs, parents and other co-operate partners should be on board to support literacy programmes.

There is evidence that resources played a great role in monitoring and supervision practices in schools. The researcher found personnel, educational materials and finance to be very critical in good monitoring practices in literacy by school managers.

## **6.2. Recommendations**

In the light of the major findings, the researcher proposed the following recommendations:

1. The School management in Siavonga district should be committed to improving monitoring and supervision practices of literacy.
2. Resources should be mobilized by school administrators and effectively utilized to make it possible for support from the District office feasible.
3. Capacity building for school head teachers and their deputy head teachers should be conducted by DRCC and officers from Siavonga district standards education so that monitoring results could be well translated to enhance student learning.
4. Teachers need to be motivated by the School administration in order to implement the literacy programmes properly.

## **6.3 Suggestions for further research:**

1. Parental involvement in the implementation of effective literacy programmes for Siavonga Education District.
2. Library constructions for literacy support in the rural schools of Siavonga.
3. Improving literacy programmes through capacity building of literacy teachers in Siavonga District.

## REFERENCES

- Afflerbach, P. Cho, B. Y. & Kim, J. (2011). *The assessment of higher order thinking*. Omaha, NE: Information Age.
- Afflerbach, P. & Cho, B. Y. (2011). *The classroom assessment of reading*. New York: Routledge.
- Aga Khan Foundation, East Africa (2013). Westland: Civil Society.
- Alderman, G. & Green, S.K. (2011). *Fostering lifelong spellers through meaningful experiences*. New York, DE: International Reading Association.
- Alton-Lee, A. (2004). *Using a best evidence synthessis to assist in making a bigger diffrence for diverse learners*. Wellington: Ministry of Education.
- Anderson, N. L. & Briggs, C. (2011). *Reciprocity between reading and writing*: New York: D.E International Reading Association.
- Ary, D. (1996). *Introduction to Research in Education*. Orlando: College publishers.
- Ausubel (1968). *Education Pyschology: a cognitive view*. New York: Holt, Reinehart and Winston.
- Bak, H. & Carter, B.L. (2009). *Megacognitive Processes and Reading – Comprehension*. New York: Reutledge.
- Baroody, A. & Dobbs-Oates, J. (2011). *Child and parent characteristics, parental expectations, and child behaviours related to preschool children's interests in literacy*. Michigan: Eastern Michigan University.
- Bearne, E. & Bazalgette, C. (2010). *Beyond words*. London : United Kingdom Literacy Association.
- Boykin, A. W (2011). *Creating the opportunity to learn: moving from research to practice to close the achievement gap*. Alexandria: V. A: ASCD.
- Boykin, A. W & Nogvera (2011). *Creating the opportunity to learn*. Alexandria: V. A: ASCD

- Bryman, A. (2008). *Social research methods*: London: Sage publications.
- Cohen. L. Manion L and Morrison, K. (2000). *Research Methods in Education*. London : Routledge
- Cole G. A (1997). *Personal management*: Gosport : Ashford colour press.
- Devaus, D. A (2001). *Research design in social research*. London : Sage.
- Dickinson, D. & Neuman S. B. (2006). *Handbook of early literacy research*. New York: Guilford Press.
- Dickinson, D. & Porche, M. (2011). *Relation between language experiences in preschool classrooms and children's kindergarten*. New York: Guilford Press. *Section Extended National Implementation Framework III 2011 – June 2017*.
- Essex, Y. K. A. (2005). *Assessing Performance in Schools: Issues and Practice*. Ife Psychological Studies. New York: Guilford Press.
- Evans, M. A & Saint-Aubin, J. (2011). *Studying and modifying young children's visual attention during book reading*. New York, NY: International University Press.
- Fabos, B. (2008). *The price of information: Critical literacy, education, and today's Interest*. Mahwah, NJ: Erlbaum.
- Fernald (2009). *Early Childhood Education*. New York: UNICEF, UN Plaza.
- Flewitt, R. S. (2011). *Bringing ethnography to a multimodal investigation of early literacy in a digital age*. London: Thousand Oaks, CA: Sage.
- Gall. M. D. Gall, J. P and Borg W. R. (2003). *Education Research an Introduction (7<sup>th</sup> Ed) New York: Pearscon Education press*.
- Garrison, K. (2013). *43 Great quotes on literacy*. Mississippi: University Press of Mississippi.
- Hall, E. (2010). *Identity and young children's drawings: Power, agency, control and transformation*. London: Sage.

- Hills C. W. L and Jones G. R. (2002). *Strategic Management - Texts and Cases*. New Delhi: Indian Publishers and Distributors, Regd.
- Harris, J. & Ó Duibhir, P. (2011). *Effective language teaching A synthesis of research*. Dublin: National Council for Curriculum and Assessment (NCCA).
- Hattie, J (2003). *Teachers make a difference: what is the research evidence?* Melbourne: Australian Council for Education Research Annual Conference on Building Teacher Quality.
- Hattie, J. A. C (2009). *Visible learning*. New York: Routledge
- Igwe, S. P (2001). *Supervision, evaluation and quality control in education*. Benin City: Ambik Press Ltd.
- Janks, H. (2010). *Literacy and power*. New York: Routledge
- Kombo, Kisilu, Donald, Tromp, A. L Tromp, A. L Delno (2014). *Proposal and thesis writing*: Nairobi: Don Bosoc Printing Press.
- Language and Learning - Zambia*. M and Wood F. (2006). *Key words in Qualitative Research. Allocabularg of Research Concepts*. London: Sage Publishers.
- Literacy Development Programme (2015). Report: *Familiar Language be used for initial Literacy and Content Subjects in Early Education*.
- Leithwood, K. and B. Levin (2005) .“*Understanding Leadership Effects on Pupil Learning*”, paper prepared for the UK Department for Education and Skills.
- Goldenberge, R. (2011). *Litracy Instractions*. Carlifornia: Stanford University.
- Marsh, J. (2011). *Young children’s literacy practices in a virtual world*, Lisbon: University of Lisbon.
- Mattson, E. (2006). *Field based models of Primary Teacher Training*, London: Case Studies of Student Support Systems from SubSaharan Africa. DFIT,

- Ministry of General Education (2003). *Effective literacy practice*. Wellington: Learning media..
- Ministry of General Education (2011). Caritas Egypt Report. Cairo: Egypt press.
- Ministry of General Education (2013). *Teachers' Curriculum Implementation Guide*.
- MoGE (2014). *Educational Statistical Bulletin*. Lusaka: MoGE.
- MoGE (2015). *Educational Statistical Bulletin*. Lusaka: MoGE.
- Ministry of General Education - (Step-up) Zambia (2015). *Policy Research Results Data*.
- MoGE (2016). *Educational statistical bulletin*. Lusaka: MoGE.
- Ministry of General Education (2016). *Early Childhood Education Standard Guidelines*.
- Myrhel (2016). "Australian Council for Education Research" Melbourne: Acer Press.
- Olembo, J. O. Wanga P, E and Karagu W. M (1992). *Management in education*. Nairobi Kenya: Educational research and publications.
- Owolabi, S. O. and Edzii, A. A. (2000). *Teacher Management and Support System in Ghana: A Case of Cape Coast Municipality*. Accra: Educational Press.
- Paris, S. G. (2011). *Developmental differences in early reading skills*. New York: Guilford Press.
- Ramet, A (2001). *Creative writing*. Washington : St Paul Holy Cross Press.
- Ravindra Prasad, V. S Prasad, P. Satyanarayana and Y. Pardhasaradhi, (2010). *Administrative thinkers*. New Delhi: Sterling Publishers (PVT) Ltd.
- Samson, S (2012). Paper Presentation on *inspecting primary schools in gombe state*. Majduguri.
- Sheena, H. (2013). *Generation Ready*. New York: New York State Senate
- Shiel, G. Cregan, Á. McGough, A. & Archer, P. (2012). *Oral language in early childhood and primary education (3-8 years)*. Dublin: National Council for Curriculum and Assessment.

Smith Pauline (2002). *Writing an assignment*. Washington : St Paul Holy Cross Press.

The Mast Newspaper, Tuesday September 26, 2017. Lusaka: Kabulonga Media Centre.

Tucker, S.J (2011). *Basic principles of learning*. Bombay : St Paul Holy Cross Press.

*United Nations Educational Scientific and Cultural Organization* (2015).

UNICEF (2000). *A human rights approach to the education for all*. New York: UNICEF.

UNICEF (2017). *Language and Learning* – Lusaka: UNICEF.

UNESCO (2016). *Promoting Literacy over five decades International Literacy Day*.

UNESCO, ‘Education for all Global Monitoring Report (2010). *Reaching the marinalised*:

UNESCO Education for all Global Monitoring Report (2006). *Literacy for Life*.

Wohlwend, K. E. (2011). *Playing their way into literacies: Reading, writing, and belonging in the early childhood classroom*. New York: Teachers College Press.

## **APPENDICES**

**THE UNIVERSITY OF ZAMBIA/ ZIMBABWE OPEN UNIVERSITY**

**SCHOOL OF EDUCATION**

**APPENDIX 1:** Semi- Structured Interview Guide for School Administrators.

**RESEARCH TOPIC: Investigation of head teachers' monitoring and supervision practices of learners' performance in selected primary schools in Siavonga district Zambia**

### **SECTION A**

#### **MONITORING AND SUPERVISION OF LITERACY PROGRAMMES IN SCHOOLS**

1. How often do you monitor and supervise literacy programmes in your primary school?
2. Does the school receive any support for monitoring and supervision of literacy from the Siavonga district education board?
3. Which other cooperating partners have been aiding literacy programmes in your school?
4. What strategies have you put in place to attract more stakeholders and well-wishers for supporting and monitoring literacy programmes in your school?
5. Is the monitoring and supervision of literacy practices conducted according to stipulated guidance?

## **SECTION B**

### **EVALUATING MONITORING AND SUPERVISION OF LITERACY PROGRAMMES IN SCHOOLS**

1. What are some of the challenges you face as you conduct the monitoring and supervision of literacy for each of your teachers in the school?
2. Are you able to discuss better literacy methodologies with respective teachers, following monitoring and supervision programmes?
3. Is there any improvement in learner literacy practices following the monitoring and supervision sessions you have been conducting?
4. Are there any cultural barriers your school experience from the local community in the monitoring and supervision of literacy skills?
5. Do you have adequate literacy teaching material?

## **SECTION C**

### **IMPROVING MONITORING AND SUPERVISION OF LITERACY PROGRAMMES IN SCHOOLS**

1. From your own opinion as head teacher/deputy do you think learners in your school appreciate literacy lessons? Justify.
2. Do you plan reading and writing competitions periodically in your school to boost the literacy levels?
3. Do you think more and better educational literacy policies should be implemented to help improve literacy levels in school?
4. Are you able to organize refresher courses for literacy programmes and motivation of your teachers?
5. What other follow up actions do you make for your teachers to help improve learner literacy levels?

**THE UNIVERSITY OF ZAMBIA/ZIMBABWE OPEN UNIVERSITY**

**SCHOOL OF EDUCATION**

**APPENDIX 2: Semi-Structured Interview Guide for Grade One to Four Literacy Teachers of  
Siavonga**

**RESEARCH TOPIC: Investigation of head teachers' monitoring and supervision practices  
of learners' performance in selected primary schools in Siavonga  
district, Zambia**

**SECTION A**

**MONITORING AND SUPERVISION OF LITERACY PROGRAMMES IN SCHOOLS**

1. How is your class performing in literacy?
2. Have you been trained in learner literacy supervision in weeks 5, 10 and 13?
3. Do you think literacy levels contribute to general learner performance in your class?
4. What are some of the challenges you face during literacy lesson delivery?
5. Do you encourage pupil-centred literacy lessons?

**SECTION B**

**EVALUATING MONITORING AND SUPERVISION OF LITERACY PROGRAMMES  
IN SCHOOLS**

1. When you were last monitored and supervised by your school administrators?
2. Did your school supervisors comprehensively discuss the literacy levels with you following the monitoring and supervision?
3. What was the follow up action for the last monitoring and supervision you had with your school administrators?

- 4 Was your supervisor confident with literacy skills as he conducted the monitoring and supervision exercise?
- 5 Are your views on literacy delivery and practices given attention by your school supervisors?

## **SECTION C**

### **IMPROVING MONITORING AND SUPERVISION OF LITERACY PROGRAMMES IN SCHOOLS**

1. Do you have a clear understanding of literacy programmes in your school?
2. How often do you conduct CPD cluster literacy programmes with your neighbouring schools?
3. Are you involved in planning literacy activities in your school?
4. Are you able to offer remedial lessons on literacy for your class?
5. What is your general opinion of the literacy levels in your school?

**UNIVERSITY OF ZAMBIA /ZIMBABWE OPEN UNIVERSITY**

**SCHOOL OF EDUCATION**

**APPENDIX 3: Focus group discussion for grade one to four literacy class teachers**

Dear respondents

You have been purposively selected to take part in this focus group discussion on literacy levels because the researcher believes in your valid data concerning monitoring and supervision practices of learners' literacy performance in primary schools of Siavonga. Your response as a group will provide a deep insight into the topic because of your varied views, beliefs, opinions perceptions, attitudes, experiences and general feeling towards literacy teaching in school. Therefore, you are kindly required to respond to the questions genuinely. Your responses will be processed only by the researcher for research purpose. Your identity will also be kept strictly confidential. Feel free to discuss in your respective two groups. Choose a Chair and Secretary for each group.

**RESEARCH TOPIC: An investigation of head teachers' monitoring and supervision practices of learners' literacy performance in selected primary schools in Siavonga district**

**Questions for discussion:**

**GROUP (a)**

Do you think the monitoring and supervision of literacy programmes is conducted effectively by school administrators in Siavonga District? – Discuss.

**Group (b)**

Explore ways in which monitoring and supervision practices of literacy programmes could be improved in Siavonga District?

