

MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

INVESTIGATING EFFECTIVENESS OF EARLY READING INITIATIVE IN

MALISA CENTRAL CLUSTER IN SILOBELA

BY

MUTANDA SHUMBEI (R15145V)

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATION IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE BACHELOR OF
EDUCATION DEGREE IN EDUCATIONAL MANAGEMENT AND LEADERSHIP**

GWERU

DECEMBER , 2017

RELEASE FORM

NAME OF STUDENT: MUTANDA SHUMBEI (R15145V)
RESEARCH TITLE: INVESTIGATING EFFECTIVENESS OF EARLY
READING INITIATIVE IN MALISA CENTRAL
CLUSTER IN SILOBELA
DEGREE TITLE: BACHELOR OF EDUCATION DEGREE IN
EDUCATIONAL MANAGEMENT AND LEADERSHIP
YEAR GRANTED: 2017

The researcher here by permits the Midlands State University Library to produce copies of this dissertation, to lend and or sell copies of this dissertation for private, scholarly or scientific research purpose. The author does not reserve other publication rights of the dissertation nor may extensive extracts from it be printed or otherwise reproduced without the author's written permission.

PERMANENT ADDRESS: House Number 140
Section 8
Mbizo
Kwekwe
Zimbabwe

CONTACT NUMBERS: 0773451925 / 0713234775

SIGNED.....DATE.....

APPROVAL FORM

The signatory below confirms that they supervised Mutanda Shumbei on a research project titled: Investigating Effectiveness of Early Reading Initiative in Malisa Central Cluster in Silobela. The Project was submitted in partial fulfillment of the requirements of Bachelor of Education Degree in Educational Management and Leadership.

.....

SUPERVISOR DATE

.....

CHAIRPERSON DATE

.....

EXTERNAL EXAMINER DATE

DECLARATION

The interpretations and statements on the research does not represent the views of the university but rather that of the researcher. The purpose of this research was done for purely academic purposes. The researcher declares that this project has not been submitted to the intuition or any other institution/(s) inside or outside Zimbabwe.

DEDICATION

This research is dedicated to my children and grandchildren and it may inspire them to reach the zenith of their capabilities.

ABSTRACT

The main purpose of this study was to investigate effectiveness of early reading initiative in Malisa Central Cluster in Silobela. The researcher used a qualitative approach. The sample comprised infant teachers from seven rural schools. The data collection tools were the questionnaires. The findings from the study indicated that for the teachers who answered the questionnaire ERI plays a crucial role in language teaching through the use of word picture matching, look and say and phonic method, hence unavoidable in the event of uprooting readership deficiency and skill learners on reading performance. Based on the findings, the study concluded that it may be possible to help establish ERI more firmly in the teaching process by developing a set of specially designed, structured teaching materials for young learners in the preschool and infant department. Recommendations are that parents and sponsors are to be updated on importance of ERI through workshops, more staff development should be done for ERI implementers, government should make policies on ERI and enforce them in schools, availability of resources is necessary, hence should be budgeted for, modern infrastructure is a necessity as well as establishment of technology in ERI implementation.

ACKNOWLEDGEMENTS

My deepest and most heartfelt gratitude is extended to the Almighty God for strength, wisdom and guidance. I also extend my sincere gratitude to my supervisor Dr Gudyanga E for working tirelessly giving me necessary support to come up with this research study and to Midlands State University for giving me an opportunity to pursue my studies under their institution.

I would also like to express special gratitude to Mrs A Mungwiro, Mrs E J Moyo, Mrs S Mcdonald, Mr H Mafunu and family members for their support. Furthermore my acknowledgements goes to my friends Abi, Felistus, Julius, Patricia, Simba and Simon. Thank you for your profound support and encouragements. . May the Almighty God continue to bless you.

My deepest thanks goes to The Ministry of Primary and Secondary Education schools for allowing me to carry out the study in their schools. Lastly I acknowledge the respondents for completing questionnaires and answering the questions which helped to make the research a success.

ABBREVIATIONS AND ACRONOMYS

ERI -	Early reading initiative
UNICEF-	United Nations International Children’s Emergency Fund
UNESCO-	United Nations Educational, Scientific and Cultural Organization
ECE-	Early childhood education
USA-	United States of America
HIV-	Human Immune Deficiency Virus
AIDS-	Acquired Immune Deficiency Syndrome
ICT	Information communication technology
HND	Higher national diploma
PhD	Doctor of philosophy
OCED	Organization for economic cooperation and development
TETA	Transport Education and Training Authority South Africa
ERF	Early reading first
PIAC	Public improvements Advisory Committee
EACEA	Education Audiovisual and Culture Executive Agency of the European Commission
PRASEA	Project for the study of alternative education in South Africa

TABLE OF CONTENTS

RELEASE FORM.....	i
APPROVAL FORM.....	ii
DECLARATION	iii
DEDICATION.....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENTS.....	vi
LIST OF TABLES.....	xii
LIST OF FIGURES	xiii
CHAPTER 1	1
THE PROBLEM SETTING AND ITS CONTEXT.....	1
1.0 Introduction.....	1
1.1 Background of the study	1
1.2 Statement of the problem	4
1.3 Research questions	4
1.4 Significance of the study.....	4
1.5 Delimitations.....	5
1.6 Limitations	5
1.7 Assumptions.....	5
1.8 Definition of terms	6

1.9 Summary	6
CHAPTER 2	7
LITERATURE REVIEW	7
2.0 Introduction	7
2.1 Definition of ERI.....	8
2.3 Summary	28
CHAPTER 3	29
METHODOLOGY	29
3.0 Introduction	29
3.1 Definition of methodology	29
3.2 Research Design	30
3.3 Exploratory research	30
3.4 Descriptive research	31
3.5 Population.....	32
3.5.1 Target population	33
3.5.2 Accessible population	33
3.6 Sampling methods and sampling techniques	34
3.6.1 Sampling Technique.....	34
3.6.2 Sample Size	35

3.7	Sources of data	35
3.7.1	Primary data	35
3.8	Data collection Instruments	35
3.8.1	Questionnaires	36
3.8.2	Advantages of a questionnaire	36
3.8.3	Disadvantages of a questionnaire.....	36
3.9	Data Collection Procedures	36
3.10	Ethical considerations	37
3.11	Summary	38
CHAPTER 4		39
FINDINGS, DATA PRESENTATION, ANALYSIS AND DISCUSSION		39
4.0	Introduction.....	39
4.1.2	Discussion	45
4.2	How effective is ERI in rural schools?.....	46
4.2.2	Discussion	49
4.3	What are the best methods to implement ERI in rural schools in Silobela?	50
4.4	Summary	55
CHAPTER 5		56
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....		56

5.0 Introduction	56
5.1 Summary	56
5.2 Conclusions	57
5.3 Recommendations	58
5.3.1 Staff development for staffmembers	58
5.3.2 Introduction of workshops within the cluster.....	58
5.3.3 Policy making and implementation.....	58
5.3.4 Availability of resources	58
5.3.5 Establishment of infrastructure.	59
5.3.6 Establishing technology	59
REFERENCES	60
APPENDICES	68
APPENDIX 1	68
1.1 QUESTIONNAIRE	68
APPENDIX 11	73
6.0 Introductory letter to the respondent	73

LIST OF TABLES

Table 1 Question 1: Age	40
Table 2 <i>Question 2: Educational qualifications</i>	41
Table 3 <i>Question 3: Experience</i>	43
Table 4 <i>Question 4: Teaching</i>	44
Table 5 <i>Question 6: Improvement of reading methods in Zimbabwean schools.</i>	44
Table 6 <i>Question 7: Ranking statements according to priority</i>	47
Table 7 <i>Question 8: Importance of ERI</i>	47
Table 8 <i>Ranking of ERI</i>	48
Table 9 <i>Rating of questions</i>	51
Table: 10 <i>Sponsorship of ERI</i>	51
Table 11 <i>Implementing ERI</i>	52
Table 12 <i>Physical facilities</i>	52
Table 13 <i>Material readiness.</i>	53

LIST OF FIGURES

Figure 1 Literacy boost programme cycle	25
Figure 2 Age analysis of respondents	41
Figure 3 Qualifications	42
Figure 4 Teachers' experience	43
Figure 5 Improvement of reading methods in Zimbabwean schools.....	45
Figure 6 Importance of ERI	48
Figure 7 Ranking of ERI.....	49

CHAPTER 1

THE PROBLEM SETTING AND ITS CONTEXT

1.0 Introduction

In this chapter, the following aspects will be discussed: Background information to the study, definition of the problem, purpose of the study, objectives, sub-questions, assumptions, limitations, delimitations, and significance of the study and definition of terms. Empirical evidence shall be given as an axiom and praxis of the study's argument.

1.1 Background of the study

Malisa Central Cluster is located in Silobela which is 74km west of Kwekwe and the cluster has 7 primary schools. These schools are already in the early reading initiative (ERI) and the programme started in 2012 and the cluster was wrapped in as a pilot study project and Fatima Primary School was the central point for the cluster, hence, therefore most of the study references pertaining the cluster will be referred to Fatima Primary School with an empirical hope that it will be representing all the 7 schools within the cluster.

After realizing that Zimbabwean schools had some academic problems whereby school children studying grade 7 or even form four faced academic challenges like reading, interpretation, comprehending and so forth, the Ministry of Primary and Secondary education carried some researches and that saw the introduction of the early reading initiative programmes which is being funded by United Nations International Children's Emergency Fund (UNICEF) as it was discovered that all the above challenges met by school children were rooted on readership deficiency skills. When the program was introduced into the cluster 60% of the schools were

complaining on a number of challenges they faced in implementing it. The problems ranged from lack of material, financial, moral and support in terms of time. However, more positives about the programme were tabled by all schools as there was a significant progress in reading skills. This has caused confusion as to where exactly should schools make their investment such as, should they continue with the programme or should they terminate it and revert to the old system. However logical reasoning will have it on record that before making any decision, stakeholders should first make a scholarly assessment and then make informed decisions. This has triggered the researcher to carry a research study so as to find out the effects of early reading initiative so as to either recommend the programme to be fully implemented or to be condemned.

It was apparent for the research study to identify a knowledge gap through an analysis of past similar research studies carried in different continents so that a gap left by the researchers is filled up by this research study, which will result in the solution of the existing problem at Malissa Central Cluster.

In South America a research study was carried by Ozola and Geske in 2008 and the study was entitled: Factors influencing reading literacy at the primary school level. The study focused on finding out the reasons behind the low level of reading literacy among primary school students (Ozola and Geskee 2008). In North America a similar research was also carried by Antilla in 2013, and the topic was entitled: The effects of early literacy development on academic success in the educational setting and implications for educational leaders and teachers. The study looked into the roles which are played by parents, teachers and the ministry in implementing early reading initiatives. Both studies never focused on the importance of early reading initiatives in remote rural areas where literacy exposure is rare.

In Europe, a research study was carried by Adelsteinsdottir (2012) in England and Turkey and it focused on investigating into the learning and teaching of children in Europe and furthermore together, analyze and disseminate information about the role of the children's literature in schools and in children's lives in Europe, focusing particularly on the age of 8-11 age group.

EACEA (2011) carried a research study in the UK and the study focused on improving on the reading skills of children aged 15 years. Studies in Europe however overlooked on investigating on the methods of implementing early reading initiatives in remote rural schools.

Farmer and Stricevic (2011) carried a research study in Asia which was entitled: Using research to promote literacy and reading in libraries: Guideline for librarians. The study focused on improving the skills of librarians in improving literacy in children through library research.

Zhang (2011) carried a research study in 2011 entitled: A study of the vocabulary learning strategies used by the Chinese students which is focused on the study of strategies used by Chinese English major students in vocabulary learning. However the studies carried in Asia overlooked the focus of implementing early reading initiatives in remote rural areas.

Trudell (2012) carried a research study entitled: Promoting critical knowledge, skills and qualifications for sustainable development in Africa: How to design and implement an effective response in Education and training systems. It focused on bringing into consideration the importance of knowledge in conducting early reading skills in children. Hightower, Delgado,

Lloyd, Wittenstein, Sellers and Swanson (2011) carried a research study in Africa which was entitled: Improving student learning by supporting quality teaching. This research study focused on skilling the teacher when conducting early reading initiatives. The research studies carried in

Africa never looked on how to implement early reading initiatives in schools in remote rural areas.

Having analyzed the above research studies carried in different continents it was discovered that there is a knowledge gap which should be filled up and the knowledge gap was investigating the importance, and recommending methods of implementing early reading initiatives in remote rural schools where technology has been introduced.

1.2 Statement of the problem

Early reading initiative has been a programme which has been implemented in some developed countries, however in Silobela it has been on pilot study and 3 years down the line the programme is now taken with mixed feelings from the main stakeholders. This has triggered the researcher to find out its importance and how it can be implemented in a rural set up, where technology has been slowly introduced.

1.3 Research questions

- 1) What are the early reading strategies used by Zimbabwean schools?
- 2) How effective is ERI in rural schools?
- 3) What are the best methods to implement ERI in rural schools in Silobela?

1.4 Significance of the study

The research may become a permanent reference record on matters of ERI. It shall help individuals and management in making appropriate decisions on matters of ERI. It may also help to ensure stakeholders if they adopt the stated recommendations.

The research may offer huge benefits to the public in that it will review recommendations that will improve ERI in rural schools. The research will improve old standards and help policy makers to look into trends of human development and technological development of quality services.

The research will act as a point of reference to scholars who may in future wish to carry similar research studies.

1.5 Delimitations

This research study was carried at Malisa, Central (Fatima) Cluster in Silobela in Zimbabwe. It was carried out from December 2016 to August 2017.

1.6 Limitations

Financial constraints

The researcher encountered some financial challenges to carry this research study, hence, she had to take a loan from the bank in order to curb the problem.

Time

The time to make use of data collection instruments on all stakeholders was short; however the research had to do sampling when distributing the questionnaire.

1.7 Assumptions

- The researcher assumed that the respondents will provide accurate, useful and valid data.
- The researcher assumed that no macro-environmental changes will take place between the periods of the research that would alter the validity of the research.

- The researcher assumed that the sample population is representative of the entire cluster.
- The researcher assumed that the respondents will be able to read and understand the questionnaires.

1.8 Definition of terms

- ✓ **Reliability** involves consistence of service performance and dependability.
- ✓ **Responsiveness** concerns the willingness and readiness to provide services in good time.
- ✓ **Assurance** involves employees' courtesy and knowledge and their ability to instill trust and confidence.
- ✓ **Empathy** involves the ability to provide caring and individualized attention to customers.
- ✓ **Tangibles** involve physical representations that customers use to evaluate service.
- ✓ **ERI** – Early Reading Initiatives.
- ✓ **Phonics** involves teaching how to connect sounds with letters or groups of letters and to blend the sounds of letters together to produce approximate pronunciations of unknown words.
- ✓ **Whole language** means teaching how to recognize words as whole pieces of language.
- ✓ **Proficiency**- a high degree of skill
- ✓ **Variable** refers to individual element or attribute upon which data have been collected.

1.9 Summary

This chapter has provided an overview of the challenges that are being faced by Malisa Central Cluster as well as other aspects which include the statement of the problem among other aspects.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter will explore the related literature which will provide an insight into the research problem so as to put this study into perspective. According to Bless and Smith (1992p124) literature review is, "obtaining some necessary ground information in order to conceive the research topic in a way that permits clear information of the opportunity and the assumptions". Mainly this information is obtained by reading what has been published that appears relevant to the research topic. Galvan (1999p73) explains "-- ultimate goal of literature review is to bring the reader up to date with current literature on the topic and forms the basis for another goal, such as future research that may be needed in the area under study".

Krathwohl (1988p112) defines review of literature acts as "a stepping-stone towards achievement of the study objectives". For scholars, the depth and breadth of the literature review emphasizes the credibility of the writer in his or her field.

Reviewing literature is important, it is also recognised as necessary, Confucius and Hofstee, (2006p208), who contends that "a man who reviews the old so as to find the new is qualified to teach others". The review plays a critical role in analyzing the existing literature and giving justification as to how one's research fits into the existing body of knowledge allowing the author to demonstrate how research is linked to prior efforts and how it extends to build on better understanding, it describes, summarizes, evaluates and clarify this literature. It should give a theoretical research and helps determine the nature of your own research.

Literature review helps a researcher to avoid duplication, identify gaps in other studies with the goal of filling them, borrow from the research design and methodology used to investigate that particular problem and to interpret his or her own findings. Literature review helps to provide a context for the research, justify the research, ensure the research has been done, show where the research fits into the existing body of knowledge, enable the researcher to learn from previous theory on the subject, illustrate how the subject has been previously studied, highlight flaws in previous research, outline gaps in previous research, show that the work is adding to the understanding and knowledge of the study, help refine, refocus or even change the topic to avoid repetition. Literature review gives and supports an in-depth knowledge over a certain area of study. It assists the researcher to identify certain strategies towards the attainment of research objectives. It also assists the researcher to have a wider choice of research strategies leading towards the attainment and implementation of solutions of a certain research study. It is therefore apparent to note that the following review of literature is going to be considering different stages according to the set objectives and tentatively suggestions made by the authors are going to have a lot of influence and impact on the recommendations of this research study.

2.1 Definition of ERI

According to Israel (2006p58), Early Reading Initiative is a programme that "...is designed to transform existing early education programs into centers of excellence that provide high quality, early education to young children especially those from low-income families." This really means that ERI is a planned series of future events or performances designed to skill the child on reading performance. This skilling of early reading initiative is designed to be implemented to young children at an early stage.

Shanahan et al (2008p16) postulate that “early reading initiative (ERI) is also known as Early Child Literacy and was initially established in 2002 by the National Early Literacy Panel”. Shanahan et al (2008p16) go on to say that the early reading initiative was established, “...for the purpose of summarizing scientific evidence on early development and on home and family influences on that development.” They further state, “The ERI posed the following questions:

- 1) What are the skills and abilities of young children (Age birth through five years or kindergarten) that predict later reading, writing, or spellings out comes?
- 2) Which programmes, interventions and other instructional approaches and procedures have contributed or inhibited gains in children’s skills abilities that are linked to later outcomes in reading, writing or spelling?
- 3) What environments and settings have contributed to or inhibited gains in children’s skills and abilities that are linked to later outcomes in reading, writing or spelling?
- 4) What child characteristics have contributed or inhibited gains in children’s skills and abilities that are linked to later outcomes in reading, writing or spelling?”

This shows how ERI initiative can be defined in many ways and this really assisted and informed the research study in understanding what ERI is. This will assist in spelling out the way the study is going to be carried.

ERI is defined by Antilla (2013p13) as, “Early literacy skills that are learned and developed prior to a child entering formal education.” He further stipulates, “Literacy development begins at birth as a young hears and begins to interpret meaning from the spoken word. The child’s environment and parental literacy interactions are key components to the overall literacy

development to the child prior to formal education.” Ozola and Geske (2008p24) defined ERI as, “ ...a skill, which is the ground of almost all processes of learning and is necessary for students not only to acquire languages and study literature, but also to learn other subjects...” These are some of the definitions which are being tabled by different authors so as to enhance the understanding of ERI.

One will realize that ERI is more of improving the literacy skill of learners at an early stage. This is supported by UNESCO (2004p89) who defined literacy as, “The ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves continuum of learning in enabling individuals to achieve their goals to develop their knowledge and potential and to participate fully in their community and wider society.” UNESCO (2006p15) states that there are four discrete understandings of literacy and these are:

- Literacy is an autonomous set of skills.
- Literacy as applied, practiced and situated.
- Literacy as a learning process.
- Literacy as a text.

UNESCO further gives and encourage stakeholders to develop a culture of literacy through ERI. UNESCO spells out that a culture of literacy includes,

A supportive environment in which literacy can be practiced and reading or writing are encouraged, training in the skills needed to read, write and use information in everyday life,

motivate on incentives and support to literacy skills, learned and encouraged not only within the formal curriculum but also at work, in families in institutions on the street and activities on the streets and in the community, a positive value and promotion of institutions and activities, investment in policy, training and the production of appropriate materials that are culturally and linguistically sensitive to the various members of the community and so forth.

This is an indicator that for ERI to be fully defined and successful it should be enshrined with conditions suitable for it to be enacted. These conditions seem to be elusive in Malisa Central cluster and this research will thus explore and ascertain on how exactly the situation can be assisted. To complement this, Crooks (1998p 35) cited a number of styles and contexts and said, "...it starts from curriculum related studies involving work in normal classrooms by the students' own teachers, to experiment in laboratory settings by researchers."

Tadros (2014p 17) describes literacy as, "the skills and knowledge that are necessary to learn to learn to read including phonological awareness or beginning reading, listening, speaking, and writing. Reading is described as a set of interrelated skills needed to learn from reading in order to comprehend meaning from a number of texts." This obviously assists in the proficiency of early learners. The National Assessment of Educational Progress (2014p 22) defines early reading initiative as "... an active and complex process that involves: a) understanding written text. b) developing and interpreting meaning, and, c) using meaning as appropriate to type of text, purpose and situation." The panel states that critical reading skills included the following, phonemic awareness, phonics, reading fluency and reading comprehension. This is going to be looked into when data collection is being done and analyzed in the following chapters. Meanwhile the National Reading Panel (2000p 10) defined reading as, " the process of

constructing meaning through the dynamic interaction among, 1) The reader's existing knowledge; 2) The information suggested by the text being read, and; 3) the context of the reading situation." Definitely, reading will be measured at the end of the day and the yardstick used to measure will be done against three sets and these are, language and communication, mechanics of reading and content knowledge.

Massachusetts's Prek- Grade 12 Literacy plan defines literacy as, "the ability to read, write and speak in English in order to comprehend and communicate meaning with clarity in school, the workplace, at home and in society." However this was a definition crafted and designed to suit the American literacy climate but in the Zimbabwean context literacy should not only be a designed communication in English. Hawaii Literacy plan defines literacy as," The ability to understand and use language and images to acquire knowledge, communicate and think critically in all content and contexts." While New Hampshire's Prek- Literacy plan defines literacy as," The ability to read, write, listen and view in order to communicate with others effectively." Therefore literacy is the ability to think and respond critically in a wide variety of complex settings. Deductively reading students must be able to construct meaning from text through, an active cognitive process, and practical works. Proficient readers ought to enjoy multiple strategies and processes to understand text since literacy includes the ability to think and respond critically.

It is apparent that ERI is done at an early stage. This is supported by Eccles (1999p 32) who says, "All cultures that provide formal schooling for their children begin it between the ages of five and seven". Bornfreund (2012p43) states that," The development of literacy skills begins at birth, with language development. Parents and caregivers play a critical

role in building infants and young children's vocabularies." These are the fundamentals which are going to be looked at by the research study in the course of the study. All the aspects which were being mooted by different authorities will be considered, scrutinized and evaluated so as to see if it is happening at Malisa Central cluster and if that is what is happening new methods to galvanize the project will be looked into, but if it is not being exercised then, the ones raised by the researcher will be suggested.

ERI is literally done so as to improve the literacy rate and the proficiency rate of kindergarten or early primary school children such as early childhood education (ECE) up to grade 2, hence the advantage of ERI is, "to improve the school readiness of our nation's young children, especially from low income families by providing support for early childhood programs serving pre-school age children so they may become centers of educational excellence" (USA Department of Education 2005p 120). The department further states that ERI has an advantage of:

- 1) It can be used as a professional development tool for learning about scientific reading research based on early reading first (Israel) legislation.
- 2) It can be used by early literacy educational schools that wish to improve pre-reading skills and more effectively collaborate with parents and care-givers of pre-schools age children.
- 3) It can be used by educators and parents who want to learn new strategies about how to enrich all aspects of early reading experiences.

When closely looking at the objectives of ERI one will note that they had the synoptic philosophy when it was established in Malisa Central cluster with the ones which have been raised by the authors reviewed above.

Global Monitoring Report (2005p 17) noted, that ERI is critical on improving economic, social and political participation and development, especially in today's knowledge societies and key to enhancing human capabilities, with wide ranging benefits including critical thinking, improved health and family planning, HIV/AIDS prevention, children's education, poverty reduction, and active citizenship." While Good et al (2001p 679) observed that ERI, shows that, s "Children who develop good reading skills are more likely to succeed at school and become productive members of the society." This is an indicator of the importance of ERI, where by school children at Malisa will benefit adversely. Indicators are that, ERI ensures lifelong proficiencies to scholars and the skills mastered at a tender age will have lasting impact. Trudell (2012p73) suggests that while literacy is recognized as one of the most fundamental core skills contributing to academic achievement, life-long learning and sustainable development in a learner. However in many African countries, literacy achievement in the formal education system has not attained the levels necessary to support any of these outcomes. Primary curriculum expectations across the continent include literacy acquisition in the early grades, and yet somehow those expectations are not being adequately met.

This is an indicator that in whatever effort being made to implement, there are challenges being met and thus the same case with Malisa Central cluster in Silobela, It is suspected that there are a number of challenges which are being faced by schools in implementing the program and these are going to be looked at and addressed in the process.

A number of studies which include Ackerman (2005p 68), Bueno, Darling-Hammond, and Gonzales (2010), Frede, Jung, Barnett & Fugueras (2010p47) found that:

Children participating in high-quality early-childhood education programs as compared to those who did not have:

- Higher grades and pass rates from one grade to the next;
- A greater likelihood of earning high school diploma;
- Fewer referrals to special education programs, remedial special services, or tutoring to keep pace with their elementary school classes;
- Greater ability to focus and engage in school work; and
- A lower risk of engaging in criminal risk.

Further studies reveal that, “Every dollar invested in early education generates anywhere from \$4 to \$17 in returns” (McCartney 2009p 58). This clearly indicates that in ERI there is a wise investment and indeed the initiative can also pay dividends not only to Silobela schools but to the Zimbabwean population in general. This claim is supported by Carnevale (1991p 24) when he states,

The ability to read and write is fundamental to full participation to American society.

Our nation of farmers and mechanics has been transformed into one in which economic, civil and social success depends on educational attainment for all, particularly in literacy. The rapid influx of technology into our daily lives and internationalization of the economic market place have raised the demand for a literate citizenry to the highest levels ever.

This is a clear indicator that ERI has to be also supported by technology. The aspect of technology will be discussed in the later stages of this chapter.

Antilla (2013p17) states that, "Literacy is now more than ever essential for basic survival on a day to day basis. The students that struggles to read will struggle in all subject areas, affecting and perhaps perpetuating a negative attitude towards reading and school in general." Anderson and Cheung (2003p37) alluded, "An early introduction to reading before the elementary school years can greatly increase literacy development and reading comprehension. Literacy scholars advocate that reading to pre-scholars helps prepare them for great success in school." This is what is going to be advocated to be seriously considered by Malisa Central cluster in Silobela schools. This is an indicator that the program needs to be monitored from early school days until the child finishes his or her school, hence the end result will be very important. Ignoring or non-involvement of the child in ERI might result in the child facing problems in academic activities. This mooted by Lawson (2012p 76) when he says, "If a child comes to the elementary school with no prior experiences with reading: The school, teachers and principal needs to be very aware of the different interventions to use to educate the child in reading comprehension and literacy development." That shows how important is ERI even to schools in Malisa Central cluster. ERI fosters success and will see Malisa Central cluster being a centre of reference. However ERI needs to be done effectively and thoroughly, hence Mitchell (2009p 60) claimed, "Literacy is not, as it is considered in our schools a portion of education. It is education. It is at once the ability and the inclination of the mind to find knowledge, to pursue understanding and out of knowledge and understanding not out of received attitudes and values or emotional responses, however worthy to make judgments." This reveals the importance of ERI in behavioral modification, hence Lighton and Spada (2006p 11) claim, "Traditional behaviorism hypothesized that when children imitated the language produced by those around them and their attempts to reproduce what they heard received positive reinforcement. Children will continue to

imitate and practice these sounds patterns until they formed a habit of correct language use”. According to this view, “the quality and quantity of the language the child hears as well as the consistency of the reinforcement offered by others in the environment would shape the child’s language behavior.” Thus according to the behaviorist theory and can work well for Malisa Central cluster whereby there is a need for behavior recognition when implementing ERI.

Gove and Cvelich (2010p 28) understand that literacy is pivotal in improving economic performance of a country hence, “Assessment data of student performance in low income countries- sparse as it is reveals that many students are not mastering the basic skills of reading, thus undercutting economic productivity” Musen (2010p 30) elaborates on this, “Early reading skills, therefore affect not only graduation rates, but also economic prospects for students and communities.” The above statements point out to the fact that, when a nation is illiterate then it is assured of poor economic performance. It is apparent that Malisa cluster hid to such an advice so as to participate the improvement of the economic conditions of Zimbabwe by producing a literate society. Meanwhile, Heckt (1990p 15) support the idea when he says, ”This is also the time (age six to eight), that many children around the world begin working.” Yet, Rogoff (1990p 21) says, “Children develop the ability to cooperate and to coordinate points of view with others.” This can only be achieved when students can be able to read, speak and write in the concerned language of communication.

ERI ensures that the child’s academic future is well shaped, hence, Juel 1988p 38 says, “First grade reading scores are fairly reliable predictors of future reading scores.” Fletcher and Lyon (1988p 24) supports the idea when they say, “This signifies that many students are being held

back not for their intelligence level but for their reading skills. Reading skills in third grade are highly predictive of future academic performance. One study found that 74% of third graders who read poorly are still struggling in ninth grade.” Snow, Burns and Griffin (1988p21) say, “Who is not at least a modestly a skilled reader by the end of third grade is quite unlikely to graduate from High school.” Carnevale and Desrochers (2003p 40) reiterate, “Most employers today cannot compete successfully without a workforce that had solid workforce that has solid academic skills... Employers need workers who have mastered reading processes that allow them to locate information and use higher-level thinking strategies to solve problems.” This is true and it shall be imparted to Malisa community so that they taking the ERI seriously and support it to the hit.

ERI ensures that literacy amongst schools is enhanced. To augment this, Snow, Burns and Griffin (1998p 16) claims that literacy, “ describe our changing society through the lens of literacy demands... there is a rising demand for literacy accompanying the development of technology and an increasingly competitive and increasingly global knowledge-based economy...unless, we address the literacy gap among children the economic gap between social classes will only increase. ” National Institute for Literacy (2009p63) and Kutner et al (2007p64) suggest, “Literacy has emerged as key to success in the twenty first century America. People with higher literacy skills have higher salaries, higher employment rates, higher civic participation rates, lower public assistance rates, and lower crime rates than people with lower literacy skills.” This clearly demonstrates a need to skill children at an early stage as early as grade one or kindergarten. However Rathbun, West and Haske (2004p 27) differ slightly though they have a synoptic philosophy with other scholars, when they say, “Furthermore, achievement,

interest and competence beliefs in reading are highly correlated for third graders. Children's competences affect interests in material, as well as competency beliefs as early as third grade."

Save the Child UK (2007p 30) claims, "Learning to read and write is fundamental to children's success in school and to their optimal life trajectory regardless to their background, socio-economic status or opportunities." It continues, "Over the last years the global education discourse has shifted its emphasis from improving learning outcomes. Unfortunately many current reading initiatives focus exclusively on supporting reading skills in the early primary grades without acknowledging the importance of foundational emergent literacy skills children develop in the early years that set them on a positive reading trajectory in school."

Early interactions with books and print not only support future reading skills but also frame life-long attitudes towards reading. (Save the child Article 26), while Declaration of Human Rights (Article 26) advises, "Sound reading abilities are important for a young person to be able to pursue their personal goals when embarking on adult life... good literacy skills are the basis of a child's entire school carrier, without them, academic success is unattainable. Proficiency in reading literacy is only one of the principal goals of schooling but is also one of the principal means of learning." Social change can be influenced by the literacy level of the citizenry in a given country. This is supported by Lewis and Ellis (2006p 51) who have outlined the importance of learning, "to read and suggest the far reaching consequences of mastering, not only the skill of reading but also the development of children who are readers, able to use their skills for pleasure and purpose." Yet, the analysis made by OCED (2002p3) suggests that, "Being an enthusiastic reader, and being a frequent reader were more significant in terms of advantage than having well-educated parents, and finding ways of engaging students in reading

maybe one of the most effective ways to leverage social change.” These are well suggested by points by different authors and need to be considered by Malisa Central Cluster and all Zimbabwean schools in general when implementing the ERI. An effort to measure this when data collection is being made will be done.

Programme for International Assessment of Adult Competences (1999p20) points out, “... importance of literacy in empowering the individual to develop reflection, critique and empathy leading to a sense of self-efficacy, identity and full participation in society.” Brunner and Tally(1999p122) agrees to with PIAC’s claim and they thus state, “...where proficient readers develop within the school, where social interactions around text encourage both the development of habits of mind and positive attitudes towards the reading within the classroom learning ecology.” Bornfreund (2012p 90) says, “Failure to obtain necessary literacy skills in the early grades undermines children’s ability to succeed in school and in life as they move into the later grades and experience difficulty in understanding and achieving in the content areas. Students who perform poorly on reading achievement tests are twenty times more likely to drop out than those who perform well. All these will be suggested to Malisa Central cluster when data is being collected and more emphasis will be done on the main stakeholders for consideration.

Having analysed the importance of ERI, the research study will now focus on how the programme can be implemented with special focus being given to Malisa Central cluster so as to make comparison on what could have transpired at the cluster. Maybe there could be some other things which could have missed leading to some schools facing a challenge in implementing the programme.

The US Department of Education (2002p112) says, “Early Reading First Initiative supports educational initiatives in the following ways:

- 1) Provides funding for low income organisations.
- 2) Guides preschool integration curriculums with emphasis on ERF goals.
- 3) Offers support through government programmes and resources.”

When making a comparison with what is happening in Silobela where the ERI was mainly hinging on donor funding, and the government was not all that supporting the initiative financially and materially, they only support the programme by granting time schedules for the programme to be initiated and in solidarity. Perhaps if they emulate the US government which support the initiative fully the programme was going to succeed in Malisa Central Cluster since a number of vulnerable learners drop out of school. US Presidential Advisory Commission on Educational Excellence for Hispanic Americans (2003p 143) advises,“ Instruction must be research based and must be developmentally appropriate as well as focus on oral language, phonological awareness, print awareness and alphabetical awareness.” The department goes on to suggest,

In order to achieve the goals of ERF, the Federal government has made available competitive awards for up to six years to support efforts that enhance early literacy reading development, especially in under sourced communities in the United States with low income families and at risk pre-school age children. Grants will be awarded based on the recommendation of the federal peer review panel. The panel must include experts in early reading development and early childhood education.

This is what should be advised on concerned stakeholders especially the government whereupon it should be fully involved in support on the ERI in Zimbabwean schools.

Parents should be involved in the ERI, this will make them able and willing to assist in the funding and monitoring of their children's reading activities at school and home, hence, "...available on parental involvement demonstrates that parents more involved with literacy during the pre-school years contribute to reading readiness in direct ways" ERF (2001p 72). Teachers also work in loco-parentis for the children when they are both at school and home hence, PRAESA (2002p 32) reveals, "Save the children has pioneered an intervention called literacy boost, which supports the development of reading skills in young children. Literacy boost uses assessments to identify gaps in the core reading skills, trains teachers to teach national curriculum with an emphasis on these skills and mobilizes communities for reading action.

" This concept was tried in Zambia and Mozambique and studies show that the results were indeed favorable. This will be suggested to Malisa Central cluster, with the hope that it will be adopted.

Parents can also play a role in the emotional and psychological development of the child which will therefore assist the child to master the literacy skills, hence, Roberts, Jaguerns and Burchinal (2005p 68) say, "Results from the research revealed that maternal sensitivity had a significance on the child's receptive vocabulary. Maternal sensitivity was measured within six different dimensions: Warmth, sensitivity, responsiveness, encouragement of initiative, stimulation value and elaborateness." These should be impressed to parents whereupon they should accept and practice it in earnest to their children.

A research study was carried by SIL and MLE (2004p 43) and the following recommendations on early grade literacy were made:

1) Literacy- specifically, learning to read and write -must be central to the primary education curriculum. Teachers must be trained specifically to teach reading and writing, along with the other language skills of speaking and listening. The time allotted to reading and writing instruction in the curriculum must reflect this priority.

2) Children learn to read and write successfully when they engage regularly with authentic and enjoyable reading and writing activities and when they master the building blocks of text (letters, syllables, words) within a context of meaningful use of reading and writing. Ignoring either of these two crucial components of literacy makes literacy learning extremely difficult for most children.

3) Regular assessment of students' literacy learning is essential in order to ensure that learning is taking place as planned. Continuous assessment should be done in the classroom itself, as part of the ongoing teaching and learning experience, in addition broader national level assessments are important to keeping all stakeholders aware of programmes outcomes and student achievement.

4) Teacher capacity is central to the entire endeavor of early grade literacy learning. When they are well trained mentored and supported. Teachers can help make the difference between failure and success for the early grade student's literacy acquisition. Particularly when the teaching methods are new to the teachers, careful and ongoing support of those teachers is critical to ensure effective implementation.

5) Reading materials of sufficient quality, quantity and variety serve a significant role in successful early grade literacy acquisition- including appropriate materials for reading aloud to the learner. Such materials not only guide students through learning of essential and writing skills, they also provide them with crucial link between skills acquisition and meaningful use of literacy throughout the student's life.

6) Multilingualism must be seen as a resource and used as intentionally to strengthen the child's ability to learn curricular content. Language learning and literacy learning must be seen as distinct but symbiotic processes each requiring careful instruction. Care must be taken during the early years of mother- tongue medium instruction to support the systematic introduction and consolidation to the additional language, so that it can eventually become a teaching medium along with the mother tongue.

7) Change of the magnitude required for African nations to attain success in early grade literacy does not come quickly or without significant attention. Improvement in writing and reading scores and improvement in learning in general could take some years to become obvious. For this reason, success in early grade literacy must not be tied to short term projects or strategies but must be an education and development priority for the long term. It must also be recognized that the sustained and generalized use of literacy practices in a community depends not only on effective pedagogical methods; it also depends on the development of cultural habits that include regular, meaningful reading and writing among adults and children both in school and the wider community.

The above recommendations will be scrutinized and assessed to see whether they can also be adopted for Malisa Central cluster. Meanwhile, Mullis et al (2007p 130) advise," Multi- country

studies of Western nations also indicate that the literate environment outside of school influences learning in the early grades, while Park (2010p132) claims, "Reading at home, parental attitudes towards reading and access to books lead to better reading in almost all the countries studied. This points out at the role of parents in the implementation of the ERI.

Triennale on Education and training in Africa designed and coined a model which can be used to implement ERI in African schools as illustrated by the following diagram:

Figure 1. Literacy Boost Program Cycle

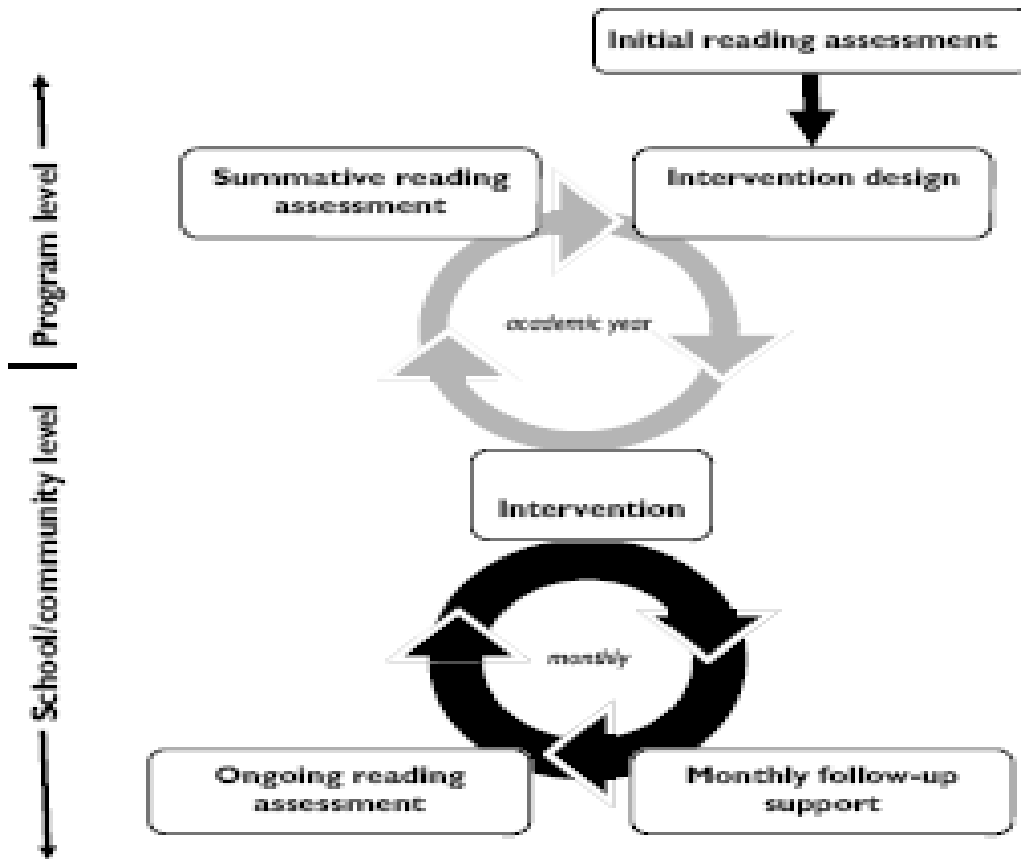


Figure 1 Literacy boost programme cycle
Source: Triennale on Education and Training in Africa.

“Literacy boost adapts to each country curriculum and languages. Assessment, teacher training and community action are used in a cycle of intervention across each academic year (see Fig 1). Literacy Boost’s monthly teacher training sessions aim to equip primary schools with tools and techniques to effectively teach the children the five key reading skills via the national curriculum so that they will become independent readers” TETA (2011p79). Center for High impact philanthropy (2010p 87) indicates,

1. A quality teacher is one who has a positive effect on student learning and development through a combination of content of mastery, command of a broad set of pedagogic skills and communication or interpersonal skills. Quality teachers are lifelong learners in their subject areas, teach with commitment, and are reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development and the ability to marshal a broad array of techniques to meet students’ needs. They set high expectations and support students in achieving them. They establish an environment conducive to learning and leverage available resources outside as well as inside the classroom.”

Aspects raised above are going to be assessed so as to find out if ever teachers in schools found in Malisa Central cluster are doing the same, if not then there will be suggested to them that they adopt the same system. “A one-size-fits-all definition...”Goe (2007p 3), should not be what drives teachers as they can lead to ignoring other students who are slow learners, instead they

should come up with different strategies of teaching literacy in early graders, hence teacher preparation programmes.

Habler, Hennes, Lord, Cross, Jackson and Simpson (2011p 67) state that a research was carried by Centre for Commonwealth Education at the University of Cambridge and the following recommendations were made:

1. ICTs should be procured in sets comprising a teacher laptop and a student laptop as well as provision for storage and transport.
2. Continuing professional development opportunities are essential for teachers to become familiar with mobile technologies and to make creative use of them.
3. Information communication technology (ICT) should be used in conjunction with none-ICTs resources, such as mini-blackboards, because these offer significant values cheaply.
4. Robust and cheap netbooks are presently the best candidates for classroom use. Android based tablets can support interactive, collaborative, learning effectively but technically are not yet ready.

These will be suggested to schools in Silobela who are under the ERI. As ICTs is the modern and effective way of teaching and learning.

Literature which has been reviewed has shown that for the ERI to be successful, it needed a number of considerations to be made by different stakeholders, and a number of them have been suggested by different authorities, hence those shall be considered in the study's recommendations.

2.3 Summary

This chapter has provided an insight of what other researchers have come up with in relation to the ERI in Silobela schools under Malisa Central cluster , and a lot of academic debate and considerations have been made and shall be considered in our data analysis and recommendations in the later chapters of the research studies.

CHAPTER 3

METHODOLOGY

3.0 Introduction

Research methodology implies how information is going to be attained. It outlines and explains the instruments, methods and techniques of data collection that will be applied by the researcher. These includes the research design, sampling procedure that were used to trim the population which was too exhausting to study, data collection instruments as well as the data analysis techniques that were applied.

In this chapter methodological processes took place and logical, scientific and critical reasoning processes took place. Methodology was defined. Research design, population, sampling, data collection and presentation instruments were selected, defined, and justified. This was in line of research objectives and some more discussions were discussed and articulated so that a solution of the problem was arrived at.

3.1 Definition of methodology

Buyit (2002) defines methodology as a body of practices, procedures and rules used by those who work in a discipline or engage in an inquiry; a set of working methods; the methodology of genetic studies; a poll marred by fault methodology.

Chris (2001p 234) defines methodology as a branch of pedagogic dealing with analysis and evaluation of subjects to be taught and of the methods of teaching them. This means that in methodology there would be evaluation, selection and analysis of research instruments which were used when carrying the research study. Research instruments were logically chosen and they were scientific in nature and artful in principal so as to validate the study.

Thus ,methodology is the pre-requite for comprehensive understanding and evaluation of results that entails the system that is used to collect data from targeted population and to show the appropriateness of the techniques used to gather data and the methodological approaches employed. Relevant references from the literature are often used to show an understanding of data collection techniques and methodological implications and to justify their use over alternative techniques.

3.2 Research Design

According to Kumar (2001p70) “A research design is a detailed blue print used to guide a research study towards its objective.” As a result of the above stated objectives the researcher used exploratory and descriptive research designs.

Creswell (2003p180) research design is a formal plan of action for a research project which helps to lay out the research questions, methodologies, implementation procedures and data collection and analysis for the conduct of a research.

Research design is a plan which spells out, how research is going to be carried out. In that effect, different research instruments which were used in the study were assembled together and implemented in the real study. The research design definitely interrogated the choice of research type, population, sampling, data collection, data analysis instruments and other important research instruments. In the research instruments chosen, there will be justification made so as to authenticate why given instruments were chosen ahead of other instruments. Justification of choice of instruments validates and bring clarity to the research study.

3.3 Exploratory research

Exploratory research according to Maholtra (2007) is used to provide insights into, and an

understanding of the problem confronting the researcher. This research design enabled the researcher to gain ideas and insights into the general perceptions of early reading initiative in primary schools. It also enabled the researcher to identify relevant variables that needed to be considered. The absence of the structure also permitted the researcher to have a thorough pursuit of interesting ideas and clues about the problem solution hence the researcher managed to solicit divergent views of the early reading initiatives in primary schools found in Silobela under Malisa Central Cluster. However the insights gained from this research design needed to be verified or quantified by the descriptive research design.

3.4 Descriptive research

The researcher used the descriptive research design. Descriptive research design is, “designed to provide a picture of a situation as it naturally happens. It may justify current practice and make judgment and also to develop theories” Burns and Grove (2003p 201).

According to Phipil and Lewis (2003) view a descriptive research as a descriptive study in which information is collected without changing the environment. Therefore a descriptive study is one that is designed to depict the events and participants in an accurate way. It is a type of conclusive research that has its major objective of the description of something.

The researcher used this research design because it assumed that the researcher had much prior knowledge about the problem situation of which service quality insights had been obtained from secondary data. This research design was also used because it is typically based on large representative samples and also because the aim of this study is not to formulate hypothesis or develop a theory but to describe the nature of reality as it is.

A descriptive survey enabled the gathering of both qualitative and quantitative data simultaneously, all subjects are observed in a completely natural and unchanged natural environment, and descriptive research approach is flexible and adaptable to suit demands of the situation. This approach also is less time consuming and allows for full participation of the researcher and is cheap. Through this method, information was collected using questionnaires.

It is also preplanned and structured and as a result it specifies the methods for selecting the sources of information and for collecting data from the sources. As a result it enabled the researcher to get information from secondary sources and primary sources as well as the use of questionnaires and in-depth interviews in evaluating problems being faced by schools who are implementing the Early Reading Initiative in Zimbabwe, especially those who are in Malisa Central Cluster in Kwekwe District.

3.5 Population

According to Sindleton and Straights (2010) population, is generally a large collection of individuals or objects that is the main focus of a scientific query. Hence it is for the benefit of the population that researches are done.

A population is, all the individuals or units of interest; typically, there is not available data for almost individuals in a population (Harmlon and Larget 2011).

Burns and Grooves (1993) define population as a large collection of individual that are the main focus on the research.

Polit and Hunger (1997) define population as an aggregate or totality of all the objects, subjects or members that confer to a set of specification comprising the entire group of person that is of interest to the researcher and to whom the researcher results can be generalized.

In general, population is the number of people or objects under study. In this case the total population which was directly or indirectly under study is 1 000. There are two types of population which are:

3.5.1 Target population

This refers to the entire group of individuals or objects to which researchers are interested in generating the conclusion. This is also known as the theoretical population. These are people who were directly under study and their total number was 1000 from Malisa Central Cluster and these influenced the study as they gave primary data which was needed to inform and structure the study.

3.5.2 Accessible population

This is also called study population; this is the group that a researcher actually can measure. Budgetary constraints for example often limit the number of things a researcher can actually measure. It is a subset of the target population.

This included those directly and indirectly under study, and it included clients and workers at Malisa Central Cluster which is situated in Silobela.

3.6 Sampling methods and sampling techniques

Sampling according to Wegner (1999p170) "...is the process of selecting a representative subset of observations from a population to determine the characteristics that is, the population parameters, of a random variable under study.

(Pratt et al, 1992p 217) defines sampling as "---a subset of a population that represents the population." Sampling is the process of selecting units (for example people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen.

This therefore means that sampling is choosing a subset of the entire population, thus the chosen segment represented the entire population which was under the study.

The study used both probability sampling as well as non-probability sampling of which they complemented each other so as to come up with a more representative sample.

3.6.1 Sampling Technique

In this research the researcher used stratified random sampling so as to place different schools under study into different stratas. This was to ensure equal chances for all those under study to be chosen into the study as schools within the cluster were located in different geographically areas with a minimum distance of 7km away from the central school which is Fatima.

Williams (2008p 168) describes stratified random sampling as,"...a population sample that requires the population to be divided into smaller groups, called 'strata'. Random samples can be taken from each stratum or group." Thus a probability sample. This provided the researcher with a sample that was highly representative of the population being studied.

3.6.2 Sample Size

This was based on the rule of thumb by Professor John Curry cited in Young (2006) who proposed that for a target population of between 100 and 5000, 5% can be used while between 1001 and 10000, 10% can be used to come up with a representative sample.

The sample for the clients constituted 5% of the target population of 1000. As a result the size for those under study is 10% of 1000, which is $= 10/ 100= 0.1 \times 1000=100$.

The sample size was therefore 100s.

3.7 Sources of data

The researcher gathered both verbal and non-verbal data from primary and secondary sources.

3.7.1 Primary data

“Primary data is information that you collect specifically for the purpose of your research project” Blair (2000p 169).

There are two methods of collecting primary data that is communication and observation of which the researcher used the communication method in the form of questionnaires.

The researcher used primary data because it gave first-hand information that was the data and was current. As a result the responses on ERI in Malisa Central Cluster, were first-hand information hence also current. It was also used in this research because it was an effective tool to get opinions, attitudes and descriptions about the ERI in Malisa Central Cluster in Silobela.

3.8 Data collection Instruments

The data collection instruments are techniques which were used to collect primary data from the respondents. The instruments used to collect data were the questionnaires.

3.8.1 Questionnaires

According to Brancato (2005) a questionnaire is a written set of questions for obtaining statically useful or personal information from individuals.

This was the main instruments that were used to collect data. These were distributed to those in the sample and were distributed to the teachers only for easy monitoring and collection. They were also used because they are easy to use when comparing and analyzing findings and they were also easy to distribute to the respondents. They were structured in such a way that they elicited high response rates.

3.8.2 Advantages of a questionnaire

- i) Easy to implement,
- ii) Relatively inexpensive
- iii) Likely to discover most problems
- iv) Ensures best match between source and target questionnaires

3.8.3 Disadvantages of a questionnaire

- i) Can lead to many discrepancies (including those relating to meaning) between source and target questionnaire.
- ii) Requires two translators, one a native speaker of the source language, the other a native speaker of the target language.
- iii) Cannot ensure that lexical, idiomatic and experiential meanings are kept in target questionnaire.

3.9 Data Collection Procedures

The researcher made appointments for the collection of data through:

ii) Visits into the field-“Thus a trip by researcher to gain firsthand knowledge away from the classroom practitioners in the geological area. (Farlex clipart collection: 2003-2012). The researcher visited Fatima, Sibangani, Ntobe, Ednovean, Zenzele, Bambanani and Khanda, primary schools to gather firsthand information on the ground.

iii) Telephone-“it is a system used to send speech or data over distances using a device called a telephone that functions as the transmitter and receiver.” Wiley and Sons (2010). The researcher used both landline and cellular phones to make appointments with those in distant places like (Bambanani) St Peters, and Zenzele primary schools. This allowed a quick feedback and better scheduling of programmes in the field.

3.10 Ethical considerations

In order to validate and ensure the reliability of the study, the researcher considered the following ethical considerations:

- Privacy of possible and actual participants.
- Maintenance of the confidentiality of data provided by individuals of the selected target population.
- Effects of participants of the way in which I use, analyze and report my data , in particular the avoidance of embarrassment, stress, discomfort, pain and harm
- Reactions of participants when asked in the process of collecting data, including:

Embarrassment, stress, discomfort, pain and harm; behavior and objectivity of the researcher.

3.11 Summary

This chapter has examined the methodology which was used to carry out the research. A number of research instruments were looked into and in the instrument chosen there was a justification being made on why that particular instrument was chosen.

CHAPTER 4

FINDINGS, DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter focuses on the process that was followed when presenting and analyzing data and how it has been summarized of which tables, graphs as well as pie charts have been used to present the information so as to easily interpret and understand it. Being guided by the research objectives, this chapter will present views from respondents on the Early Reading Initiative at Malisa Central Cluster of which interpretation of analyzed data will also be included in this chapter. There was 100% response rate. A total of 25 questionnaires were distributed to teachers. There was a hundred percent response rate as the researcher hand delivered and collected back questionnaires.

4.1 Research question 1: What are the early reading strategies being used by Zimbabwean schools?

Research question one will cover analysis of questions number 1 to question 6. The first three questions, that is question 1 to question 3 were not in line with the set question but were related to the first research question so as to know if the people were qualified and experienced to implement the ERI, while question 4-6 concentrated more on finding the reading strategies with which are currently being used by most schools in Malisa Central cluster.

4.1.1 Findings

- Schools in Malisa Central Cluster still use old system of teaching and learning reading.

Table 1 Question 1: Age

AGE	20-30yrs	31-40yrs	41-50yrs	51-60yrs	61yrs and above
TOTAL	2	14	7	2	0

Source: Survey

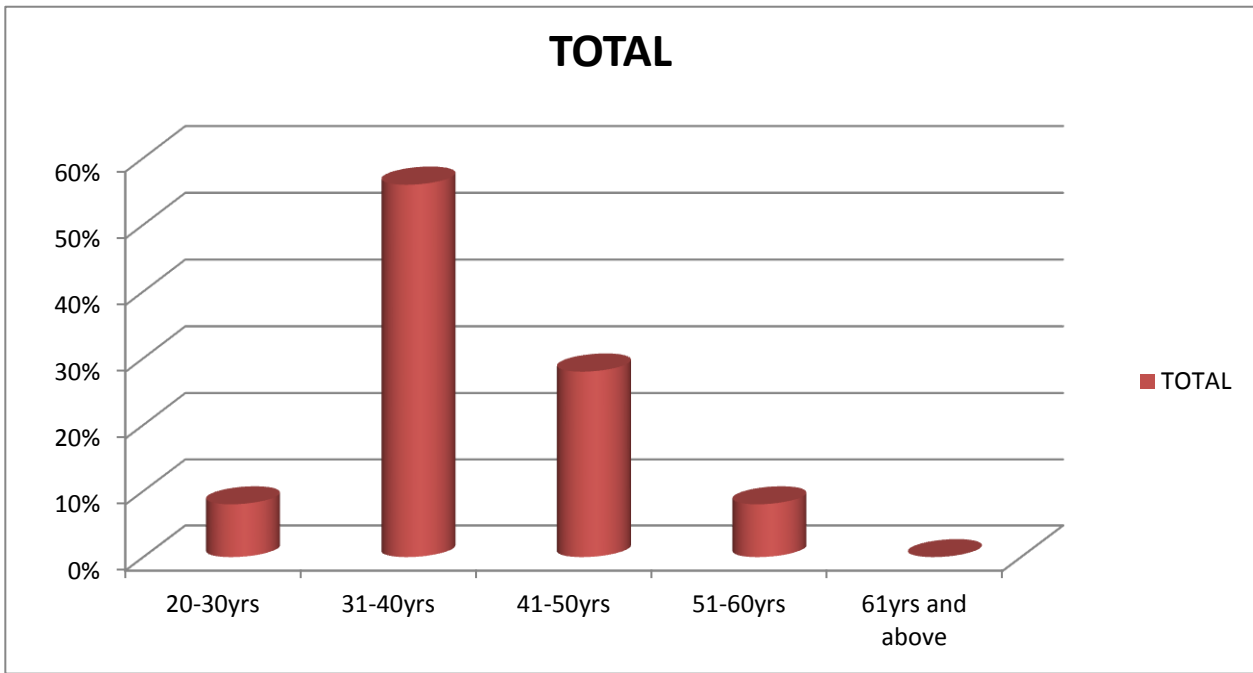


Figure 2 Age analysis of respondents

Source (Survey)

8% of respondents were between the ages of 20-30 years, 56% were between the ages of 31-40 years, 28% were 41-50 years, 8% were between the age of 51-60 years and 0% were between the age of 61 years and above. The statistics +++++ above demonstrate that most of the respondents who were consulted were of the middle age of their teaching carrier and were likely to be experienced and mature for executing their teaching initiatives, especially when teaching ERI.

Table 2 Question 2: Educational qualifications

Certificate	Diploma	Higher National Diploma	Degree	Masters	Phd
3	18	0	4	0	0

Source (Survey)

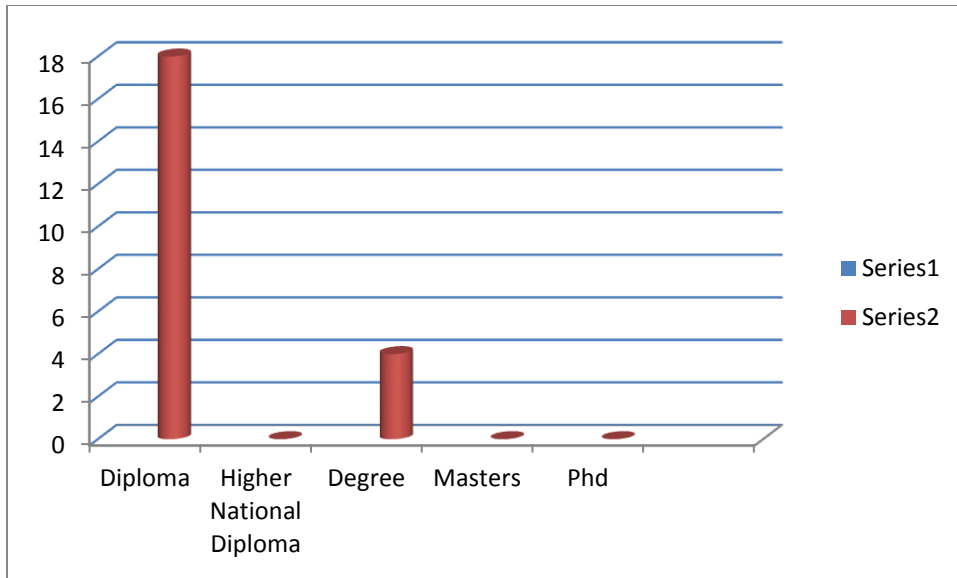


Figure 3 Qualifications
Source (Survey)

12% of the respondents had a certificate as their qualification. These could be those who graduated before 1990 when certificate in education was the highest qualification offered in teacher's colleges. 72% had diploma as their qualification, these could be teachers who either upgraded themselves from certificate in education to diploma or those who graduated after 1990. No one had HND as their qualification as this qualification is not there in education qualifications. 16% have degrees. These are people who have up-graded themselves. No one had amongst respondents a masters or Phd qualifications.

The above qualifications shows that all the respondents were qualified teachers who are capable of giving correct information on early reading initiatives.

Table 3 Question 3: Experience

0-5years	6-10years	11-15 years	16-20years	25 years and above
6	12	3	4	0

Source (Survey)

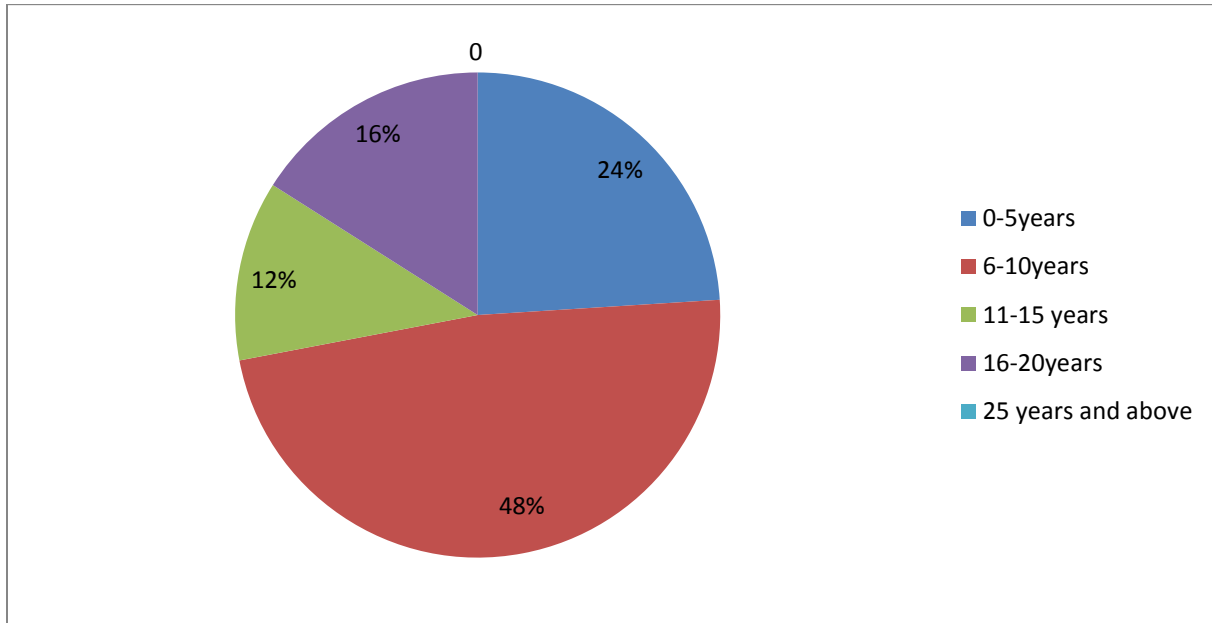


Figure 4 Teachers' experience

Source (Survey)

24% of the respondents, had 0-5 years' experience in the teaching field, while 48% of the respondents had 6-10 years working experience, 12% had 11-15years experience, and 16% had 16-20 years work experience and there was no one who had 25 years and above since it is likely that the person who have that experience could have reached a retirement age. The statics above shows that the majority of the respondents had experience in teaching and that they won't have much challenges in implementing ERI.

Table 4 Question 4: Teaching

Yes	24
NO	2

Source (Survey)

96% felt that the teaching methods being applied at Malisa Central cluster were effective while 4% felt the teaching methods within the cluster were not effective. Those who felt that there were not effective stated that modern teaching methods which involved the use of technology were not being used.

Question 5: Reading methods

25/25 of the respondents which is 100% stated that Malisa Central cluster used the Phonic method, word picture matching look and say methods when teaching in the ERI program. This is one of the effective methods of teaching the ERI.

Table 5 Question 6: Improvement of reading methods in Zimbabwean schools.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	5	1	4	15

Source (Survey)

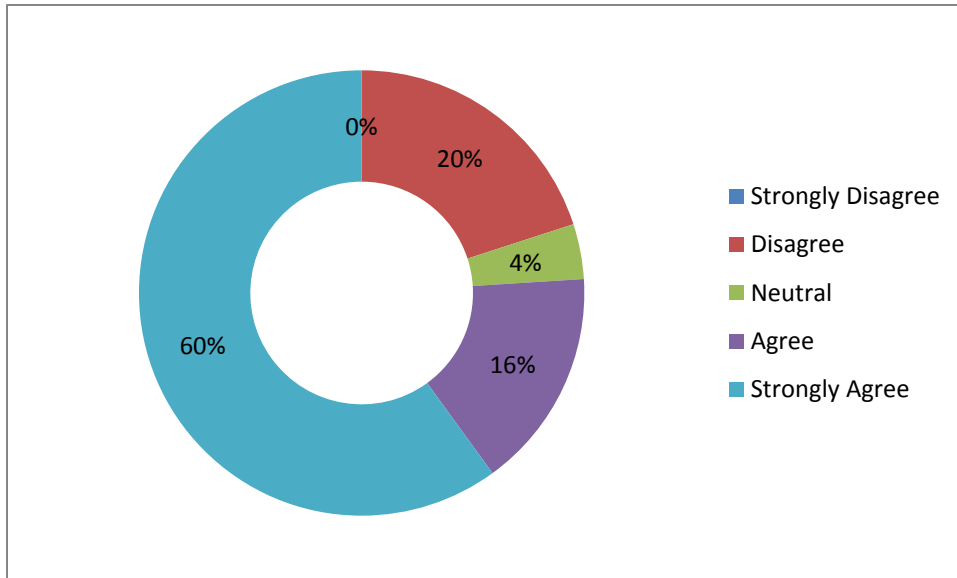


Figure5 Improvement of reading methods in Zimbabwean schools
Source (Survey)

20% of the respondents said that they disagreed on the fact that the reading methods currently used in Zimbabwean schools should be improved while 4% were not sure whether there was a need of changing the system or not, while 16% agreed to an extent that the reading systems needed to be changed and 60% strongly agreed that there was need for total change to the system. For the majority to agree to that it means the current system is not all that good, hence there should be an ERI programme introduced as a remedy

4.1.2 Discussion

Like what Center for High Impact Philanthropy USA (2010p10) stated “...they transfer knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning skills...” It was found out that most schools in Malisa Central Cluster were still using old teaching techniques when teaching reading and most of them used the phonic method.

Tadros (2014) comments that early reading initiative is a complex process that involves skills and knowledge necessary to learn reading through phonological awareness by listening, speaking, beginning reading as well as writing.

Lighton and Spada (2006) also added that listening and learning a language goes hand in hand since a quantity and quality of a language a child hears or is encouraged to master from or through others in any environment is highly and quickly mastered and shapes a child's behaviour.

Antilla (2013p4) postulates, "Ensuring that the early literacy practices success occur, especially reading aloud to a child for kindergarten, but will affect their literacy success throughout their entire education and even into adulthood." Antillia goes on to stress that learners who struggle to read will fail to perform well across all learning areas. Additionally, reading scholars propounds that reading to preschoolers prepares children to succeed in their academic career. This is an indicator that ERI needs to be strategically introduced.

Participants in this study noted that the end result of a learner will be very important since ignoring or non-involvement of the child in ERI might result in the child facing problems in academic activities. It was therefore concluded that the government should order the Curriculum Development Unit to revisit and re-engineer the curriculum which will give attention to ERI.

4.2 How effective is ERI in rural schools?

Research question number 2 which says "How effective is ERI in rural schools?" covered questions 7, 8 and 9. These questions concentrated on finding out on the importance of ERI and its impact on early learners in rural schools. This was going to motivate stakeholders to invest and support the ERI.

4.2.1 Findings

ERI is important for early learners and schools were willing to implement it.

Table 6 *Question 7: Ranking statements according to priority*

Number	1	2	3	4
Title	Teachers should be trained at the college on ERI	There is need to change the syllabus	ERI should be first taught in languages	More emphasis on children than on teachers
Rate	25	0	0	0

Source (Survey)

100% of the people ranked the instruments as above. If 100% off the respondents all had a uniform ranking of the statements above it means that ERI is important and should be introduced tactically into the teaching and learning system.

Table 7 *Question 8: Importance of ERI*

Yes	25
No	0

Source (Survey)

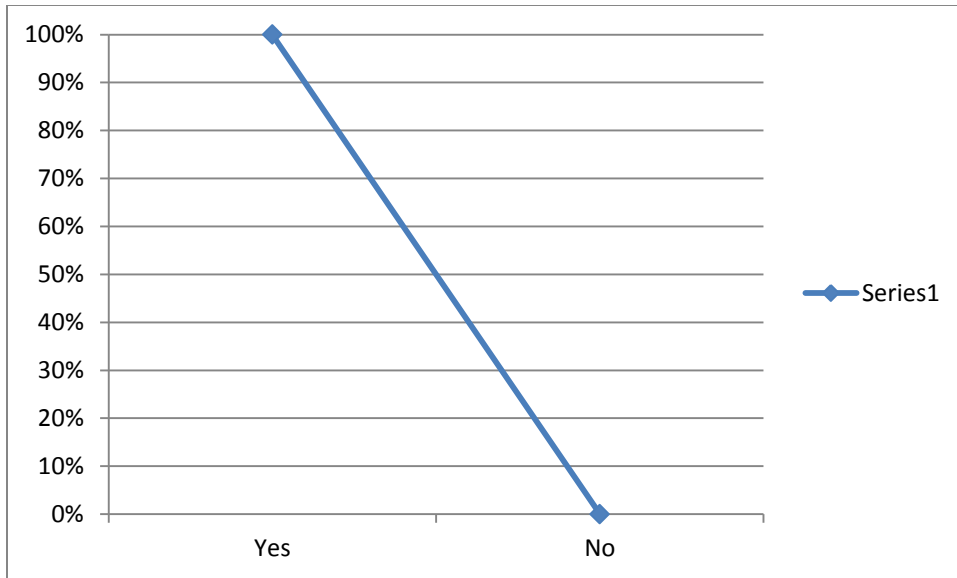


Figure 6 Importance of ERI
Source (Survey)

100% of the respondents said that ERI was important for basic learning of any language. If

100% of respondents felt that the ERI is important for any language learning then the programme needs to be taken seriously.

Question 9: ERI should be promoted by all schools in Zimbabwe.

Table 8 Ranking of ERI

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	0	0	0	25

Source(Survey)

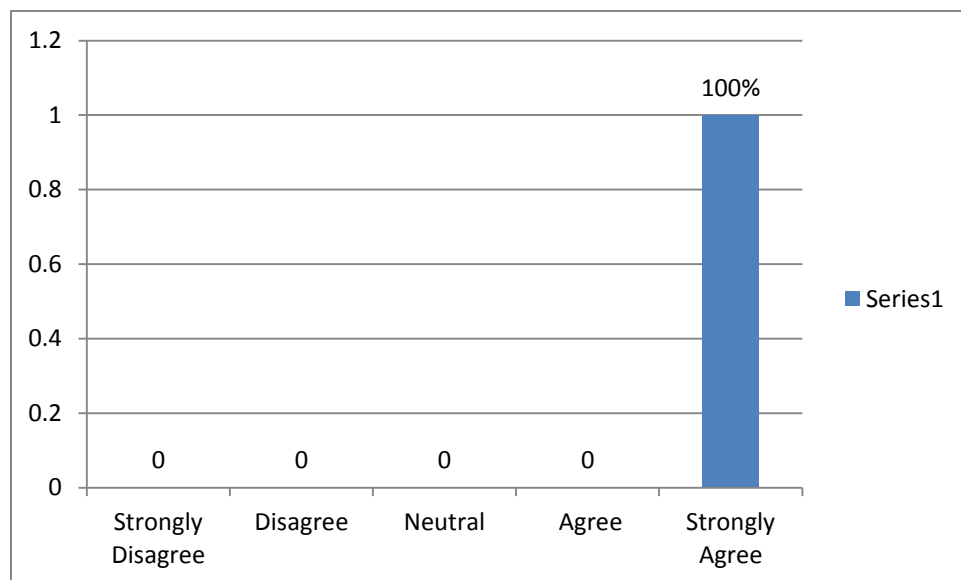


Figure 7 Ranking of ERI
Source(Survey)

100 % of the respondents strongly agreed that ERI is important to the education beginners and should be promoted by all schools in Zimbabwe. This shows that the ministry should take the ERI seriously and expeditiously implement it.

4.2.2Discussion

Antilla (2013p4) postulates, “Ensuring that the early literacy practices success occurs, especially reading aloud to a child for kindergarten, but will affect their literacy success throughout their entire education and even into adulthood.”

Fletcher and Lyon (1988) highlighted that in life many people are held back not because of their intelligence level but for their illiteracy. In similar fashion, Snow, Burns and Griffin (1998) acknowledged that ERI ensures a child’s future is well shaped.

Save the child UK 2007 also expressed that regardless to a learners economic status, ability to read is important to a child’s success. One of the comments from Frede et al (2010) is children

participating from high ERI education have better chances of focusing in their school work than dropping out of school or ending up in the streets.

This shows how significant ERI is to schools in Malisa Central Cluster since it fosters success and if done effectively, Malisa Central Cluster will be seen as a center of reference to learners who reach their self-esteem.

Consequently, ERI is done so as to upgrade skill accomplishment of ECD, Grade one up to Grade three. Equally important Eccles (1999) had the same sentiments when he offers students who perform poorly on reading are likely to drop out of school unlike literate learners.

It was found out that ERI was important and some respondents in Malisa Central Cluster also acknowledged the importance of the ERI. Therefore it was concluded that the ERI was unavoidable if parents and schools wanted the child to succeed in literacy the rest of their life.

4.3 What are the best methods to implement ERI in rural schools in Silobela?

Question 10-15 concentrated in answering the research question number 3 above whereby the study wanted to find out and recommend methods of implementing the ERI.

4.3.1 Findings

Enforcing policies, having workshops and creating an ERI friendly environment promote ERI.

Question 10: Cluster questions

Table 9 Rating of questions

Question	Yes	No
Teachers appreciate ERI	25	0
Schools to introduce ERI at an early stage	25	0
Workshops on ERI	25	0

(Survey) source

100% of the respondents agreed on every statement that ERI is the programme which needs to be Source promoted and advocated for. This initiative will see the improvement of learners' reading skills.

Question 11: Sponsorship and support for ERI

Table: 10 Sponsorship of ERI

Yes	25
No	0

Source(Survey)

100% of the respondents said that sponsors were approachable for sponsorship of the ERI. However they sighted that sponsors couldn't sponsor the initiative much for most of them faced financial constraints. If sponsors are approachable it means they value the programme but because of difficulties they could not come and assist the programme regularly.

Question 12: Better ways of implementing ERI

Table 11 *Implementing ERI*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	0	0	5	20

Source(Survey)

20% of the respondents stated that they agreed with the idea of enforcing the ERI programme into schools while 80% strongly agreed that the ERI programme needs to be enforced into schools. This means that there is a general consensus that ERI is important and needs to be introduced into schools maybe through introduction of strong policies.

Question 13: Physically facilities conducive in the implementation of ERI

Table 12 *Physical facilities*

Yes	4
No	21
Not sure	0

Source(Survey)

16% of the respondents said that the physical environment in the schools were conducive for ERI implementation. These could be those ones coming from schools with better infrastructure like Fatima primary school, while 84% of the respondents disagreed with the claim that in their schools the physical environment was conducive for ERI implementation. It seems these schools are schools with no electricity and other sophisticated technology to enhance the

implementation of the ERI. This is a clear indicator that for the ERI programme to be implemented a lot of investment is needed by the stakeholders concerned. Most of the respondent further indicated that there was need for investment in material needed for the implementation of the ERI.

Question 14: Readness of the material in schools.

Table 13 *Material readiness.*

Yes	2
No	23

Source(Survey)

8% of respondents stated that their schools were ready for ERI meaning they could have managed to get donations of needed material to implement the ERI programme. 92% of the respondents said that their schools were not ready for the ERI programme since they had no material for the implementation of the programme. This means there is a lot to be done for the implementation of the ERI programme in Silobela schools and probably Zimbabwean schools at the large. All respondents indicated that their schools faced financial challenges.

Question 15: Suggestion of ways of implementing ERI

23/25(92%) of the respondents stated that workshops were the best ways of introducing and implementing of the ERI programme. 8% of the respondents stated that training of teachers in colleges and inhouse training on teachers was needed for the successful implementation of the ERI. They felt that training on teachers was vital for the implementation of the ERI programmes. This shows how important is the programme and how best to implement them.

4.3.2 Discussion

The US Department of Education (2002) clarified that educational initiatives need are to seek donations and provide funding. From the respondents, ERI needs a supportive environment on the part of the learner, parents, teacher as well as administrators. Respondents hold that teachers' training at colleges, on the job training inservice workshops and ICTs being used in conjunction with none ICTs resources such as phonic cards, whiteboards, pictures and a variety of reading materials cheap and locally found in the environment can assist learners a lot.

In support to respondents, Habler et al (2011) said continual development of ERI implementers as well as fusion with technology can take learners afar. Likewise Goe (2009) suggested that teachers ought to come up with a variety of strategies when teaching ERI. UNESCO (2006) advocated that literacy skills can be developed and instilled in students through reading and writing. UNESCO furthered that a research made by commonwealth highlighted that robust and cheap netbooks can be used by ERI learners as well as ipads and computers that can be used for telecollaborative learning and or observing how others encalculate ERI in the curriculum

.I argue all teachers to be innovative, creative, resourceful, through gathering a variety of reading materials with or without funds as a journey to help children prepare for school success. Believe me, you, with plenty of resources, still it is the duty of teachers to work tirelessly to ensure ERI becomes a success. In as much as teachers try to show dissatisfaction on limited funds and resources they ought to realise that teaching is a calling of commitment and love hence learners' success in ERI lays in the hands of teachers. First lady Laura once mentioned that armed with right information we can make sure every child learns to read and reads to learn thereby enhance early language and literacy skills.

4.4 Summary

The main goal of this chapter was to analyse the data that was obtained through administering questionnaires.. Its main thrust was to look at the impact and the best methods of implementing the ERI in Zimbabwean schools,of which the findings were presented in the form of tables, pie charts and figures.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter summarises the whole project highlighting conclusions arrived at based on the findings as well recommendations. The study set out to investigating effectiveness of early reading initiative in Malisa Central Cluster. The objectives of the research were met as the reading methods currently being used by schools in Zimbabwe and the importance of the ERI and the methods of implementing them were recommended. The methodology that was used included exploratory and descriptive research designs and out of the 500 study subjects, 25 respondents made up the sample and all responded to the questionnaires giving us a response rate of 100% and these produced interesting findings of which the following summary, conclusions and recommendations can be made.

5.1 Summary

Chapter one was an over view of the reading and comprehending challenges encountered by Malisa Central Cluster learners, research objectives, research questions, limitations, delimitations, significance of the study, assumptions, and definition of terms were dealt with.

Chapter two unpacking the term ERI as well as review of literature providing an insight on what scholars come up with inline with the ERI. Academic debates were also executed in chapter two.

The term methodology was defined in chapter three. Instruments to be used were outlined. Techniques of data collection, sampling procedures and data analysis techniques were clarified.

The study set out to investigating effectiveness of early reading initiative in Malisa Central Cluster. The objectives of the research were met as the reading methods currently being used by

schools in Zimbabwe and the importance of the ERI and the methods of implementing them were recommended. The study had been prompted by the challenges which were being faced by Malisa Central Cluster among which included the shortage of skilled manpower, resources as well as equipment which did not meet the programmes' expectations of which there was need to make an advanced and costly investment so as to implement the ERI programme.

5.2 Conclusions

Based on the findings of the research questions the following conclusions can be arrived at:

Question one

The research established that the schools in Zimbabwe are still using ancient reading methods. That is to say classroom practitioners mostly use the look and say method, phonic approach as well as whole language approach. The best well known and widely used to teach reading being phonic where sound is linked to letters of the alphabet. Some methods are linked to a learner's learning disability like dyslexia.

Question two

ERI is important for any child willing to learn any language. It makes learners eligible to read and be able to learn other subjects. If a learner is illiterate he cannot be able to perform well in other languages which demand reading and comprehension. ERI plays an important role to improve teaching and learning activities for students from elementary to tertiary level, hence, shapes the future of all learners.

Question three

ERI can be implemented in Zimbabwean schools through a lot of investment in human, material and financial resources. Competent personnel to teach ERI is a prerequisite if the ERI objectives are to be met. Teaching – learning resources are a key to ERI teaching if children are to use the

hands on approach or be exposed to a montessorri environment. Schools should also take advantage of technology to implement ERI. Children learn more using the discovery method. Young blood is technologically advanced so it becomes easy for them to unearth literacy skills through educative websites.

5.3 Recommendations

In light of the stated findings and conclusions of this research, the following recommendations were made so as to implement the ERI programme:

5.3.1 Staff development for staffmembers

Teachers will need to be staffdeveloped on the importance of the ERI programmes. This will motivate key stakeholders on promoting and implementing the programme even when facing challenges.

5.3.2 Introduction of workshops within the cluster

Workshops for parents and sponsors should be organised regularly so as to update them on ERI developments as a way to motivate them.

5.3.3 Policy making and implementation

The government should make policies on ERI and enforce them into schools as a way of expidiency of the implementation of programme. This will see all schools in Zimbabwe implementing the ERI programme.

5.3.4 Availability of resources

There is need for the government of Zimbabwe to set a budget and seek for donors inorder to fund and sponsor the ERI programme. Resources will be in the form of money and material.

5.3.5 Establishment of infrastructure.

The government and the donor world should establish some programmes of rehabilitating and establishing infrastructure in schools which is modern and will act as a breeding ground for the implementation of the ERI programme. Electricity should be installed in schools so as to make it easy to install technology and other learning facilities in schools to enhance ERI .

5.3.6 Establishing technology

The government should establish technology in schools which will make it possible and easy for the implementation of the ERI. Technology ensures modern methods of implementing ERI. This was proved in literature review where most of the authors revealed that technology makes it easy to implement the ERI programme.

REFERENCES

- Ackerman, D.J. (2005). *Getting teachers from here to there: examining issues related to an early care and education teacher policy. Early childhood research practice, 7*. Retrieved from <http://ecrp.uiuc.edu/v7n1/ackerman.html>
- AEDEA, (2012). *Triennale on education training in Africa –Early grade literacy in African classrooms: Lessons learned and future directions*.
- Adelstedsdottir (2012). *Learning & teaching children’s literature in Europe Final Report*. Europe: McMillan.
- Anderson, R. & Cheung, S. (2003). *Time to read: Family resources and educational outcomes in Britain*. Journal of comparative family studies
- Antilla, J.A (2003). *The effects of early literacy development on academic success in the educational setting and implications for educational leaders and teachers*. Michigan: Lausing, MI.
- Blair, V. (2000). *The early childhood initiative foundation*. Florida: Dade
- Bless, C. Higson, S. Smith, C. & Kagee, (1993). *Fundamentals of social research methods: An African perspective*. Cape Town: Juta.
- Bornfreund, L. (2012). *Effective early childhood and adolescent literacy strategies*. –stand for children leadership centre.
- Brancato, L. Jr. (2005). *A handbook of recommendation practices for questionnaire development and testing in the European statistical system*. London: European commission grant agreement.

Brunner, C. B. & Tally, W. (1999). *The new media literacy handbook: An educator's guide to bringing new media into the classroom*. New York: Anchor Books.

Burchinal, M. (2005). *The role of home literacy practices in preschool children's language and literacy skills*. Journal of speech, Language, and Hearing Research.

Burns, N. & Grove, S. (1999). *The Practice of Nursing Research Conduct, Critique and Utilization*. 2nd edition. Philadelphia: Saunders Company.

Burns, N. & Grove, S. K. (2003). *Understanding nursing research*. 3rd Philadelphia: Saunders Company.

Carnevale, A.P., & D.M. Desrochers (2003 – 1991). *Standards for What? The Economic Roots of k 16 Reform*. Princeton: N J: Education Testing Services.

Center for High Impact Philanthropy (2010). *High impact Philanthropy to improve teaching quality in the US blueprint philadelphia* Retrieved from <http://www.Impact.upenn.edu/work/document/UPennCHIP.TQProjectBlueprint> Mar 10

Chris, D. (2001). *No child left behind – Reading first*. US: Department of education.

Cresswell, J.W. (2003). *Research design: A qualitative, quantitative and mixed method approaches* (2nd Ed.). Thousand Oaks, CA: Sage.

Crooks, T.J. (1998). *The impact of classroom evaluation on student's review of educational research*.

EACEA, (2011). *Teaching Reading in Europe: contexts, policies & practices*. Brussels: Eurydice.

Eccless, J.S. (1999). *The Development of children Ages 6 to 14*. www.princeton.edu

Farlex clipart Collection (2003 – 2012). *Group children interviews. British: Educational research.*

Farmer, L. & Stricevic, I. (2011). *Using research to promote literacy and reading libraries: Guidelines for librarians.* The Hague: IFLA headquarters.

Fletcher, J. M., & Ly1998). *Reading: A Research Based Approach “in what’s gone wrong in America’on, G.R. (s classrooms.* Stanford: Hoover Institution Press.

Frede, E., Jung, K., Barnett, W. S., & Figueras, A. (2010). *The APPLES blossom: Abbott preschool program longitudinal effects study (APPLES) preliminary results through 2nd grade (Interim Report).* New Brunswick, NJ: Rutgers University, National Institute for Early Education Research. Retrieved from http://ieer.org/pdf/apples_second_grade_results.pdf

Galvan , J.S. (1999). *Writing literature review: A guide for students of socil and behavioral science.* Carlifonia: Pyrczake.

Goe, L. (2007).*The link between quality and synthesis* Washington: A National Comprehensive Center for Teacher Quality. Retrieved [http://www.tqsource.org/organisation / link.php](http://www.tqsource.org/organisation/link.php)

Gonzales, E.J., & Kennedy, A.M. (2010). *PIRLS 2001 User Guide for the internal international Data base* chestnut Hill, MA. USA: Boston College.

Good, R.H.,Gruba ,J.& Kaminski, R.A. (2001).*Best practices in school Psychology iv* Washington DC: National Association of school Psychologists.

Gove, A and Cvelich, P. (2011). *Early Reaching: Igniting Education for All. A report by the Early Learning Community of Practice. Revised Edition. Research Triangle Park NC.* Research Triangle Institute.

Habler B., Henness, S. Lord, T. Cross, A. Jackson, A. & Simpson, M. (2011). *An investigation of appropriate new technologies to support interactive teaching.* Zambia: University of Cambridge.

Harmlon , B. & Larget, B. (2011). *Samples on population.* Madson: Department of statistics university wisconsin.

Hecket, M. (.31990). “Mayan Education in Guatemala : *A Pedagogical Model and Political Context*” *In learning ,Knowledge and cultural context Hamburg.* Germany: Wuwer Academic publishers.

Hightower, A.M., Delgado, R.C., Lloyd, S.C, Wittenstein, R., Seller. K. and Swanson, B.C. (2011). *Improving students learning by supporting quality, teaching.* Bethesola: Editorial projects in education Inc.

Israel, S. E. (2001). *Introduction to early reading first. America:* US department of education Triennale on education and training in Africa early grade literacy in Afica classroom: lessons learned and future directions

Krathwohl, D. R. (1988). *Methods of educational and social sciences research, the logic of method.* Amazon: Waveland Press.

Kumar A (2001). *An unexpected extended conformation for third TPR motif of the peroxin PEX5 from Trypanosoma brucei*. J Mol Biol 307(1):271-82

Kutner, M., Greenberg, E., Jin, Y., Boyle, B., Hsu, Y., & Dunleavy, E. (2007). *Literacy in everyday life: Results from the 2003 National Assessment of Adult Literacy* (NCES 2007-480). Washington, DC: National Center for Education Statistics, US Department of Education.

Lawson. K. (2012). *The real power of parental reading aloud: Exploring the effective and attentional dimension*. Australian journal of education. Retrieved from <http://Gogalegroup.com>

Lewis, M. & Ellis, S. (2006). *Phonics, practice, research and policy*. London: PCP.

Lighton (2006). *No child left behind*. Department of education. Retrieved 6/7/07.

Moholtra, R. (2008). *Being different: An Indian challenge to western universalism*. India: Harper Collins.

Mc Cartney, K. (2009). *Finally getting smart about investing in learning early [Editorial]*. The Boston Globe. Retrieved from http://www.boston.com/bostonglobe/editorial_opinion/

Mithel, T. (2009). *Colonising Egypt*. University of California Press.

Musen, L. (2010). *Early read proficiency*. USA: Annenberg institute for school reform.

National Institute for Literacy (2009). *National Reading Achievement goals informs Early Literacy instruction*. Washing DC: National Institute for literacy.

OECD, (2002). *Reading for change: Performance and engagement across countries*. Results from PISA 2000. New York: Organisation for Economic Cooperation and development.

Ozola, A. & Geske, A. (2008). *Factors influencing reading literacy at primary school level*.

Regai: University of Latvia

Park, H. (2010). *Home literacy environments and children's reading Performance: a comparative study of 25 countries*. Educational Research and evaluation.

Lewis, P. (2003). *The New York Times, the readers guide*. New York: Harry Potter and the deathly Hallows P2.

Polit, J. & Hunger, B. I. (1997). *A nurse's guide to the critical reading research*. Australian journal of advanced nursing.

Pratt, L. Buchanan, P. & Metzger, T. (1992). *Anti-resist action*. Culver: Common courage press.

PRASEA, (2002). *Project or the study of Alternative education in SA*. University of Cape Town.

Programme for international assessment of adult competences (1999)

Rogof, B. (1990). *Explanation of cognitive development through social interaction: Vygotsky and Piaget*. New York: Oxford University Press.

Save the child UK (2007). *Investing early for exponetitial outcomes*. US: Department of education and child development.

Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. (1993). *Significant benefits: The High Scope Perry Preschool study through age 27 (Monographs of the High Scope Educational Research Foundation, 10)*. Ypsilanti, MI: High Scope Press.

sShanahan, T. Callison, K, Carriere, C. Duke, N, K., Pearson, P. D. ,Schatschneider,C.& Torgesen, J. (2008). *Improving reading comprehension in Kindergarten through 3rd grade*. A practice guide. Washington DC: National Centre for education.

Snow, K., Burns, M.S., & Griffin, P., (Eds.). (1988). *Preventing reading difficulties in young children*. Washington DC: National Academy Press.

Tadros, L. C. (2014). *Definitions & approaches to measuring reading proficiency*. Washington DC: US department of education

Teta, M. (2011). *Reading for beginners*. Lebanon: Merva Faddoul.

The National Assessment of Educational Progress (2014). DC: Retrieved From [http://www.hagb.org/contectnagb/assets /Documents/publications/Framework](http://www.hagb.org/contectnagb/assets/ Documents/publications/Framework).

The National Reading Panel (2000). *Teacher quality*. Washington DC: US Department of education.

Trudel, B. (2012). *Local language literacy and sustainable development in Africa*. International journal of educational development.

Trudell, B. (2012). *Local language literacy and sustainable development in Africa*. International journal of educational development. Cameroon: Younder.

UNESCO (2004) *Advocacy kit for promoting multilingual education: Including the excluded*. Available at [http:// ww2.uescobk.org/elib/publications/110/](http://ww2.uescobk.org/elib/publications/110/)accessed March 24 2011.

UNESCO (2006) *Teachers and educational quality: Monitoring global needs for s2015*. USA: Montreal.

US Presidential Advisory Commission on Educational Excellency for Hispanic Americans (2003).

Wagner, R. K. Torgesen, J.K. & Rashotte, C.A. (1999). *Comprehensive List Of Phonological Processing (CTOPP)*. Austin, TX: PRO-ED.

Wiley, J & Sons (2010). *Qualitative data analysis*. New York: Routledge.

William, D. S (2008). *Evaluation of the key stage 3 Diagnostic software pilot, Report prepared for school*. Curriculum and Assessment Authority. London: Kings College London school for Education.

Young, I. M. (2006). *Philosophy and social theories blooming*. US: Indian Unniversity Press.

Zhang, B. (2011). *A study of the vocabulary learning strategies used by Chinese students*. Eivor Lindstedt: School of teacher education.

APPENDICES

APPENDIX 1

1.1 QUESTIONNAIRE

Instructions to respondents

This questionnaire seeks to gather information on how the ERI can be improved in Zimbabwean primary schools with Malisa Central Cluster being the focus.

- Your responses will be treated as confidential and will be used for academic purposes only.
- Please do not write your name or any information leading to your identification anywhere on the questionnaire.
- Please show your response by ticking or stating briefly.

2.0 Questions

1) What is your age? (Circle your answer)

a) 20-30 years b) 31- 40years c) 41- 50 years d) 51-60 years e) 61 years and above.

2) Educational qualifications? (Circle your answer)

a) Certificate b) Diploma c) Higher National diploma d) Degree e) Masters d) PhD

3) Work experience? (Circle your answer)

a) 0-5 years b) 6-10 years c) 11-15 years d) 16-20 years e) 25years and above

4) From your experience, the teaching method which is being done by Malisa Central cluster is effective? Yes No

If your answer to question is No please briefly explain.

-----5) Which reading methods were being used by schools at Malisa Central cluster?

6) Reading methods used by schools in the Zimbabwe should be improved.(Tick where appropriate)

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7) Rank the following statements according to priority using numbers 1-4. (You should mark the box that reflects your rating of that service feature in the Answer Box).

i) There is need to change the syllabus so as to accommodate Early Reading Initiative

ii) Teachers should be trained at the college about Early Reading Initiative

iii) More emphasis on ERI should be done on children than on teachers.

iv) ERI should be the first thing taught when learning languages.

8) Is ERI important to pupils learning any language? Yes. No.

If your answer to question is No can you briefly explain?

9) ERI is important to the education beginners and should be promoted by all schools in Zimbabwe. **You should mark the box that reflects your rating.**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Yes

No

10.i) All teachers at Schools in Malisa Central Cluster appreciate the ERI

ii) Schools in Malisa Central Cluster should promote ERI at an early stage of learning

iii) Workshops on both teachers and children should be conducted so as to promote ERI

11) Are stakeholders approachable in order to sponsor and support ERI? Yes.

No.

Support your answer you gave above

12) Please indicate your degree of agreement of the views listed below which relate to the better ways of implementing ERI. ERI should be enforced into all schools in Zimbabwe. **You should mark the box that reflects your rating of that service feature in the Answer Box.**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

13) Are the physical facilities or environment in schools conducive to implement ERI?

Yes. No. Not sure

If your answer to question 13 is No please briefly explain.

14) Is the material ready in schools at Malisa Central cluster so as to teach ERI?

Yes. No.

Support your answer

15) Suggest ways in which ERI can be implemented in Malisa Central Cluster

Thank you for your cooperation and valued time.

APPENDIX 11

6.0 Introductory letter to the respondent

Malisa Central Cluster

Silobela Constituency

Kwekwe District

01 April 2017

Dear sir/ madam

I am a student at the Midlands State University studying Bachelor of Education Degree and carrying a research study at Malisa central cluster. The research study is entitled: Investigating effectiveness of early reading initiative in Malisa Central Cluster.

May you please complete the following questionnaire? Your response will be of importance as it will inform the study which in turn a copy will be given to the key stakeholders so that recommendations made are considered for the improvement of the Early Reading Initiative (ERI). There are instructions below which you need to follow when you are completing the paper.

Your cooperation is greatly appreciated.

Yours faithfully

Shumbei Mutanda